

- 5.2 The student will use effective nonverbal communication skills.
- 5.4 The student will read fiction and nonfiction with fluency and accuracy.
- 5.5 The student will read and demonstrate comprehension of fiction.
- 5.8 The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain.
- 5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	POETRY						
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • participate as active listeners in group learning activities by <ul style="list-style-type: none"> ◦ listening for main ideas ◦ listening for sequence of ideas ◦ taking notes • demonstrate appropriate eye contact with listeners • use acceptable posture according to the setting and the audience • use dramatic gestures to support, accentuate, or dramatize the message • use appropriate facial expressions to support, accentuate, or dramatize presentations • use context to infer the correct meanings of unfamiliar words • read familiar text with fluency, accuracy, and expression <p>• understand that characters are developed by</p> <ul style="list-style-type: none"> ◦ what is directly stated in the text ◦ their speech and actions ◦ what other characters in the story say or think about them <ul style="list-style-type: none"> • understand that some characters change during the story or poem and some characters stay the same • understand that the main character has a problem that usually gets resolved • identify the events in sequence that lead to resolution of the conflict • discuss why an author might have used particular words and phrases • identify the word-reference materials, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed • discuss the similarities and differences between a text and previously read materials • identify the characteristics of free verse (poetry with neither regular meter nor rhyme scheme), rhymed poetry, and patterned poetry <ul style="list-style-type: none"> • apply knowledge of the writing domains of composing, written expression, and usage/mechanics • create a plan, and organize thoughts before writing • purposefully shape and control language to demonstrate an awareness of the intended audience • select specific information to guide readers more purposefully through the piece • choose precise descriptive vocabulary and information to create tone and voice • clarify writing when revising • punctuate correctly <ul style="list-style-type: none"> ◦ apostrophes in contractions, such as <i>isn't</i>, and possessives, such as <i>Jan's</i>. ◦ commas • use adverb comparisons, such as <i>fast, faster, fastest</i> • use adjective comparisons, such as <i>big, bigger, biggest</i> • use adverbs instead of adjectives where appropriate, e.g., "He played <i>really</i> well." instead of "He played <i>real</i> well." • use plural possessives, e.g., "The <i>books'</i> covers are torn." • use available technology to gather information and aid in writing. 	Reading	<ul style="list-style-type: none"> • Predict/Infer <ul style="list-style-type: none"> ➢ Think about the title, the illustrations, and what you have read so far. ➢ Tell what you think will happen next or what you will learn. ➢ Try to figure out things that the author does not say directly. • Fluency: Model reading (phrasing, attending to punctuation, expression, tone of voice and emphasis) • Poet's craft: use of list of phrases and repeated words to create rhythm; how creates humor through surprise, silly ideas, speaker's voice, understatement, repetition, personification; how the author selects details to help the reader visualize 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Comprehension Skills</th> <th style="text-align: left; padding: 5px;">Phonics/Decoding Strategy</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> • making inferences • comparing and contrasting poetry and prose • visualizing • drawing conclusions • noting detail • making judgments </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Look carefully at the word. • Look for word parts you know and think about the sounds for the letters. • Blend the sounds to read the word. • Ask yourself: Is it a word I know? Does it make sense in what I am reading? • If not, ask yourself: What else can I try? </td> </tr> </tbody> </table>	Comprehension Skills	Phonics/Decoding Strategy	<ul style="list-style-type: none"> • making inferences • comparing and contrasting poetry and prose • visualizing • drawing conclusions • noting detail • making judgments 	<ul style="list-style-type: none"> • Look carefully at the word. • Look for word parts you know and think about the sounds for the letters. • Blend the sounds to read the word. • Ask yourself: Is it a word I know? Does it make sense in what I am reading? • If not, ask yourself: What else can I try?
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	Poetry Concepts	<ul style="list-style-type: none"> • Poetry: kind of writing that describes something in an interesting way (imagine a picture of what the poet is describing), tells a story (beginning, middle, end) or makes you feel a certain way (feel what the poem describes, e.g., happiness, sadness, humor). • Clarify how poetry differs from and is similar to prose (Venn diagram): words are chosen for their sound and beauty as well as meaning • Techniques: repetition of a word, line, sound (onomatopoeia) • Vocabulary: beats, lines, rhyme, rhythm, stanzas • Rhyme: agreement in the final sounds of two or more words, syllables, or final lines of verse; some poems don't rhyme (free verse) • Rhythm: a written, spoken or musical pattern with a series of regularly accented beats • Imagery: using words/details that appeal to senses (touch, smell, sight, hearing, taste); that create a picture (image—mental picture of something that is not present or real) • Speaker: use of first person, second person, third person • Capitalization: sometimes each line is capitalized, in other poems not; "rules" of capitalization are broken 					
	Writing: Poetry	<ul style="list-style-type: none"> • Features <ul style="list-style-type: none"> ➢ The words are descriptive and arranged in lines with breaks at the end of a line. A line may break in the middle of a sentence ➢ Poems may include these elements: rhyme, rhythm, sensory detail, stories, descriptions, memoirs, dreams, imagination • Writing Process <ul style="list-style-type: none"> ➢ Prewriting/ Planning <ul style="list-style-type: none"> ▪ Choose the type of poem you will write: One that repeats a phrase (e.g., I wish, I see, I remember); one that tells a story; one that describes a person or a place ▪ Decide on the mood of the poem (e.g., scary, sad, funny, etc.) ▪ List sensory words (touch, smell, sight, hearing, taste) that you might use in the poem ▪ Decide if your poem will rhyme or not ➢ Drafting/Composing: Use planning ideas to compose a poem. ➢ Revising/Written Expression: Choose exact nouns to create clear pictures in the reader's mind, selecting descriptive detail and sensory words, adding onomatopoeia ➢ Proofreading/Editing: Use checklist and proofreading marks ➢ Publishing: Share from author's chair; illustrate and display in classroom or create class book 					