

# Unit 6: Reading and Writing Poetry Anthology

Content Area: **English Language Arts**  
Course(s): **Reading 3, Writing 3**  
Time Period: **May**  
Length: **4 weeks**  
Status: **Published**

## Unit Summary

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In this unit, students will learn to identify and appreciate poetry. This unit spotlights the structure and techniques often utilized in poetry as well as the skills and habits essential to readers of poetry: careful and purposeful rereading of poems, creating mental images, considering the narrator's point of view, finding the central message and supporting details; determining the meaning of words and phrases, and distinguishing literal from nonliteral language.

## Standards

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LA.L.3.3.A	Choose words and phrases for effect.
LA.L.3.5.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
LA.L.3.5.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
LA.RF.3.4.A	Read grade-level text with purpose and understanding.
LA.RF.3.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

## Student Learning Objectives

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While reading, students will learn to....

- use more precise vocabulary when describing characters.
- develop theories about characters.
- compare and contrast characters across a series.
- compare and contrast literary elements across series.
- identify the lessons taught within and across a series.
- read a book in a partnership setting independent goals.
- prepare for a book talk.
- identify patterns across a series.

While writing students will learn to....

- use strategies learned while writing poetry to develop their writing in other genre.
- create original poetry.

- create a booklet of their poetry.

## Essential Questions

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### Essential Questions for Reading

Why read poetry?

How can I read poetry to understand the author's message?

What are the structures and craft elements poets employ and how do they affect the reader?

How do words create visual images and meaning for the reader?

### Essential Questions for Writers

How can I write lots of poems by combining strong feelings or big thoughts with concrete details and carefully chosen words?

How can I write and rewrite poems so that I find honest, precise language, and use repetition, tone, and comparisons to say something that can't easily fit into ordinary words?

What strategies do poets use to manipulate language to create poems?

How do poets transfer what they learned about writing and language to writing in other genres?

How can I explore different structures for my poems, trying to find a structure for each poem that matches what I want to say in that poem?

## Enduring Understandings

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Students will understand that...

- reading poetry requires us to think critically and thoughtfully about words, language, and structure.
- readers use poetry as a means of self-expression.
- readers observe the structure and craft elements poets use and try them out in their own poems.
- learning to write poetry develops writers' understanding of how to write prose.
- poetry, as a genre, grants writers license to explore, play, befriend, and celebrate language.
- poets write best when they write about what they know (writers find significance in the big issues and ordinary details of their own lives).
- understanding structure, metaphor, word choice and repetition will strengthen the writing of poetry.

## Application

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Students will be able to independently use their learning to...

- talk with partners about poems.
- use text evidence when discussing poems.
- read independently for sustained periods of time.
- draw upon a variety of precise words to describe poems.
- draft meaningful poems first and then select a poetic form that contributes to that meaning.
- write a variety of poetic forms.
- craft poems, sculpting their forms with conventional strategies and techniques.
- explore and experiment with language to have fun and make meaning while creating poems.

## **Skills**

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Students will be skilled at ...

- reading poems to make personal meaning.
- reading poems to notice poetic craft and structures.
- gathering ideas for writing poems by reading a variety of poems.
- recognizing poems are organized in meaningful ways through the use of stanzas.
- exploring and experimenting with language to have fun and make meaning while creating poems.
- generating ideas that have enough power and resonance to make meaningful and significant poems.
- writing in a variety of poetic forms.