Unit 6 Writing: Writing Poetry and Poetry Explication

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **8 Weeks**
Status: **Published**

Brief Summary of Unit

This unit will support students' understanding of how figurative language and symbolism work within the genre of poetry. Students will have multiple opportunities to experience a variety of published poems and analyze them for their perspectives and themes. Students will end the unit by curating their best work to share in a class anthology or on a display for family and friends.

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.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Questions

- How can we immerse ourselves in the world of poetry, soaking in the poems we've read and scanning our old narratives for ideas? How can we focus in on our inspirations to push forward meaning in our poetry?
- How can we select poems for anthologies or slams to demonstrate the power and beauty of poetry to those who might not have discovered in yet? How can we emphasize meaning with both selection and with voice?
- How can we use ideas from other poets and our own writing, revise over and over for meaning and tailor both our writing and our speaking to showcase our beliefs and the power of poetry for all to see?
- How can we zero in on specific techniques, shape and word choice to ensure that our poems represent our observations, feelings and insights?
- How do poets express themes of self and identity?

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

- How to apply a variety of craft strategies and structures to bring out the meaning and emotion conveyed in their poems
- How to effectively execute several steps of the writing process using technology — drafting, revising, editing and publishing their work.

- How to write a collection of poems through which they express their unique thoughts and perspectives

Students Will Be Skilled At

- Analyzing poems and identifying different poetic forms and devices
- Comparing, contrasting and evaluating poetry
- Creating original poetry using various forms and incorporating various poetic devices
- Reading, discussing, performing, and appreciating a variety of poems
- Researching the cultural and historical context of poems/poets
- Understanding the body of work and cultural/historical context of at least one poet

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

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.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Answer essential questions
- Teacher observations/conferring notes
- Turn and talks
- Peer Conferences/Partnership Discussion
- Writer's Notebook (quick writes/drafts/prewrites)
- Teacher checklists using mini-lessons for measurable skills
- Writing Conferences: Individual and small group
- Writing folders with student work
- Writing pieces to note the growth need of the writer
- Observations
- Drafts online (Google Docs)
- Writing Club work and discussions

Summative:

- Students should have 1-2 final pieces.
- Published pieces
- Score grammar and spelling in final drafts only
- Student portfolios
- Teachers College Reading and Writing Project Learning Progressions
- Teachers College Reading and Writing Project Rubrics and Student Samples
- Rubrics: created for the standards-based report card as well as teacher-created.
- On-demand Writing Assessments
- Standards should be addressed
- The unit can end with students creating an anthology (a small collection of poetry, usually about one topic or theme) and putting it on display or inviting family in for a gallery walk.
- Students may also choose a poetry performance—whether in the form of an in-class slam or an evening open-mic poetry cafe.
- **Select students will be chosen to attend the annual Union County Teen Arts Festival in March.

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
- Grade-level Standards-based Rubrics

Learning Plan

Middle School Writing instruction follows a balanced literacy approach including a number of strategies and techniques in Writing Workshop. These include mini-lessons, shared writing, independent writing, small group strategy instruction, one-to-one conferencing, partnerships and/or writing clubs. Writing Workshop emphasizes immersion, independence, and choice. Individual conferences with each student will address specific needs of the writer. Each unit ends with a celebration of learning where writers share their work with others in the school community.

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.

The architecture of a writing conference includes:

- Research
- Decide
- Teach and Coach with guided practice
- Link

Throughout the year, students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. A variety of writing forms, including digital writing, are emphasized. Grammar lessons are embedded in writing instruction, holding students accountable for skills taught and practiced; modeling is done through published and student-crafted mentor texts. Teachers focus equally on process and product with an emphasis on synthesizing across texts for nuanced understandings; teacher-created multi-modal text sets will be used as materials. High-and low-stakes writing and timed and untimed assignments will be used throughout the unit. 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.

Instructional Materials

- "I, Too Sing America" by Langston Hughes http://www.poets.org/viewmedia.php/prmMID/15615
- "Identity" by Julio Noboa Polanco http://www.dellwyn.com/thoughts/identity.html
- "Mother to Son" Langston Hughes
- "Still I Rise" and " The Human Family" by Maya Angelou
- "The Waking" by Theodore Roethke

- “We Real Cool” by Gwendolyn Brooks http://www.poemhunter.com/poem/we-real-cool/
- “Young” by Anne Sexton http://www.americanpoems.com/poets/annesexton/4504,
- Lyrics Freak http://www.lyricsfreak.com/a_top.html Browse or search this database of song lyrics.
- Practice Texts: “My Papa’s Waltz” by Theodore Roethke http://homepages.wmich.edu/~cooneys/poems/roethke.papa.html,
- Songfacts http://www.songfacts.com/ Songfacts provides information about a huge collection of songs, including links to printable lyrics.
- Sonnets by William Shakespeare

Teacher Resources

- *Units of Study in Argument, Informatiion, and Narrative Writing, Grade 8*, Lucy Calkins, Teachers College Reading and Writing Project
- Associated Online Resources, Teachers College Reading and Writing Project, readingandwritingproject.org
- *Read Write Teach: Choice and Challenge in the Reading-Writing Workshop*, Linda Rief
- *Lessons that Change Writers*, Nancie Atwell
- *In the Middle: New Understandings about Writing, Reading, and Learning*, Nancie Atwell, associated videos
- *Energize Research Reading and Writing,* Chris Lehman, Grades 4-8
- *Comprehension and Collaboration: Inquiry Circles in Action*, Stephanie Harvey and Harvey Daniels
- *Finding the Heart of Nonfiction,* Georgia Heard
- *Patterns of Power: Inviting Young Writers into the Conventions of Language*, Jeff Anderson
- *The Power of Grammar,* Mary Ehrenworth and Vicki Vinton
- *A Writer's Notebook,* Ralph Fletcher
- *Writing a Life,* Katherine Bomer
- *Study Driven*, Katie Wood Ray
- *Thinking Through Genre*, Heather Lattimer
- *Assessing Writers*, Carl Anderson
- *The Journey is Everything*. Katherine Bomer
- *Writing with Mentors*, Allison Marchetti, Rebekah O'Dell
- *Fearless Writing*, Tom Romano
- *Crafting Digital Writing*, Troy Hicks
- *The Digital Writing Workshop*, Troy Hicks

- Poems from Elements of Literature
- The Poetry Foundation -- https://www.poetryfoundation.org/