

Unit 7: Poetry: Spotlight on Fluency and Inferring (3 weeks)

Rationale

Why is this unit important and appropriate for this grade level and at this time of the year?

Poetry is a unique and varied genre that requires different reading skills and exposure to a wide variety of poetic types.

Learning Outcomes

What do we expect students to know and be able to do at the end of the unit?

Students will:

- Read a variety of poems to develop an appreciation for the genre
- Understand the various features and structures of poetry
- Use poetic structure to read fluently
- Make inferences to deepen comprehension of texts read
- Identify and compare themes within and across poems

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Activating prior knowledge around the genre of poetry and using that understanding to navigate reading poetry
- Identifying and defining elements of poetry
 - Line breaks
 - Stanzas
 - Repetition
 - Mood/tone
 - Word choice
 - Figurative language
 - Metaphors/similes
- Exploring the features of poetic novels
- Exploring various types of poetry and their unique features
- Noticing poetic craft elements in just right fiction and narrative nonfiction texts
 - Use of figurative language
 - Repeated phrases,
 - Repeated imagery
 - Mood, tone
- Merging prior experience and the text to create visual images
- Creating images with compelling texts
- Creating mental images that go beyond visualizing – using all the senses to comprehend a text
- Acting out poems as a way to visualize
- Sketching as a way to visualize
- Visualizing as a way to infer and understand information about a text
 - To infer the meaning of an unknown word
 - To infer the author’s message

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- To infer the big idea of the text
- Inferring using text clues
 - Meaning of words and phrases including figurative language
 - Tone/mood
 - Author's message
 - Big idea
- Moving from inference to interpretation
- Thinking beyond the words on the page by saying, "On the surface this poem appears to be about...but I know that poems like books often have big ideas/themes so maybe this poem could really be about..."
- Analyzing how visual and multimedia elements contribute to the meaning, tone, or beauty of a poem
- Moving beyond initial reactions about themes by asking:
 - What if...?
 - What else could this be about?
 - Maybe it's more about...
 - I used to think...but now I think...
 - Parts of the story that seem connected are...
- Synthesizing themes from poem(s) and gathering evidence to support thinking
 - What words did the author use to support that thinking?
 - What structure did the author use to support that thinking?
- Using white space, line breaks, and punctuation to read the way the author intended
- Explaining how a series of stanzas fits together to provide the overall structure of a particular poem
- Annotating poems read and using notes in the margins to engage in conversations about poems
- Reading with fluency (i.e., intonation, rate, expression, phrasing) author's message and deepen comprehension
- Transferring fluency strategies from reading poetry to other types of fictional texts, to nonfiction texts
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
 - Have students choose a favorite poem (may be a familiar poem from shared reading or a new one discovered during the unit), practice reading the poem using the various strategies learned, make an audio recording of the poem read aloud, self-assess their fluency using a rubric. (Rubrics are most effective when they are developed with students, have a limited number of behaviors to evaluate, are modeled being used.)
 - Have students choose a favorite poem, copy poem, visualize and sketch an illustration. Write a description that includes text evidence to support the visual images sketched.
 - Have partners work together to select a poem, discuss ways to act out the poem, perform the poem for the class. Audience viewing the performance will identify the mood and tone of the poem.
 - Have students complete a poetry study reflection. (What did you learn about reading poetry that you did not know before? How can you apply what you have learned about reading poetry to all of your reading? Be as specific as possible. How can you apply what you have learned about reading poetry to the poetry you write? Be as specific as possible.)

Notes/Tips:

- ***Students should maintain stamina by continuing to read independently for a minimum of 45 minutes.***
- During read aloud and shared reading expose students to texts that range in genre (fiction, expository nonfiction, narrative nonfiction, poetry, etc.).
- Read aloud and shared reading provide daily opportunities for students to turn and talk which will prepare them for engaging in conversations about texts read with reading partners and book club members.
- Meet with guided reading groups consistently as a way to differentiate reading instruction for all students.
- Students should spend 10-15 minutes reading poetry and the rest of their independent reading time reading their just right books.
- Create 2-3 poetry anthologies at different reading levels (e.g., anthology for proficient readers, anthology for developing readers) – this allows for differentiation of texts. Make copies for each student so that he/she can annotate the poems and refer to poems in both reading and writing workshop.
- Some teachers create text sets of poems based on similar theme.

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- Many of the poems that in the writing poetry unit of study can also serve as mentor poems for the reading unit of study.
- Poetry is meant to be read aloud so providing students the opportunities to work with a partner – reading aloud and discussing poems is recommended.
- In preparation for this unit, select a few poems that the class will study closely. Poets including the greats like Jan Yolen, Langston Hughes, Robert Frost, Ralph Fletcher, Lee Bennett Hopkins, Naomi Shihab Nye, etc. (Refer to poems used earlier in the year as part of shared reading during this unit.)
- Suggested mentor texts:
 - *Baseball, Snakes, and Summer Squash* by Donald Graves
 - *Speak to Me (And I Will Listen Between the Lines)* by Karen English
 - *Honey I love and Other Love Poems* by Eloise Greenfield
- Many teachers create poetry centers that students rotate through over the course of the week. Centers might focus on personification, alliteration, imagery, metaphors/similes, fluency, etc. (See the poetry unit folder of artifacts for more details.)
- Some teachers integrated a study of music into this unit – comparing song lyrics to poems. Compare and contrast song lyrics and poems studying repetition, stanza, mood, tone, etc.
- **To view Grade 5 archived artifacts for the unit please visit the Grade 5 reading/writing page. Select “Resources” from the top nav bar. To access the units of study website use the link http://ww3.mamkschools.org/units_of_study/.**

Professional Resources

What professional resources will be helpful in planning the unit?

- *Awakening the Heart* by Georgia Heard
- *For the Good of the Earth and Sun* by Georgia Heard
- *Poetry Matters: Writing a Poem From the Inside Out* by Ralph Fletcher
- *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension* by Timothy Rasinski
- *The Fluent Reader in Action* by Timothy Rasinski
- *Strategies That Work* by Stephanie Harvey and Anne Goudvis
- *The Common Core Lesson Book K-5* by Gretchen Owocki
- *The RTI Daily Planning Book* by Gretchen Owocki
- *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy* by Irene Fountas and Gay Su Pinnell
- *Teaching for Comprehending and Fluency* by Irene Fountas and Gay Su Pinnell
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson
- For variety of poetry resources archived on eChalk (e.g., suggested minilessons, mentor poems, celebration ideas), go to My Groups, select “Grade 5 ELA Resources, choose folder titled Poetry Resources/Blog