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| **Grade 5**  **Unit Overview**  ***Poetry Anthologies: Writing, Thinking and Seeing More*** | |
| **Focus Teaching Points** | *During this unit of Writing Workshop, children spend lots of time reading poetry as writers and writing their own poetry.*   * Deciding up front the end goal for publishing and celebrating: when, for whom, and in what format? * Starting the unit with the creation of a class anthology of poems on a particular topic and addressing its related themes * Generating ideas in notebooks for individual poems and for personal anthologies of poems * Studying poems from a variety of published authors * Noticing how poems are similar to songs and song lyrics * Revising as you write * Revising by using a range of choices:   + Zooming in on small moments   + Adding an image about the setting or detail about an object   + Adding a surprising detail or new emotion   + Adding details to highlight what is important, to convey mood or to show perspective   + Eliminating words to turn sentences into stanzas   + Writing with imagery and rhyme schemes * Working with partners to revise and find meaningful topics * Beginning with free verse poems: turning prose into poetry through discovering rhythm in words and using line breaks to change the form * Using craft strategies from other genres to revise writing, e.g. starting right in the moment, using precise words, dialogue, internal thinking, descriptive details, show not tell * Making meaningful comparisons (i.e. similes and metaphors) * Understanding and using the terms *verse*, *rhythm*, and *meter* * Revising beginnings and endings * Using punctuation as a tool to convey meaning * Using precise word choice to create tone * Conveying messages through sounds and imagery * Using repetition * Deciding how the words will look visually across the page—text and white space * Discovering a few standard forms of poetry to provide writers with choices * Editing, assembling anthologies for publication, celebrating |
| **Key CCSS Standards** | ***Writing Standards******(W)***   * *MA.3.A*   ***Language Standards (L)***   * *1, 1a-I, 2, 2a-g, 3, 3a-b, 4, 4a-d, 5, 5a-c, 6* |
| **Bends in the Road** | * Creating a class anthology * Generating ideas for anthologies and collecting poems * Getting strong drafts going and revising all along * Editing poems and assembling anthologies for publication |
| **Recommended Professional Resource(s) to Guide Instruction** | * “Poetry Anthologies: Writing, Thinking and Seeing More” from the *If. . .Then. . . Curriculum* in the *Units of Study for Opinion, Information and Narrative Writing* by Calkins, 2013. |
| **Recommended Anchor/Mentor Texts** | * If possible select poems from anthologies that focus on a common topic:   + *This is Just So: Poems of Apologizing and Forgiveness,* by Joyce Sidman   + *This Place I Know: Poems of Comfort*, edited by Georgia Heard   + *Extra Innings: Baseball Poems*, by Lee Bennett Hopkins   + *If You’re Not Here, Please Raise Your Hand: Poems about School*, by Kalli Dakos   + *Fine Feathered Friends*, by Jane Yolen (an anthology about a science topic)   + *Roots and Blues: A Celebration* by Arnold Ardoff (an anthology about a social studies topic)   + Poems you select from [The Poetry Foundation](http://www.poetryfoundation.org) website (see the children’s poetry section) * See [Poetry Resources](http://ppsgrade5.weebly.com/mentor-texts2.html) on the Mentor Text tab of the Poetry unit in Reading Workshop. |
| **Tips for the Unit** | * The unit recommends a particular approach to poetry writing for your grade 5 students: **collecting poems around a particular theme or topic** as a way to push students to write more, think more deeply and explore various points of view. The introduction to the unit explains that as your students try out a number of poems on a chosen topic or theme, they will have a chance to experience firsthand how differently crafted texts can offer truly different perspectives on the same subject. This is also a beautiful way to reflect upon and wrap up the school year. * This writing unit also supports 5th grade reading standards and builds upon the earlier Poetry reading unit. “For instance, in looking closely at anthologies that include poems from different points of view, your students will also be practicing fourth-grade-level compare and contrast . . . our young readers will also develop their understanding and appreciation of not only what the author of a text is saying but also *how* that texts gets meaning across. The unit on poetry also helps students understand the internal structural elements of poems (e.g. verse, rhythm, meter), thus preparing them to explain and analyze major differences between poems, drama and prose.” * To prepare for the unit, we encourage you to read the introductory material (*Introduction/Rationale*, *A Summary of the Bends in the Road* and *Getting Ready found on pages 57-60)*, although you will likely find it essential to read this unit in full as it describes in greater detail the important teaching within each bend. * To set the stage for writing poetry, start by creating an environment in which children read, hear, and speak poetry. You might also bring in a basket of fresh new poems, poetry books, and poetry anthologies for your classroom library. * **Bend I:** The unit suggests you spend the first few days creating a class anthology of poems on a common topic of interest, by quickly drafting and revising. You might inspire the children to write this class anthology by reading the text, *This is Just to Say: Poems of Apology and Forgiveness* by Joyce Sidman, about a fictional class who creates such an anthology. You might also begin the unit by showing how a topic can have several embedded themes: baseball, for example, might include themes like “it’s hard to let your team down” and “practice makes perfect.” There are several logistical ways in which you might structure this work, but the goal is to help students write poetry that conveys **meaning**.   + During this bend, plan for 3-4 minilessons that lifts the quality of students’ poems and helps students consider how they will write to express ideas.   + Refer to the list of Focus Teaching Points as a resource, but also consider returning to any strategies you’ve taught for narrative writing that can be applied to poetry—e.g. dialogue, internal thinking, descriptive details and show not tell. * **Bend II:** During this bend (lasting about a week) you will teach students to develop topics and begin drafting poems for their individual anthologies. Teach children 3-4 strategies for generating ideas (e.g. using observations and emotions; memories or images; response to quotes or perhaps other poems; in response to music). You might also return to some of their work from the memoir unit. Many of the ideas for memoir provide just the spark for poetry.   + Students develop ideas and draft poetry in their notebooks. See the bottom of page 61-63 for more information on supporting students in this bend.   + You will expect your writers, after a day or two of generating or collecting, to end up with lots of small blurbs and/or first tries, all waiting to be crafted into better poems.   + As students start to generate quick poems and first drafts of poems, help them see how they can revise “on-the-go”. Show your writers that revising is an essential part of creating poetry.See page 63 for an example of this work.   + During this stage writers share their poems with partners, reflecting on their poems with prompts such as: “I’m writing about this because. . .” or “I want my reader to feel or think. . .” This work helps children uncover the deeper meanings in their entries and begin to plan for a collection of poems that shows different sides of their chosen topics or themes. * **Bend III:** Students in this bend start to draft poems more formally and experiment with craft moves. Encourage your writers to start with free verse at first, teaching children to aim for meaning. During this bend you can also show students how to take an idea in prose and rewrite it as a poem. See pages 64-65 for more information.   + Near the end of the bend you will return to a focus on revision. See pages 66-67. * **Bend IV:** Students edit and assemble anthologies for publication. See pages 67-68. |
| **Materials and Resources** | Each student:   * Writer’s Notebook (preferably hard bound composition book that students personalize) divided into sections, such as: *Writing Ideas* (e.g. lists for generating seed ideas); *Try Its* (for minilesson exercises), *Writing* (this section can be labeled by genre or unit to house all entries students write in a particular unit and from which students can select ideas to draft longer outside of the notebook) * Writing folder for drafts and any reference materials (e.g. high frequency words)   Teacher:   * Writer’s Notebook for modeling * Teacher-generated writing for modeling * Anchor charts, co-constructed with students that support poetry writing (you may want to borrow from the previous grade to remind students about their prior learning!) |
| **Assessment** | * Consider conducting an on-demand pre-assessment to gather information on your students’ understanding of poetry and their ease in beginning to generate and write on their own. We have included a primary grade assessment for you to review and modify as appropriate for your grade under the [Assessment](http://ppsgrade5.weebly.com/assessment6.html) tab. |
| **Celebrations** | * As the unit approaches celebration, ask your students for their own ideas for sharing their anthologies. You might consider displaying anthologies in a public place or creating an opportunity for students to perform a favorite poem. You might also consider giving your writers a chance to illustrate their anthologies—not just for “decoration,” but as a visual to help convey meaning. * This is a great opportunity to incorporate [PVLEGS](http://www.ppsliteracycoachconnect.com/teaching-speaking-and-listening-including-pvlegs.html) lessons as well! See the link for suggestions. |