

Unit 7 Poetry

Content Area: **English Language Arts**
Course(s): **Language Arts 4**
Time Period: **March**
Length: **3 Weeks**
Status: **Published**

Unit Summary

Poetry is an exciting time in reading and writing workshop. This unit offers a unique opportunity to zoom in on craft from both reader's and writer's perspective. Readers develop their understanding and appreciation of not just what the author of a text is saying but of how that text gets that meaning across. Students will develop a knowledge of poetry as well as become more aware of the ways in which authors use language to build meaning in all writing. Students will experience first hand how differently crafted texts can offer truly different takes on the same subject. This unit will equip students with the ability and confidence to write better prose, but also will allow them to explore poetry, a powerful genre on its own, capable of providing them with a medium to discover and articulate their own wisdom and wit.

Standards

LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
LA.RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
LA.RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
LA.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.4.4.A	Read grade-level text with purpose and understanding.
LA.RF.4.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.1.A	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
LA.L.4.1.B	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
LA.L.4.1.C	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
LA.L.4.1.D	Order adjectives within sentences according to conventional patterns (e.g., a small red bag

	rather than a red small bag).
LA.L.4.1.E	Form and use prepositional phrases.
LA.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
LA.L.4.1.G	Correctly use frequently confused words (e.g., to, too, two; there, their).
LA.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.4.2.A	Use correct capitalization.
LA.L.4.2.B	Use commas and quotation marks to mark direct speech and quotations from a text.
LA.L.4.2.C	Use a comma before a coordinating conjunction in a compound sentence.
LA.L.4.2.D	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.4.5.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
LA.L.4.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.L.4.5.C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.

Student Learning Objectives

Reading:

Students will learn to:

- read poetry in partnerships and discuss the poetry.
- determine theme(s) in a poem by analyzing word choice.
- inference and construct meaning from poetry.
- understand and appreciate poetry.

Writing:

Students will learn to:

- use strategies learned while writing poetry to develop their writing in other genre.
- create original poetry.
- create an anthology of their poetry including mentor poems.

Essential Questions

Essential Questions for Reading:

- How do authors' use of precise words enhance meaning?
- Why are imagery and symbolism as poetic/literary devices important to the understanding/appreciation of poetry?
- What are poetic devices? How are poetic devices used to engage readers?

- How can we use inference to construct meaning?

Essential Questions for Writers:

- How do poets select topics for writing?
- How do poets select forms for writing?
- 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?

Enduring Understandings

Reading:

Students understand that...

- poets use precise words to enhance the meaning in the poem.
- poetic devices are used to engage readers of poetry.
- poetry is written with a speaker and stanzas.

Writing:

Students understand that...

- 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.
- meaning must come before form in creating poetry.
- poets write best when they write about what they know (writers find significance in the big issues and ordinary details of their own lives).

Application

Reading:

Students will be able to independently use their learning to:

- read poems about the same topic.
- identify the speaker's feelings and/or attitude about the subject of a poem (tone).
- identify elements of poetry and analyze how they impact the poem's theme, meaning and/or tone.
- identify the mood of a poem.
- identify figurative language and analyze how that language impacts theme/tone/mood.
- notice a poem's particular structure and how it impacts the poem's meaning.

Writing:

Students will be able to independently use their learning to:

- draft meaningful poems first and then select a poetic form that contributes to that meaning.
- dabble in 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.

- dabble in a variety of poetic forms.

Skills

Reading:

Students will be skilled at:

- reading and discussing poetry independently and with others.
- identifying various poetic devices.

Writing:

Students will be skilled at:

- 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.