

## Unit 6

Designer Name(s): Judy Ogaard

Subject Area: ELA

Grade Level(s): 5

Unit Title/Focus: Poetry, plays, songs/ Our Corner of the Universe

Estimated Amount of Instructional Time: ~5 weeks (April 13- May 15, 2015)

### Stage 1 – (Desired Results)

#### *State Content and Skill Standards:*

**ELA/Literacy Claim #1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts**

Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

Target 2. CENTRAL IDEAS: Identify or summarize central ideas/key events.

Target 4. REASONING AND EVIDENCE. Use supporting evidence to justify their own interpretations.

Target 9. CENTRAL IDEAS: Summarize central ideas. Key events, procedures, or topics and subtopics.

Target 10. WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific/tier 3 words, and words with multiple meanings based on context, word relationships (e.g. synonyms), word structures (e.g. common Greek or Latin roots, affixes), or use of resources (e.g. dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.

Target 11. REASONING & EVIDENCE Use supporting evidence to justify interpretations of information presented or how it is integrated (author's reasoning; interactions between events, concepts, or ideas).

**ELA/Literacy Claim #2: Students can produce effective writing for a range of purposes and audiences.**

Target 5: Use text features: Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.

Target 6: Write/revise Brief Texts: Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources: set a context, organize ideas, develop supporting evidence/ reasons and elaboration, or develop a conclusion appropriate to purpose and audience.

Target 7: Compose Full Texts: Write full opinion pieces about topics or sources, attending to purpose and audiences: organize ideas by stating a context and focus, include structures and appropriate transitions for coherence, develop supporting evidence/reasons (from sources, when appropriate to prompt) and elaboration, and develop an appropriate conclusion.

Target 8: Language and Vocabulary Use: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.

Target 9: Edit/Clarify: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts.

**ELA/Literacy Claim #3: Students can employ effective speaking and listening skills for a range of purposes and audiences.**

Target 4. LISTEN/INTERPRET: Interpret and use information delivered orally.

Target 3. [Not assessed on the summative assessment] PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., summarize, paraphrase) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message.

**ELA/Literacy Claim #4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.**

Target 2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text source for a given purpose.

Target 3: Analyze Information/Sources: Distinguish relevant-irrelevant information (e.g. fact/opinion)

Target 4. USE EVIDENCE: Cite evidence to support conjectures or opinions based on prior knowledge and evidence collected and analyzed.

#### **Standards:**

ELA5.RL.2 Determine the 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.

ELA5.RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

ELA5.RL.5. Explain how a series of chapters, scenes, or stanzas fits together to provide an overall structure of a particular story, drama, or poem.

ELA5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, poem)

ELA5.RL.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.

ELA5.R.1 Quite accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELA5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

ELA5.RI.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

ELA5.RI.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.

ELA5RI.6 Informational Text: Describe how a narrator's or speaker's point of view influences how events are described.

ELA5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

ELA5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

ELA5.W-1 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; Include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topics with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g. in contrast, especially).
- d. Use precise language and domain specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

ELA5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELA5W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

ELA5.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

ELA5W.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.

ELA5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from discussions.
- e. Use correlative conjunctions (e.g. *either/or, neither/nor*)

ELA5.SL.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELA5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

ELA5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

ELA5.SL.5 Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

ELA5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g. *I had walked; I have walked; I will have walked*) verb tenses
- c. Use verb tense to convey various times, sequences, states, and conditions

d. Recognize and correct inappropriate shifts in verb tense.  
ELA5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off words *yes* and *no* (e.g. *Yes, thank you*) to set off a tag question from the rest of the sentence (e.g. *It's true, isn't it?*), and to indicate a direct address (e.g. *Is that you, Steve?*)
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly.

ELA5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.

ELA5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.

- a. Use context as a clue to the meaning of a word or phrase
- b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word
- c. Consult reference materials, both print and digital, to find pronunciation and determine or clarify the precise meaning of key words and phrases.

ELA5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.

ELA5.L.6 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)

**Enduring Understandings:** *(what are the big ideas, what are the specific understandings desired)*

- Students will understand that meter, rhyme, stanzas, and other poetic elements all work together to create meaning in a poem.
- People write poetry to express their thoughts and emotions in a creative, unique way

**Essential Questions:** *(what questions will foster inquiry, understanding, and transfer of learning)*

- What makes poetry a unique form of writing?
- Why do people write poetry?
- What is the universe?
- What makes up the universe?
- Why is it important to look beyond our world?

### Big Idea(s)

Poetry is a form of writing that has no definite shape or form.  
Writers create poetry from everyday experiences.  
What is our place in the universe?

<p><i>What Students will know: (what knowledge will they acquire)</i></p> <p>Students will know...</p> <ul style="list-style-type: none"> <li>...how the structural elements of poetry relate to form</li> <li>...the structural elements of poetry including meter, rhyme, stanzas and line breaks in poetry</li> <li>...what similes and metaphors are</li> <li>...pulling information from a variety of sources leads to deeper knowledge of a topic</li> <li>...the universe refers to every existing thing, and its infinite</li> </ul>	<p><i>What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)</i></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> <li>...recognize and name the following poetic forms: narrative poetry, and free verse poetry.</li> <li>...identify and define the structural elements of poetry: rhyme, meter, stanzas, and line breaks.</li> <li>...make inferences and draw conclusions about how author's sensory language creates imagery and provide evidence to support their understanding</li> <li>...identify author's use of similes and metaphors to produce imagery</li> <li>...explain the relationships or interactions between two or more events, ideas, or concepts in a scientific text based on specific information in the text.</li> <li>...draw on information from multiple print or digital sources to answer a question or solve a problem.</li> <li>...integrate information from several texts on the same topic to write and speak about the subject knowledgeably.</li> <li>...organize scientific information using appropriate tables, charts, and graphs, and identify relationships they reveal.</li> </ul>
<p><b>Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)</b></p>	
<p><i>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <ul style="list-style-type: none"> <li>• Write an original poem using poetic structure and poetic elements</li> <li>• Multi-genre writing project about the universe</li> </ul>	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <ul style="list-style-type: none"> <li>self-assessments</li> <li>quick write</li> <li>Informal observations and formative assessment</li> <li>Journal writing</li> <li>Students will read a poem and identify its poetic form— ticket out the door</li> <li>One minute essay: What makes poetry a unique form of writing?</li> <li>Students will read a poem by a famous author. Students will be given sticky notes where they can make notes as they read the poem. Once they get a better understanding of the poem, each student will get a blank sheet of paper where they will draw what the poem means to them (give an example using a poem you have read as a class.) At the bottom of their drawing they will have to explain why they chose that picture and what the poem means to them using evidence from the poem to support their claims</li> </ul>
<p><b>Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:</b></p>	

*Learning Activities:*

**Reading:**

Literary response using textual evidence  
Note-taking cards  
Summarize  
Double journal entry response  
Poetry response  
graphic organizer or note-catchers

**Science:**

Science notebook  
Graphic organizer VIPS  
Lab notes and reports  
Flipbook  
Three column notes  
Anticipatory reading guide

**Social Studies:**

State research report  
Create: PROBE, state float, diorama, travel brochure, poster, advertisement, etc.  
Civil War simulation journal  
Civil war lap book  
Debate two sides of war

**Grammar**

- GLAD Sentence patterning chart
- Genius Ladder sentences
- Focus on complete quality sentences
- Conventions: pronouns
- Subject pronouns
- Object pronouns
- Possessive pronouns
- Contractions with pronouns
- homophones

**Week 1**

**Writing**

Trait: Voice

- Voice: Figurative language

Process

- Mini-Lesson: What makes a poem?
- <http://betterlesson.com/document/32873/day116-cn-hw-what-is-poetry>
- Explore elements of poetry
  - <http://www.readwritethink.org/classroom-resources/lesson-plans/what-makes-poetry-exploring-88.html>
  - <http://betterlesson.com/lesson/27133/characteristics-of-poetry>
  - <http://learnzillion.com/lessons/1813-what-makes-a-poem-a-poem>
  - <http://www.scholastic.com/teachers/lesson-plan/strategies-read-and-analyze-poetry>
- Feather Activity:
  - Describe senses adjectives
  - Partner up blow feathers to each other, try to catch feather in hands, on each other's shoulder, and on each other's back or bottom
  - List actions (ing) that describe the feather

- List similes and Synonyms of feather
- Write cinquain poem about feather
- <http://www.readwritethink.org/classroom-resources/lesson-plans/composing-cinquain-poems-with-43.html>

Product

- Notes on what makes a poem
- Cinquain poem
- Journal writing

Reading

Unit 4 lesson 1 *The Universe*

- Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.
- Summarize central ideas and key events
- Use graphic organizer to identify central ideas
- Integrate information from text, diverse media, and background knowledge to create a mental map of the universe and our place within it.
- Organize scientific information using appropriate tables, charts, and graphs, and identify relationships they reveal.

Week 2

Writing

Trait

Word choice: mini lesson word selection

Process

Prewriting

Read examples of found poems

<http://graphics8.nytimes.com/images/blogs/learning/pdf/2010/NCTEarticle.pdf>

use lesson plan to teach and explore found pomes:

<http://www.readwritethink.org/classroom-resources/lesson-plans/poetry-from-prose-49.html>

<http://gofourthwithowens.blogspot.com/2011/12/found-poetry.html>

Revise

Product

Journal writing

Found poems

Reading

Unit 4 lesson 4 *Apollo 11: First Moon Landing*

- Drawing conclusions about characters and events; focus on how respond to challenges
- Theme
- Connection to background knowledge and other texts (including pictures and video)
- Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.

Week 3

Writing

Trait: Voice

- Personification and onomatopoeia
- Mini-lesson personification. Read poem for examples of personification and onomatopoeia  
[http://curriculum.austinisd.org/la/resources/documents/LA\\_Wtg5th\\_Poetry\\_SuspensebyPatMora.pdf](http://curriculum.austinisd.org/la/resources/documents/LA_Wtg5th_Poetry_SuspensebyPatMora.pdf)

Process:

- Prewriting
- [http://curriculum.austinisd.org/la/resources/documents/LA\\_Wtg5th\\_Poetry\\_FreeVerseGraphicOrg.pdf](http://curriculum.austinisd.org/la/resources/documents/LA_Wtg5th_Poetry_FreeVerseGraphicOrg.pdf)
- Draft free verse poem
- Peer revision
- Writer's conferences and editing groups

Product

- Journal Writing

- Free Verse Poem

### Reading

#### Unit 4 lesson 3 *The Mystery of Mars*

- Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.
- Summarize central ideas and key events
- Use graphic organizer to identify central ideas
- Integrate information from text, diverse media, and background knowledge to create a mental map of the universe and our place within it.
- Organize scientific information using appropriate tables, charts, and graphs, and identify relationships they reveal.

### Week 4

#### Writing

##### Trait

- Voice: figurative language

##### Process

- Read Haiku poems and identify characteristics  
<http://www.kidzone.ws/poetry/haiku.htm>
- Read *Dogku*  
<http://www.edu.pe.ca/stjean/playing%20with%20poetry/Hennessey/howtohaiku.htm>  
<http://www.readwritethink.org/classroom-resources/lesson-plans/animate-that-haiku-a-30872.html>  
<http://www.readwritethink.org/classroom-resources/lesson-plans/reading-writing-haiku-hiking-1072.html>
- Take observation walk around school grounds or neighborhood, then write haiku poems
- Use Haiku starter template  
<http://www.readwritethink.org/classroom-resources/printouts/haiku-starter-30697.html>

##### Product

- Journal writing
- Haiku

#### Reading

#### Unit 4 lesson 5 *Ellen Ochoa: Reaching for the Stars* or unit 4 lesson 2 *Circles, Squares, and Daggers*

- Drawing conclusions about characters and events; focus on how respond to challenges
- Theme
- Connection to background knowledge and other texts (including pictures and video)
- Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.
- Summarize central ideas and key events
- Use graphic organizer to identify central ideas
- Integrate information from text, diverse media, and background knowledge to create a mental map of the universe and our place within it.
- Organize scientific information using appropriate tables, charts, and graphs, and identify relationships they reveal.

### Week 5

#### Writing

##### Trait

- Voice: figurative language

##### Process

- Explore *Diamante Poems*  
<http://www.readwritethink.org/classroom-resources/student-interactives/diamante-poems-30053.html>
- Draft Diamante Poem
- Select another type of poem to explore and write: possibilities: I Am Poems, Rhyming Poems, Alliteration poems, acrostic, mentor modeled (such as If I were in charge of the World)

- Publish poetry pieces selected from this unit
  - Journal writing
  - Peer assessment
- Product
- Journal
  - Diamante poems
  - Poetry of various forms
  - Journal

Reading

Benchmark week

Performance task: finish multi-genre project

**Materials/Resources**

**Writing**

*Writers Express* page

*Houghton Mifflin English* page

*Trait Crate* word choice

<https://docs.google.com/document/d/1wr-4jzgluDmO13KcEUzECOant1sO-BwwOprYuAWD1jY/edit?usp=sharing>

<http://www.readwritethink.org/classroom-resources/lesson-plans/what-makes-poetry-exploring-88.html>

<http://teacher.scholastic.com/writewii/poetry/>

<http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/help-child-write-poem-30317.html>

**Possible mentor texts**

<http://www.poemhunter.com/poem/if-i-were-in-charge-of-the-world/comments/>

<http://www.writersdigest.com/whats-new/poems-for-kids>

<http://m.thelearningmag.com/m/mcook/4837841281/4837841281.html>

**Reading**

<http://www.readinga-z.com> search solar system

[www.myon.com](http://www.myon.com) search universe and solar system