Grade 5 - Unit 6 - Poetry

Unit Focus

In this poetry unit, students will move through three short bends. In the first bend, students will be immersed in poetry, focusing on volume of reading because this unit will run simultaneously as the SBAC practice unit. The purpose of pairing these two units together is so that students have the opportunity to read with volume and engagement while practicing analysis through creative thinking practices.

In the first bend of this unit, students will spend time reading across a variety of poetry with the focus of identifying and interpreting figurative language and craft moves. As students move into the second bend, they will narrow the types of poems they are reading based on high interest authors, topics, themes or styles. This is also when students will make poem selections for the declamation contest. In the final bend of this unit, students will emulate the authors, styles, topics or themes they were reading about by writing their own poetry. They will be expected to implement similar craft moves and figurative language in their own writing.

Throughout this unit, students will also be reading in novels written in poetry, rather than in prose. Suggested texts include Love That Dog, Hate That Cat, Locomotion, Inside Out and Back Again.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer

Common Core
English Language Arts: 5
 	
• Reading Literature
   o Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. *(CCSS.ELA-LITERACY.RL.5.2)*
   o Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. *(CCSS.ELA-LITERACY.RL.5.4)*
   o Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. *(CCSS.ELA-LITERACY.RL.5.5)*
	Students will be able to independently use their learning to...
	T1 Comprehend and engage with a variety of texts in order to become independent, critical thinkers
	T2 Generate and capture ideas to explore in writing

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... U1 Readers understand that authors use figurative language to add emotion, images, themes and messages. U2 Writers understand how to use figurative language and word choice in poetry to create meaning. U3 Writers understand that poetry has a unique structure, form, purpose, and language. U4 Writers study mentor texts to notice how authors use craft moves in poetry. U5 Writers can revise their work by emulating the style of another writer.	*Students will keep considering...* Q1 How is figurative language used to add to the bigger meaning or theme of poetry? Q2 How does poetry differ from other forms of writing? Q3 How do authors use craft moves differently than in other texts? Q4 How can I emulate authors styles and themes in my own writing?

Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	**Skill(s)**
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4– 5 text complexity band independently and proficiently. *(CCSS.ELA-LITERACY.RL.5.10)* - Read with sufficient accuracy and fluency to support comprehension. *(CCSS.ELA-LITERACY.RF.5.4)* - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. *(CCSS.ELA-LITERACY.RF.5.4.B)* - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. *(CCSS.ELA-LITERACY.W.5.3)* - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. *(CCSS.ELA-LITERACY.W.5.3.A)* - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. *(CCSS.ELA-LITERACY.W.5.3.B)* - Use concrete words and phrases and sensory details to convey experiences and events precisely. *(CCSS.ELA-LITERACY.W.5.3.D)* - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.5.2)* - Spell grade-appropriate words correctly, consulting references as needed. *(CCSS.ELA-LITERACY.L.5.2.E)* - Use knowledge of language and its conventions when writing, speaking, reading, or listening. *(CCSS.ELA-LITERACY.L.5.3)* - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. *(CCSS.ELA-LITERACY.L.5.3.A)* - Demonstrate understanding of figurative language,	*Students will know...* K1 Figurative language is an intentional choice that adds or changes meaning. K2 Poetry is a style of writing that creates the opportunity for readers to interpret emotions, themes and messages. K3 Structure, form and language create meaning and purpose in their writing. K4 Vocabulary: stanzas, figurative language, metaphors, simile, theme, line breaks, punctuation, craft moves, structure, form, idiom, adage, proverb, synonym, antonym, style, summary, statement, inference, phrase, Most likely purpose, exact way or most exact, conjunction, independent clauses, appositives, grammar usage, best describes, best supports, conclusions	*Students will be skilled at...* S1 Using figurative language and author's craft moves in their own writing. S2 Analyzing figurative language and author's craft moves used in poetry. S3 Analyzing structure, form and language while reading poetry to understand meaning and purpose. S4 Using structure, form and language to give meaning and purpose to their own writing. S5 Recognizing and explaining the meaning of common idioms, adages, and proverbs. S6 Expanding, combining, and reducing sentences for meaning, reader/listener interest, and style.

word relationships, and nuances in word meanings. *(CCSS.ELA-LITERACY.L.5.5)*

- o Interpret figurative language, including similes and metaphors, in context. *(CCSS.ELA-LITERACY.L.5.5.A)*
- o Recognize and explain the meaning of common idioms, adages, and proverbs. *(CCSS.ELA-LITERACY.L.5.5.B)*
- o Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. *(CCSS.ELA-LITERACY.L.5.5.C)*
- Language
  - o Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). *(CCSS.ELA-LITERACY.L.5.6)*

Student Growth and Development 21st Century Capacities Matrix
Critical Thinking
- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. *MM.1.2*

Creative Thinking
- Design: Students will be able to engage in an appropriate process to refine their product. *MM.2.3*

Collaboration/Communication
- Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding. *MM.3.3*