



BOE Approved 8/18

# Cliffside Park Public Schools

## Literacy: Grade 5

<p><b>Unit Name:</b> Poetry Reader’s Workshop</p> <p><b>Resource:</b> Reader’s Workshop, Schoolwide</p> <p><b>Duration:</b> 4-6 weeks</p>			
<p><b>Enduring Understanding</b></p> <ul style="list-style-type: none"> <li>• Readers appreciate poetry as a rich, engaging genre that invites them to study and appreciate the beauty and functions of language.</li> </ul>			
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What do readers use to interpret the structural elements of poems?</li> </ul>			
<p><b>Focus of Standards</b></p>			
<p><b>Student Outcomes:</b></p> <p>IRA 1</p> <ul style="list-style-type: none"> <li>• I can notice the different ways to structure poems and how it affects the meaning of a poem.</li> </ul> <p>IRA 2</p> <ul style="list-style-type: none"> <li>• I can understand the roles of rhythm, repetition, alliteration, and onomatopoeia in poetry.</li> </ul> <p>IRA 3</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Determining Importance</li> <li>• Making Connections/Schema</li> <li>• Making Inferences</li> <li>• Questioning</li> <li>• Visualizing</li> <li>• Listening and</li> </ul>	<p><b>Assessments</b></p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Assessment of Key Comprehension Strategies</li> <li>• My Reading Log and Reflection 3-5</li> <li>• Running Record</li> <li>• Conferring</li> <li>• Conference</li> </ul>	<p><b>Resources</b></p> <p><b>Mentor Texts</b></p> <ul style="list-style-type: none"> <li>• <i>Swimming Upstream: Middle School Poems</i></li> <li>• <i>Imagine a Place</i></li> <li>• <i>Locomotion</i></li> <li>• <i>A Mirror to Nature: Poems About Reflection</i></li> </ul>



<p>are held in the poem.</p> <p>ML 5</p> <ul style="list-style-type: none"> <li>• I can examine poetic structural elements and determine how these elements help build meaning.</li> </ul> <p>ML 6</p> <ul style="list-style-type: none"> <li>• I can do a close reading of a poem to determine what the poet is really saying.</li> </ul> <p>ML 7</p> <ul style="list-style-type: none"> <li>• I can identify the theme of a poem.</li> </ul> <p>ML 8</p> <ul style="list-style-type: none"> <li>• I can compare and contrast two poems with a similar theme.</li> </ul> <p>ML 9</p> <ul style="list-style-type: none"> <li>• I can use fix-up strategies when my understanding breaks down.</li> </ul> <p>ML 10</p> <ul style="list-style-type: none"> <li>• I can use images, language, and structure to understand the overall meaning of a poem.</li> </ul>		<p>pertaining to the Grade 5 Poetry Unit</p> <ul style="list-style-type: none"> <li>• Base grade on anecdotal and observation notes</li> </ul>	<ul style="list-style-type: none"> <li>• “Bully” Annotated (Professional Articles/Reference)</li> <li>• <i>Putting It All Together</i> (TR)</li> </ul> <p><b>Digital Texts</b></p> <ul style="list-style-type: none"> <li>• <i>RAZ Kids</i></li> <li>• <i>Storyworks</i></li> </ul> <p><b>Classroom Library Materials</b></p> <ul style="list-style-type: none"> <li>• Leveled Libraries</li> <li>• Reader’s Notebooks</li> <li>• Post-Its</li> <li>• Book Baggies</li> <li>• Graphic Organizers</li> <li>• Highlighters</li> <li>• Markers</li> <li>• Chart Paper</li> <li>• Clipboards</li> <li>• Chromebooks</li> <li>• iPads</li> </ul> <p><b>Additional Materials</b></p> <ul style="list-style-type: none"> <li>• "The Sidewalk Racer" (p. 9), "Enchantment" (p. 69), and "What I Remember About the 6th Grade" (p. 47) from <i>The Place My Words Are Looking For</i> by Paul B. Janeczko (Ed.)</li> <li>• "Danse Africaine"</li> </ul>
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			<p>(p. 12), "Aunt Sue's Stories" (p. 10), and "The Weary Blues" (p. 24) from <i>Poetry for Young People: Langston Hughes</i> by David Roessel and Arnold Rampersad (Eds.)</p> <ul style="list-style-type: none"><li>• "Poem Book" (pp. 1 and 2) and "Roof" (p. 3) from <i>Locomotion</i> by Jacqueline Woodson</li><li>• "Which Lunch Table?" (p. 17) and "My Locker" (p. 16) from <i>Swimming Upstream: Middle School Poems</i> by Kristine O'Connell George</li><li>• "Theme for English B" (pp. 42 and 43) from <i>Poetry for Young People: Langston Hughes</i> by David Roessel and Arnold Rampersad (Eds.)</li><li>• "Late" (pp. 66 and 67) from <i>The Place My Words Are Looking For</i> by Paul B. Janeczko (Ed.)</li><li>• "Bottle/Frog" (p. 26) and "Moorhen's</li></ul>
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Mirror" (p. 18) from  
*A Mirror to Nature:  
Poems About  
Reflection* by Jane  
Yolen, *Building  
Meaning in Poetry*

- "Happiness Poem" (p. 73) from *Locomotion* by Jacqueline Woodson
- "The Other Me" (p. 27) from *Swimming Upstream: Middle School Poems* by Kristine O'Connell George
- "New Boy" (p. 29) from *Locomotion* by Jacqueline Woodson
- "Worth Hearing" (p. 55) and "That One" (p. 64) from *Swimming Upstream: Middle School Poems* by Kristine O'Connell George

**Word Study/  
Spelling/Vocabulary**

- [Membean.com](http://Membean.com)

## **NJ Student Learning Standards (2016)**

### **READING STANDARDS FOR LITERATURE**

#### **Key Ideas and Details**

**RL.5.1:** Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

**RL.5.2:** Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

#### **Craft and Structure**

**RL.5.4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**RL.5.5:** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**RL.5.6:** Describe how a narrator's or speaker's point of view influences how events are described.

#### **Integration of Knowledge and Ideas**

**RL.5.7:** Analyze how visual and multimedia elements in conjunction with words contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction).

**RL.5.9:** Compare, contrast and reflect on (e.g. practical knowledge, historical/ cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

#### **Range of Reading and Level of Text Complexity**

**RL.5.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

### **SPEAKING AND LISTENING**

#### **Comprehension and Collaboration**

**SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

#### **Presentation of Knowledge and Ideas**

**SL.5.4:** 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.

### **LANGUAGE STANDARDS**

#### **Vocabulary Acquisition and Usage**

**L.5.4:** 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

**L.5.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.5.6:** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

### **WRITING STANDARDS**

### **Range of Writing**

**W.5.10:** Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **NJSLS Technology Standards**

**8.1.5.A.2** Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

**8.1.5.B.1** Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

**8.1.5.D.3** Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

**8.1.5.D.4** Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

### **Interdisciplinary Connections and Activities**

- Display "Fireflies" from *Joyful Noise* by Paul Fleischman (see the Writing Fundamentals Poetry unit). Divide the class into two groups. Assign each group the job of reading one voice so they can practice reading the poem with two voices. Afterward, discuss what students noticed about the sound of the poem and what techniques Fleischman used to create the sound. CRP8, SL.5.2, SL.5.1.

### **21st Century Life and Careers**

#### **9.2 Career Awareness, Exploration, and Preparation**

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills
- **CRP4.** Communicate clearly and effectively and with reason
- **CRP6.** Demonstrate creativity and innovation.
- **CRP 11.** Use technology to enhance productivity.
- **CRP12.** Work productively in teams while using cultural global competence.

**Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies**  
**(Alternate Modes of Instruction and Support)**

<p align="center"><b>Modifications to Support Gifted and Talented Students</b></p>	<p align="center"><b>Modifications to Support English Language Learners</b></p>	<p align="center"><b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b></p>
<p>Higher level texts (Level U) that address the same enduring understanding as the Grade 4 Poetry Unit of Study.</p> <p>Students can read poems from the unit texts or other anthologies from the classroom library. Instruct them to think about the poet's purpose for writing the poem, the poet's message, and the evidence they discovered to support their thinking. Have students write their findings in Reader's Notebooks.</p> <p>Students find a poem on the Internet or in their school or public library by one of the mentor text authors used in class. Provide students with a blank copy of the Appendix or have them use their Reading Notebooks to answer the questions.</p> <p>Ask students to begin to select one or two poems from home, the school or public library, or the Internet and begin to create their own anthology.</p> <p>Distribute copies of two poems selected from the unit texts that include distinguishable similarities and differences. Have students read the poems individually and then compare and contrast them on a Venn Diagram.</p> <p>Choose several poems from the unit texts or classroom anthologies that you have not yet reviewed in the poetry study. Ask students to read the poems and apply what they've learned</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks &amp; provide key language uses to students.</p> <p>Have students read poems during one-on-one conferences. Point to specific parts of a poem that might be confusing. Ask them to explain the section. If they are unable to explain the section adequately, see if they can strategically determine the meaning.</p> <p>Find and have available simple poems with rhyme schemes to encourage understanding of meaning and purpose.</p> <p>Students use illustrations in lieu of written responses to share their ideas.</p> <p>Students reread simple poetry a number of times in order to practice and apply newly learned strategies about rhyme and word meaning.</p> <p>Point out vocabulary in illustrations.</p> <p>Have a variety of poems available at at various levels so students can</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Pre-teach Tier 2 and Tier 3 vocabulary.</p> <p>By utilizing individual student assessment results, the teacher will use leveled poetry that addresses the essential questions/big ideas of the Grade 4 Poetry Unit of Study.</p> <p>Text to speech/Oral reading</p> <p><b>Supply Students with Graphic Organizers:</b>            Use Fifth Grade graphic organizers from the Poetry Reading Unit of Study with some of the information partially completed by the teacher, i.e. <i>Thinking Big, Unlocking Meaning, Building A Bridge Between Poems, Studying Figurative Language, Building Meaning in Poetry, How Structure Creates Meaning, "From 'A Friend'" by Paul B. Janeczko, Uncovering the Theme, Comparing Poems With a Common Theme (Venn Diagram), Putting It All TOgether</i></p> <p>Students should be permitted to demonstrate understanding of the Grade 5 Poetry unit assignments through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.,</p> <p>Access to word/picture banks to reference in tasks that require reading in the Poetry unit of study.</p>



<p>throughout the study to build understanding. On various days they can use their Reading Notebooks or blank sheets of paper to answer the following questions based on the selected poems:</p> <ul style="list-style-type: none"> <li>• What is the poet's message?</li> <li>• What do you think the poet's feelings are about the subject?</li> <li>• What is the poem mostly about?</li> </ul>	<p>visually comprehend what a poem looks and sounds like.</p> <p>Access to word/picture banks to reference in tasks that require writing in the Poetry unit of study</p> <p><b>Native Language Supports</b> (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Graphic organizers done orally with the students, or have partly filled in for better of understanding of expectations.</p> <p>*Also See At Risk/504 Modifications</p>	<p>Provide wait time to allow students to process orally presented information and questions relating to the Grade 5 Poetry Unit of Study</p> <p>Allow extra time to complete independent practice tasks or accept work that has been completed at that time.</p> <p><b>Supply Students with Anchor Charts:</b>  <i>What Do We Notice About Poetry?</i>, <i>Questions to Guide Our Thinking</i>, <i>Questions to Guide Our Connections</i>, <i>Clues to Unlock Meaning</i>, <i>Questions Readers of Poetry Ask Themselves</i>, and <i>Fix-Up Strategies If I Get Lost</i>,  The above can be taped or glued into student notebooks for easy reference.</p> <p>*Also See ELL Modifications</p>
<p><b>Sources:</b>  New Jersey Student Learning Standards (2016) <a href="http://www.state.nj.us/education/cccs/2016/ela/g01.pdf">http://www.state.nj.us/education/cccs/2016/ela/g01.pdf</a>  New Jersey Student Learning Standards: Technology (2014) <a href="http://www.state.nj.us/education/cccs/2014/tech/8.pdf">http://www.state.nj.us/education/cccs/2014/tech/8.pdf</a>  Career Ready Practices (2014) <a href="http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf">http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</a>  Schoolwide Inc. (2013) <a href="http://www.schoolwide.com/">http://www.schoolwide.com/</a>  Wilson Foundations (2015) <a href="http://www.wilsonlanguage.com">http://www.wilsonlanguage.com</a></p>		

