Unit 6 Reading: Close Reading Analysis of Poetry

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **3-4 Weeks**
Status: **Published**

Brief Summary of Unit

Students will explore how poets use sound, structure, imagery, and perspective to convey themes, ideas, and emotions. Students will experience various types of poetry and work with others to analyze and interpret them in multiple ways.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

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Pacing Guide

Please refer tothis Language Arts Reading and Writing Workshop Pacing Guide for grade 8 Advanced.

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RL.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LA.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LA.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
LA.L.8.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.8.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
LA.L.8.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
LA.L.8.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.8.5.A	Interpret figures of speech (e.g., verbal irony, puns) in context.
LA.L.8.5.B	Use the relationship between particular words to better understand each of the words.
LA.L.8.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
LA.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

- How can reading and rereading a poem help a reader make sense of all of its parts?
- How can we analyze and interpret specific techniques, structures, and word choices to provide deeper levels of meaning?
- How can we immerse ourselves in the world of poetry and apply it to our real lives?
- How do authors use a speaker's perspective to emphasize meaning?
- How do poems relate to other texts in order to provide deeper insight into both?
- How do poets express themes?
- How do specific words and phrases in a poem mean more than they would in other contexts?
- How understanding poets' techniques and goals help analyze a poem?
- Why do poems look a certain way on a page?

Enduring Understandings

- Poetry can be interpreted in many ways.
- Poetry can take many forms.
- Poetry is about the use of carefully chosen language.
- Poetry is an important and valued literary genre.
- Poets make deliberate and thoughtful decisions about style, tone, rhythm, structure and word choice.

Students Will Know

- Definitions of poetic terms and devices.
- How to apply a variety of strategies to interpret and analyze meaning and emotion in poetry.

Students Will Be Skilled At

- Analyzing poems and identifying different poetic forms and devices
- Annotating text in order to show their thinking
- Comparing and contrasting texts
- Determining the main idea when stated either explicitly or implicitly
- Reading poetry fluently and with comprehension
- Reading, discussing, performing, and appreciating a variety of poems
- Using a variety of reading strategies when encountering challenging texts

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as

formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by benchmark assessments. Follow up diagnostic assessments may be used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

In addition to the "possible assessments" provided in the Learning Plan section, teachers may consider the performance tasks listed below:

Formative Assessments

- Responses to Essential Questions
- Self-Assessment (Reading Inventory)
- Model "Ways to Write About Reading"
- Teacher-generated "writing about reading" options
- Peer conferences/Partner Reading Time
- Large and Small-Group Discussion
- Whole group mini-lessons (model reading strategies)
- Accountable Talk
- Turn and talks
- Reading Responses on Post-its/Stop and Jots
- Reading Responses in Journals/Notebooks
- Quick-Writes about Reading
- Interactive Read Aloud Reading responses, written and oral (Thinkaloud and Close Reading)
- Exit tickets or Do Nows
- Engagement Observations
- Reading Logs and Reading Surveys
- Envision and prediction post-it notes/Board
- Monitor Stamina, Volume, and Fluency through rubrics
- Text and Video analysis
- Read increasingly complex text by monitoring student self-selection of leveled text
- Small Group Strategy Reading group work
- Knowledge of domain-specific vocabulary
- Grade-Level Engagement Rubric for Verbal and Non-Verbal Participationt
- Collected Annotations

Summative Assessments including Alternative Assessments:

- Book Talk (written script and oral presentation)
- Running Records
- Teachers College Reading and Writing Project: Reading learning progressions
- Teachers College Reading and Writing Project: rubrics with student samples

- Vocabulary/Word Study Assessments
- Presentations
- Performance- and project-based learning
- Personalized, student-designed assessments
- Students create something with their partner that shows their thinking about the poems that they really connected with, showing their thinking and interpretation of the poems, and possibly how they connect with one another using the text to support their ideas. Some potential options might include:
    - A videotaped performance of a poem, with a commentary by both students
    - An annotated copy of the poem - printed or taped onto chart paper, with the partners' written comments connected to specific words and lines from the poem
    - A videotaped or recorded conversation about the poem
    - An 'interpretation' slam, where kids nominate poems for why they should be considered 'the best' and interpret them, including the author's craft
    - Students may think of other ways to document their appreciation for and understanding of a poem such as a cinepoem or video visual interpretation of chosen poem.
- Students write an on-demand independent literary analysis of a poem or poems.

Benchmark Asessments

- Complete Comprehension, Independent Reading Assessment, fiction, Jennifer Serravallo, Heinemann
- iReady Screener and Diagnostic Assessment
- Benchmark Grade-Level Reading and Writing Assessments align with New Jersey Student Learning Standards and NJSLA

Learning Plan

The Middle School Language Arts/Literacy program encompasses reading literature and informational text, speaking and listening and enhancing language skills (spelling, grammar, and vocabulary). The understandings and skills of each strand of the New Jersey Student Learning Standards are not isolated, but integrated, interactive, and embedded in all subject areas across the curriculum. Teachers may engage in two whole-class, closely-studied community readings per year, not to exceed four weeks each.

Reading instruction is literature-based and follows a balanced literacy approach through a number of strategies and techniques in Reading Workshop. These include read-alouds/alongs, shared reading, guided reading, independent reading, small group strategy instruction, one-to-one conferencing, and partnership or book club discussions. Reading Workshop provides students with the necessary tools to communicate orally, read and comprehend print, and write with clarity and purpose for a variety of audiences. Individual conferences with each student will address specific needs of the reader. Students will select from authentic literature at their independent and instructional reading levels.

Lessons should follow the mini-lesson format:

- Teaching point(s) for each lesson

- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses 'think alouds' when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing clubs*.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point. (See end of section for closure ideas.)

This class establishes a "staircase" of increasing complexity in what students must be able to read so that all students are ready for the demands of high school-level reading. Additionally this unit requires the progressive development of reading comprehension so that students advancing are able to gain more from whatever they read. Students will read a diverse array of classic and contemporary literature and gain a greater appreciation of the various literary genres through a careful study of plot, character, setting, point of view, and theme. Genres may include but not limited to the following; novels, short stories, print and electronic articles, picture books, songs/lyrics, media clips, drama, poetry, folk tales, and fables.

Throughout this class, students will read challenging informational texts in a range of subjects. Informational text can be seen as a type of nonfiction. Informational text conveys facts about the natural or social world; crafted by an expert in the field to an audience of lay people; includes specialized features such as headings and technical jargon. Students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective while acquiring needed skills and strategies.

Please refer to the Middle School ELA, Grade 8 Folder for specific lessons and materials for Word Study.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

Instructional Materials

For Use with Students During Learning Plan

- “The Red Wheelbarrow” and “Poem (As the cat)” by William Carlos Williams
- “Spring is like a perhaps hand” by ee cummings
- “Nikki-Rosa” by Nikki Giovanni
- “Bringing My Son to the Police Station to be Fingerprinted” by Shoshauna Shy
- Lyrics and other poems - poetry selection for mentor texts should be more challenging
- Dogku (children’s book by Andrew Clements)
- Book Club Selections (possible titles): Solo, The Crossover Booked, Rhyme Schemer, Shakespeare Bats Cleanup, Yellow Star, House Arrest

Teacher Resource

- The Poetry Foundation -- https://www.poetryfoundation.org/

Suggested Strategies for Accommodations and Modifications

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of reading workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- Individual conferences with each student will address specific needs of the reader.

Possible accommodations during reading workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Have a designated reader for difficult content
- Work in partnerships
- Give responses in a format (verbal or written) that is easier for the student

- Take additional time to compete a task or project
- Take frequent breaks
- Modify the length and quantity of assignments to fit individual student's abilities and needs.
- Supply study guide questions, graphic organizers, and access to class notes.
- Individualize reading choices based on ability (reading level), readiness, and choice through extensive classroom library
- Use an alarm to help with time management
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide discreet steps in a process; elminate unnecessary steps, as needed.
- Manage executive function by scaffolding process and amending deadlines
- Use digital ebooks, technology, audio and video version of printed text
- Differentiate roles in discussion groups
- Access speech-to-text function on computer

Adhere to all modifications and accomodations as prescribed in IEP and 504 plans.

Individual conferences with each student will address specific needs of the reader.