Georgia Performance Standards Framework for ELA Unit 6 – 5th Grade

Grade: 5

Topic: Poetry Introduction: Reading Strategy and Response

Instructional unit: “The Wonderful World of Poetry”

Contributed By: Robbin Temples, Wendy Hubbard, Mary Butler, Lakisha Oliver Gilford, Lilli O’Connor Drawdy

The task: Students will read and analyze a poem and will write a well-developed response to the poem. The response will include the reader’s thoughts regarding the poem’s meaning, as well as any feelings it elicited from the reader.

The teacher will introduce this lesson with a reading of a favorite poem.

There are video clips of poetry reading available at:
http://www.favoritepoem.org/thevideos/index.html

(The teacher will be able to choose from a number of video clips to download. The clips include a brief introduction of the person reading/reciting the poem.)

Prior to listening to the poem, students are directed to pay close attention to hear any rhymes, repeated words, voice inflections. Following this activity, the teacher will lead a discussion concerning the characteristics of poetry.

Students are reminded of the various strategies good readers use when reading. Students are told that when reading poetry, good readers use the words and the presentation in order to gain meaning.

Understanding how a poem is organized and listening for the special sounds often found in poetry will help readers to understand and enjoy poetry.

The teacher will invite students to preview a poem (selected by the teacher) in much the same way students preview other reading texts. Students will be directed to look at the poem with several specific items: the title of the poem and name of the poet. The structure and shape of the poem, rhyming words (if any) and where they appear in the poem, repetition of names, words, and/or sounds, the first few lines, and the last few lines.

Students should be introduced to the strategy of reading a poem multiple times (called close reading). The goal of the first reading is to determine what the words mean or what feelings are elicited. The second time the poem is read the reader is focusing on forming a visual image. Third reading efforts involve analyzing the structure and language of the poem. (This involves looking for rhymes, line breaks, punctuation usage, stanzas, and imagery.) The fourth reading will focus on how the poem made the reader feel. (This includes the mood and how it affects the reader.)

The teacher will model a double journal entry (a sample is attached). As the poem is read, lines or phrases the reader finds interesting are written in the left column and the reader’s thoughts and feelings are written in the right column.

When students have completed a thorough reading of the poem, they should read their notes and reflect on their feelings and thoughts.

Students will write a personal response to the poem. The response should include what they thought the poem means and how it made the student feel. The response should also include comments that indicate whether the student did or did not enjoy the poem, including specific points that elicited these feelings.

Adherence to grammar convention will be evidenced throughout the reader’s response.
Differentiated Instruction:
- Teacher will read a poem to class. Students will draw a picture about their feelings and thoughts experienced while the poem was being read.

Modifications/Accommodations:
- Teacher will read a simple poem to class. He/she will ask the class questions to get a response from students.
- Students will receive a copy of the teacher’s example of a double journal entry to use as a guide.
- Before students write personal response to the poem, they will work in pairs to discuss thoughts and feelings felt when reading the poem.

Focus Standard:
**ELA5R1** The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.
For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:
- h. Responds to and analyzes the effects of sound, figurative language, and graphics in order to uncover meaning in poetry.
  - i. Sound (e.g., alliteration, onomatopoeia, rhyme scheme)
  - ii. Figurative language (e.g., personification, metaphor, simile, hyperbole)
  - iii. Graphics (i.e., capital letters, line length, stanzas).

**ELA5W2** The student demonstrates competence in a variety of genres.
The student produces a response to literature that:
- b. Advances a judgment that is interpretive, evaluative, or reflective.
- c. Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge.
- d. Develops interpretations that exhibit careful reading and demonstrate an understanding of the literary work.
- e. Excludes extraneous details and inappropriate information.
- f. Provides a sense of closure to the writing.
- g. Lifts the level of language using appropriate strategies including word choice.

Circumstances of the assignment/Notes to the Teachers:
The teacher may want to provide students with a checklist for students to use when previewing the poem. The close reading strategy works especially well with short poems.
A number of poems are available in written format at:
[www.poets.org](http://www.poets.org)