

## Grade Four Poetry Writing Unit 5

### March

<p><b>Week 1</b> W.4.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources</p>	<p><b>Preassessment:</b></p> <p>Compose a poem of any type on any topic</p>	<p><b>Bend 1</b> <b>Teaching Point:</b> Writers get ideas for writing poetry by thinking about what interests them so that they can fill their poems full of emotion.</p>	<p><b>Teaching Point</b> Writers identify the difference between poetic language and ordinary language so that they can intentionally choose the types of images they want to create for their readers</p>	<p><b>Teaching Point</b> Writers express their emotions and feelings about a favorite narrative piece by using it to write a poem using stanzas, line breaks, spacing, and rhythm</p>	<p><b>Teaching Point</b> Writers use figurative language, specific words and phrases to create imagery and to convey their strong feelings about a topic so that they can express those feelings to their readers</p>
<p><b>Week 2</b> W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources</p> <p>.W.4.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p><b>Bend 2</b> <b>Teaching Point</b> Writers use similes and metaphors to create imagery and meaning in their poetry</p>	<p><b>Teaching Point</b> Writers use Personification to create imagery and meaning in their poetry</p>	<p><b>Teaching Point</b> Writers use Alliteration to create rhythm and mood</p>	<p><b>Teaching Point</b> Writers use hyperbole to create imagery and meaning in their poetry</p>	<p><b>Teaching Point</b> Writers use onomatopoeia to create imagery and meaning in their poetry.</p>
<p><b>Week 3</b> W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>W.4.3.E Provide a conclusion that follows from the narrated experiences or events</p>	<p><b>.Teaching Point</b> Writers use their understanding of rhyme scheme to compose couplets</p>	<p><b>Teaching Point</b> Writers create mood and tone in their poetry</p>	<p><b>Bend 3</b> <b>Teaching Point</b> Writers choose topics that are significant to them so that they can write with emotion and invoke emotion in their readers.</p>	<p><b>Teaching Point</b> Writers choose a poetic structure in which to compose a poem</p>	<p><b>Teaching Point</b> Writers use mentor poems to understand the importance of a satisfying ending in poems so that they can create closure in their own poems.</p>
<p><b>Week 4</b></p>	<p><b>Teaching Point</b></p>	<p><b>Teaching Point</b></p>	<p><b>Teaching Point</b></p>	<p><b>Teaching Point</b></p>	<p><b>Teaching Point</b></p>

<p>SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace</p> <p>W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>W.4.9.A Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>Writers compose poetry using all the tools in their poetry toolbox.</p> <p>This will serve as a post assessment</p>	<p>Writers communicate feelings, sensory images, events, and ideas through poetry so that their readers can connect to their writing.</p>	<p>Writers remove extra words in their poems so that only the most important words and phrases are left.</p> <p>Writers edit their poems for conventions, structure, tone, mood, satisfying endings and strong imagery</p>	<p>Writers publish their writing</p>	<p>Poetry Celebration</p> <p>Writers share their favorite poem with the class.</p>
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