

Grade 5 ELA - Modified from [Unit 6 - Poetry](#)

Targeted Goals from Stage 1: Desired Results

Content Knowledge:

- Students will emulate the authors, styles, topics or themes they were reading about by writing their own poetry. They will be expected to implement similar craft moves and figurative language in their own writing.
- Students will be able to identify multisyllabic words with short vowel sounds.

Vocabulary: stanzas, figurative language, metaphors, simile, idiom, onomatopoeia, hyperbole, personification, theme, line breaks, author's craft, short vowel sounds

Skills:

- Analyzing structure, form and language while reading poetry to understand meaning and purpose.
- Using structure, form and language to give meaning and purpose to their own writing.
- Expanding, combining, and reducing sentences for meaning, reader/listener interest, and style.

Expectation: Students will emulate the authors, styles, topics or themes they were reading about by writing their own poetry. They will be expected to implement similar craft moves and figurative language in their own writing.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p>Monday: Start Writing an Original Poem</p> <ol style="list-style-type: none">1. Select 1 type of poem you would like to write and a theme for the poem to produce an original "Come With Me" or narrative poem.2. Start to develop an outline or first draft of your poem.3. Share your poem with your teacher on a Google document <p>Spelling: Identify multisyllabic words with short vowel sounds.</p>	<p>Different Types of Poems You May Write samples</p>	<p>After looking over the <i>Different Types of Poems You May Write</i> samples, let your teacher know which type of poem you will be writing and the topic of your poem on the Google Classroom document.</p> <p>Additionally, share your outline or first draft with your teacher as a Google document.</p> <p>Spelling Short Vowel Memory Game</p>

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Tuesday: Completion of 1st Draft and Start Making Revisions <ol style="list-style-type: none"> 1. Complete your first draft 2. Evaluate your use of figurative language and specific details (adjectives and adverbs) to create rich imagery. 3. Make revisions to your writing by adding figurative language, imagery, and specific details. 	Figurative Language	Exit Slip: On the Google Doc in Google Classroom write one question that you have about the poetry writing process And tell classmates one thing you can help them with if they are having difficulty grasping a concept.
Wednesday: Revise Poem -Continued <ol style="list-style-type: none"> 1. Evaluate your poems for the inclusion of the senses and strong word choices. 2. Make revisions to their poem by adding the senses and strong word choices. 3. Share your poems with your book club members. 		Short Write: Write a paragraph or make a bulleted list to tell how you made your poem better with revisions.
Thursday: Self and Peer Editing <ol style="list-style-type: none"> 1. Self and peer edit the poems using Google documents and provide feedback/suggestions with your book club members. 2. After the checklist is completed, make final revisions. 3. Share your completed Editing Checklist with your teacher <p>Spelling: Students will be able to identify multisyllabic words with short vowel sounds, by completing a Google Form exit slip.</p>	Poetry Editing Checklist	Submit your completed checklist to your teacher via Google Classroom Spelling Short Vowel Exit Slip
Friday: Submitting Your Poem <ol style="list-style-type: none"> 1. Make final revisions to their poems and do one last editing check. 2. Make sure you have shared your poem with your teacher as a Google document 		Finalized Poems should be available for your teacher on the shared Google document.

Week criteria for success (attach student checklists or rubrics):

Poetry Editing Checklist

Supportive resources and tutorials for the week (plans for re-teaching):

Different Types of Poems You May Write samples