

# POETRY CAFE

**Driving Question: How can we, as writers of poetry, inform, and engage other students in the understanding, appreciation, and creation of poetry?**

**Content: After completing a curricular unit on reading and writing poetry, students will compile a poetry anthology with several elements. In addition, they will design and implement a Poetry Cafe to share with 4th grade students to showcase and share their learning.**

**Standards:**

**RL.5.2 Students will identify and define the basic elements of a poem's structure and discuss specific poetic devices. RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.**

**Major Products/Making it Public:**

- 1. Individualized books will include their own poems, responses to and analyses of other authors' poems, and evidence of understanding of poetic forms, poetic devices, text features, and author's craft.**
- 2. Working collaboratively with a group, students will create a poetry cafe experience for 4th grade students that will engage them in the poetry experience through which they will learn to understand, appreciate, and create their own poetry.**