

<p>Grade: Fifth Grade</p>	<p>Unit : Poetry</p>
<p>Unit Overview: Read through the Unit Introduction and respond to the questions below.</p>	
<p>Why is this unit important?</p> <p>Unit 3 Essential Questions</p>	<p>This unit teaches students tools and strategies for approaching poetry, training them in the methods and devices poets use, and equipping them to read and interpret both formal and free verse poems. It gives them continual opportunities to create poems themselves, allowing them to practice what they have learned. The poems in this unit are drawn from various literary traditions over the last several centuries, and they range from William Blake’s 18th-century verse to the work of such contemporary writers as Virgil Suárez and Marie Howe. The poets come from many backgrounds and nations: the poets included are of European, Middle Eastern, African American, Native American, and Hispanic descent. The poems themselves are similarly diverse; some employ precise meter and rhyme schemes, while others use free verse and experimentation. Throughout the unit, students practice close reading and writing. They learn about many of the formal elements of poetry as they identify those elements arising organically from the text. They also pair that work with writing poetry themselves, which allows them to demonstrate their understanding and analysis of the poems through creative application and to become detailed writers. In turn, this bolsters their ability to analyze others’ writing. These activities offer students a number of tools with which to approach poetry, building their confidence to interpret poems and their engagement in the task.</p>
<p>What are 3-5 key takeaways students should have by the end of this unit?</p>	<p>RL.5.2</p> <ul style="list-style-type: none"> - Identify and define the basic elements of a poem’s structure and discuss specific poetic devices. Determine how poem details and the speaker reflect upon a topic; summarize the text. <ul style="list-style-type: none"> o Supporting Standard W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task,purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

	<ul style="list-style-type: none">○ Supporting Standard W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. <p>L.5.5</p> <ul style="list-style-type: none">- Identify and use poetic devices, including tone, anaphora, figurative language, rhyme, and metaphor<ul style="list-style-type: none">○ Supporting Standard RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or mood of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).○ Supporting Standard RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.○ Supporting Standard W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. <p>RL.5.9</p> <ul style="list-style-type: none">- Compare and contrast poem characters, structure, topics, and ideas<ul style="list-style-type: none">- Supporting Standard RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).- Supporting Standard RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.○ Supporting Standard W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>What formal writing piece will students complete during this unit?</p>	<p>Formal writing: Poetry</p> <p>Students plan and draft a variety of poem types, including villanelles, poems with parallel structure, and poems about poetry. Students focus on the structures of these poem types and a range of poetic devices. Begins in Lesson 9.</p> <p>Informal writing: poetry journal, original poems, anaphora poems, comparing and contrasting, rhyming poems, advice poems, short and extended responses to text</p>
<p>How does this unit reinforce what has been taught in previous grades?</p>	<p>Beginning in Grade 4, the CKLA writing process expands to include the following components: planning, drafting, sharing, evaluating, revising, and editing (and the optional component of publishing). In Grades 4 and 5, the writing process is no longer conceptualized as a series of scaffolded, linear steps (an important change from the Grade 3 writing process). Rather, students move between components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally.</p> <p>This unit builds on the literature and close reading skills students have developed in previous grades.</p>