

Curricular Plan for Writing Workshop

Grade 5

Unit 6: Poetry

Students should understand and be able to:

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| <ul style="list-style-type: none"> • Experiment with words on a page • Savor the sound of the words they are writing through word choice • Make universal meaning out of close observations, thoughts, and questions about the world and personal experience | <ul style="list-style-type: none"> • Collect and write poems around a particular theme or topic • Find poems that are hiding in the details of their lives • Write with volume and stamina • Draft, revise, and edit several poems |
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Mentor Texts

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| <ul style="list-style-type: none"> • <u>Fine Feathered Friends</u> by Jane Yolen • <u>Roots and Blues: A Celebration</u> by Arnold Adoff • <u>If You're Not Here, Please Raise Your Hand: Poems about School</u> by Kalli Dakos • <u>The Tree is Older Than You Are: A Bilingual gathering of Poems and Stories from Mexico with paintings by Mixican Artistis</u>, edited by Naomi Shihab Nye * (great for ELL) | <ul style="list-style-type: none"> • <u>Laughing Tomatoes: And Other Spring Poems</u> by Francisco X. Alarcon* (great for ELL) • www.poetryfoundation.org • <u>This is Just To Say: Poems of Apology and Forgiveness</u> by Joyce Kilmer • <u>This is Just to Say</u> by William Carlos Williams • A plethora of poetry |
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Possible Teaching Points

Part One: Creating a Class Anthology as a Jump-Start to the Unit
(W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.8, W.5.9a, W.5.9b)

- Writers collect some possible topics, themes, or ideas for a class anthology. We can do this by...
 - Reading poems or books and coming up with a possible theme.
 - Brainstorming common themes and examples of poems we could write within that topic.
 - Noticing how multiple themes can be within a single text or multiple texts can have a similar theme.
 - Sharing stories of personal experiences and making connections to the topic.
 - Going on nature walks or other adventures.
- Writers gain understanding of writing from different perspectives by reading various poems that may cover the same topic.
- Writers use poetry to get across different meanings even when writing about the same theme or topic.

- Writers consider the speaker of the poem by asking,
 - “Who is the speaker?”
 - “What can we tell about the speaker from his ideas through the poem”?
 - “Is the poet and the speaker the same person?”

Part Two: Generating Ideas for Anthologies, Collecting Poems through Immersion, and Living Like a Poet
(W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.8, W.5.9a, W.5.9b))

- Poets grow ideas for a poem from many different resources. These include:
 - Using observations, emotions, memories, and images.
 - Noting clever phrases they have used or heard.
 - Using previous stories.
 - Writing from a concern, issue, or need to make a difference.
- Poets notice how mentor poems can lead to a poem that is about the same topic, uses the same structure, or ‘talks back’ to the original poem.
- Poets notice that not all poems look and sound the same by...
 - Reading poems that showcase different effects poems can have (humor, emotions etc).
 - Asking, “How did this poem make me feel?”
 - Asking, “What did it leave me thinking about?”
- Poets flip through the pages of their previous stories in their notebooks to help lead them to poems that could be hidden in the words just waiting to be written. We can do this by...
 - Circling words or paragraphs that speak to you.
 - Looking for themes.
 - Deciding what poems you feel most strongly about.
- Poets write long about what they see, what they notice, and what this makes them think about. We do this by:
 - Observing images, objects, and people.
 - Jotting down what things look like, sound like, smell like, and how they make us feel.
 - Paying attention to visual details.
- Poets use song lyrics to help generate ideas, themes, or topics and make the connection to poetry. We can do this by,
 - Noticing the line breaks, figurative language, and rhyme schemes.
 - Using lines in songs to inspire new writing from the same theme or image.
 - Comparing two different songs; noticing how songwriters angle their work to give different meanings.

- Poets don't wait for revision. They are always rethinking and reworking. This looks like:
 - Finding a place to add an image from the setting.
 - Adding a detail about an object that will make the poem more piercing.
 - Looking for a surprising detail or one that adds a new emotion to the poem.
 - Visualizing actions or descriptions.
 - Starting a whole new poem.

Part Three: Poets Get Strong Drafts Going and Revise All Along
 Structuring More Purposeful Drafts: Turning Entries into Poems with Line Breaks and Stanzas
 (W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.8, W.5.9a, W.5.9b))

- Poets utilize writing partnerships. We do this by,
 - Writing reflectively about entries we have collected in our notebooks.
 - Asking for understanding and more descriptions of people, places, and things.
 - Asking, "What does this mean?"
- Poets experiment with the craft.
 - We aim for meaning by finding a way to describe what matters with words that will make the reader see the world in a brand new way.
 - Poets can turn prose into poetry by
 - Discovering rhythm in the sentences they've jotted by breaking them up.
 - Looking where line breaks happen at end punctuation.
 - Looking where line breaks happen at important words or when it would sound good to pause.
- Poets often do not write full and complete sentences. They do this by:
 - Eliminating extra words and getting right to the important words.
- Poets make meaningful comparisons by placing an ordinary thing next to something it has never been compared to before.
- Poets consider the syllables in lines to give more control over the reader's pacing. We can do this by:
 - Considering when there needs to be a faster pace to show more action or rushed feeling.
 - Considering if there should be more frequent line breaks (shorter lines with fewer syllables) in a part of the poem that is quieter or sad.

Part Four: Poets Revise to Clarify Meaning and to Create Anthologies with a Range of Perspectives
(W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.8, W.5.9a, W.5.9b))

- Poets use techniques for revision and craft to amplify the messages in their poems. We can do this by:
 - Rereading and making revisions to make the piece better.
 - Creating a more meaningful poem through description and careful word choice.
- Poets take revision across the poems in their anthology by:
 - Using similar strategies to accomplish a different goal. (Example: Looking for as many harsh words to describe an angry person but then needing soft sounding words to describe that person as a child.)
- Poets use revision strategies they already know. These include:
 - Starting out in the moment rather than summarizing everything about the topic.
 - Being more precise about word choice.
 - Getting rid of excess words.
 - Being deliberate about tone and mood.
 - Adding figurative language.
- Poets can enhance the meaning of their poem by:
 - Adding more to the ideas.
 - Being more literal in one part more than in the rest of the poem
 - Setting up readers to expect one thing and then become surprised when it goes in another direction.
- Poets realize how endings play a huge role in the poem's meaning. We can do this by:
 - Writing a powerful last line.
 - Writing a last line that turns the tables on the rest of the poem.
 - Leaving the reader with a surprise.
- Poets know that partnerships are important to keep themselves energized to finish their poems strong. We do this by:
 - Giving each other feedback and recommendations.
 - Asking for images or more elaboration.
 - Noticing where there are holes in the anthology.
 - Providing another idea or perspective.
 - Challenging one another on the true meaning of our poems.
- Poets convey messages through sounds and through imagery by:
 - Creating sounds in their poems to express their thoughts and feelings.
 - Creating rhymes between the lines.

Part Five: Editing Poems and Assembling Anthologies for Publication
(W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.8, W.5.9a, W.5.9b)

- Poets edit with the reader in mind.
 - Remember poetry can break ‘rules’ but usually not all of them in the same poem.
 - Make purposeful choices about what kind of grammar, spelling, and punctuation rules you are going to follow and be consistent.
- Poets read their poems several times to make sure it reads the way they want it to sound.
- Poets compile their poems in an anthology.
- Poets often perform their poems at poetry readings.

Helpful Tips

- If your students are brand-new to poetry, you may want to focus on language development and wordplay from the third grade poetry unit.
- Create an environment where children read, hear, and speak poetry. Make poetry accessible.
- In the beginning of this unit you will take the time to create a quick class anthology around a topic of common interests
- Consider having a “Poem of the Day” displayed to spark discussions and showcase different kinds of poetry.
- Articulate a clear vision of how fifth graders will publish and celebrate their finished pieces.
- Teachers will need to emphasize free verse poetry.
- Teachers will need to model how to draft the bare-bones of a poem out of the ideas they have generated.
- Launch the unit by spending time creating a class anthology around a theme.
- You will want to begin the unit with a quick on-demand assessment so you know how to plan and be responsive in your teaching.
- If your students have not had experience with a thesaurus, now is a great time to do that.
- Students should choose a way to showcase their poetry that fits best with their theme

Common Core State Standards

W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.

W.5.1b Provide logically ordered reasons that are supported by facts and details.

W.5.1c Link opinion and reasons using words, phrases, and clauses

W.5.1d Provide a concluding statement or section related to the opinion presented.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9a Apply grade 5 Reading standards to literature.

W.5.9b Apply grade 5 Reading standards to informational texts.