

# Unit 2: Foundations of Literary Analysis Poetry (Weeks 7-13)

Content Area: **English Language Arts**  
Course(s):  
Time Period: **Full Year**  
Length: **9 Weeks**  
Status: **Published**

## **Unit 2: Foundations of Literary Analysis Poetry**

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### **Unit Rationale**

Given the recursive nature of instruction pertaining to literary analysis skills, this unit serves to augment the students' prior knowledge of how to explicate poetry for the purpose of conducting a thorough analysis. Students will develop a deeper understanding of discrete skills such as: supporting analyses with textual evidence, utilizing information that is either implicitly stated or implied to reinforce analyses, determining a theme/central idea of a work of literature, using plot elements to enhance analyses (narrative poetry only), gaining a more sophisticated and nuanced understanding of a text through an examination of word selection, analyzing the correlation between structure and meaning, comparing and contrasting varying points of view (narrative poetry speaker), comparing a work of literature to its multimedia counterpart, and, when applicable, considering the impact of the historical context on a work of literature. Gaining ownership of these skills and understanding how to apply them will enhance their ability to read and comprehend poetry at a level of text complexity that exceeds where they were at the beginning of the year. In addition, the selected materials and instructional methodologies are designed to differentiate instruction as a means to maximize student growth in areas that align with the New Jersey Student Learning Standards for English Language Arts.

### **Essential Questions**

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- How can the use of poetic devices/elements impact one's ability to communicate more effectively?
- How can reading and writing poetry make one more concise and succinct with their language?
- How does differentiating between the poet and speaker influence the interpretation of a poem?
- How does the structure and form of a poem influence how language is used and what can be conveyed to the audience?

### **Pre-Assessments**

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Google form

## **Instructional Plan**

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See lessons below.

ALL LESSONS CAN TAKE SEVERAL DAYS.

### **Skill Set 1: Elements of Poetry**

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#### **Student Learning Intentions or We are learning to ... (WALT)**

WALT analyze impact of rhymes and other repetitions of sounds on a section of a story.

WALT analyze impact of rhymes and other repetitions of sounds on specific verse or stanza.

WALT determine the meaning of figurative language and connotative language as used in a text.

#### **Student Success Criteria ... “I can statements”**

I can...analyze poems.

I can...analyze rhyme schemes and repetition.

I can...explain the use of figurative language in poetry.

#### **Instructional Strategies and Activities**

- Visible Learning Techniques
- Direct Instruction
- Differentiated Instruction
- Small Group Work
- Whole Group Work
- Guided Reading
- Independent Reading
- Journaling (Bell Ringers)
- Annotating
- RACE Responses
- Field Trips (Virtual and/or Actual)
- Guest Speakers
- Projects
- Et Al.

## Formative Assessments

- RACE Writing Prompts
- Poetry Explication
- CommonLit Assessments
- Scholastic Reading Inventory
- Study Guide Materials
- Graphic Organizers
- Instructional Dialogue
- Student Explanation Videos (Loom/Zoom)
- Quizzes/Tests
- Projects
- Closure Activities
- Et Al.

## Instructional Materials and Resources

- CommonLit
- Vocabulary .com
- Scholastic Reading Inventory
- Scholastic Scope
- Bell Ringers
- Projects
- Videos/Audio Clips
- ZOOM/LOOM Video
- Selected Poetry

## Reflections and Suggested Modifications

ELA.L.VI.7.4.A	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
ELA.L.VI.7.4.B	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
ELA.RL.MF.7.6	Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

## **Skill Set 2: Craft & Vocabulary**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT determine the meaning of words and phrases as used in a text.

ALT words have figurative and connotative meanings.

### **Student Success Criteria ... “I can statements”**

I can...identify the real meaning behind figurative language.

I can...differentiate connotative and denotative meanings.

I can...analyze word choice.

I can...explain the importance of word choice, tone, and style in poetry.

### **Instructional Strategies and Activities**

- Visible Learning Techniques
- Direct Instruction
- Differentiated Instruction
- Small Group Work
- Whole Group Work
- Guided Reading
- Independent Reading
- Journaling (Bell Ringers)
- Annotating
- RACE Responses
- Field Trips (Virtual and/or Actual)
- Guest Speakers
- Projects
- Et Al.

### **Formative Assessments**

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- Selected Poetry

## Reflections and Suggested Modifications

ELA.L.VL.7.3.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
ELA.L.VL.7.3.E	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).
ELA.L.VI.7.4.A	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
ELA.L.VI.7.4.B	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
ELA.L.VI.7.4.C	Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
ELA.L.VI.7.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
ELA.RL.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

## Skill Set 3: Structure

### Student Learning Intentions or We are learning to ... (WALT)

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WALT analyze how the structure or form of a poem or drama contributes to its meaning.

WALT authors make deliberate decisions about the form or structure of a drama or poem and that contributes to its overall meaning.

WALT identify the different structures of poetry (e.g., soliloquy, sonnet) and drama.

### Student Success Criteria ... “I can statements”

I can...analyze different structure of poems.

I can...explain the importance of the structure in poetry.

## Instructional Strategies and Activities

- Visible Learning Techniques
- Direct Instruction
- Differentiated Instruction
- Small Group Work
- Whole Group Work
- Guided Reading
- Independent Reading

- Journaling (Bell Ringers)
- Annotating
- RACE Responses
- Field Trips (Virtual and/or Actual)
- Guest Speakers
- Projects
- Et Al.

### **Formative Assessments**

- RACE Writing Prompts
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### **Instructional Materials and Resources**

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### **Reflections and Suggested Modifications**

ELA.RL.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
ELA.RL.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
ELA.RL.MF.7.6	Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
ELA.RL.CT.7.8	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

## **Skill Set 4: Compare & Contrast**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT a text, audio video, or multimedia version of a text portrays subjects in similar and different ways.

WALT analyze the effects of techniques unique on a medium (e.g., lighting, sound, color, or camera focus and angles in a film).

WALT compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.

WALT the medium of a text impacts the reader's understanding of a subject.

### **Student Success Criteria ... "I can statements"**

I can...compare different mediums of text.

I can...analyze effects of different mediums.

### **Instructional Strategies and Activities**

- Visible Learning Techniques
- Direct Instruction
- Differentiated Instruction
- Small Group Work
- Whole Group Work
- Guided Reading
- Independent Reading
- Journaling (Bell Ringers)
- Annotating
- RACE Responses
- Field Trips (Virtual and/or Actual)
- Guest Speakers
- Projects
- Et Al.

### **Formative Assessments**

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- Quizzes/Tests
- Projects
- Closure Activities
- Et Al.

### **Instructional Materials and Resources**

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- Selected Poetry

### **Reflections and Suggested Modifications**

ELA.RL.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
ELA.RL.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
ELA.RL.CT.7.8	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

### **Skill Set 5: Writing Poetry**

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#### **Student Learning Intentions or We are learning to ... (WALT)**

WALT write with emotion.

WALT write poetry.

#### **Student Success Criteria ... “I can statements”**

I can...write poetry for a specific audience.

I can...use specific word choice to support the emotion behind my poems.

#### **Instructional Strategies and Activities**

- Visible Learning Techniques
- Direct Instruction
- Differentiated Instruction
- Small Group Work
- Whole Group Work

- Guided Reading
- Independent Reading
- Journaling (Bell Ringers)
- Annotating
- RACE Responses
- Field Trips (Virtual and/or Actual)
- Guest Speakers
- Projects
- Et Al.

### **Formative Assessments**

- RACE Writing Prompts
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### **Reflections and Suggested Modifications**

ELA.L.KL.7.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.KL.7.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
ELA.W.NW.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
ELA.W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## Students with 504 Plans

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**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

## Gifted & Talented Strategies

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and

there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## **Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy**

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See Crosswalks

This unit allows for great discussion on a variety of informational texts. This can include DEI, climate change, and informational and media literacy.

<https://docs.google.com/spreadsheets/d/1uf0fWDvpqWFOAb51rOq7mN5xq-xu-M5Yp2FbEVZ9Kt8/edit?gid=0#gid=0>

## **New Jersey Student Learning Standards: Content Area**

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ELA.L.KL.7.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.KL.7.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
ELA.L.VL.7.3.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
ELA.L.VL.7.3.E	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).
ELA.L.VI.7.4.A	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

ELA.L.VI.7.4.B	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
ELA.L.VI.7.4.C	Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
ELA.L.VI.7.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
ELA.RL.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
ELA.RL.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
ELA.RL.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
ELA.RL.MF.7.6	Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
ELA.RL.CT.7.8	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.
ELA.W.NW.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
ELA.W.RW.7.7	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.
ELA.SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

## **Integration of Career Readiness, Life Literacies and Key Skills**

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TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.

## **Integration of Computer Science and Design Thinking**

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CS.6-8.8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
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## **Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math**

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The reading and writing skills taught throughout this unit will provide knowledge, practice, and support in all content areas where reading and writing are required.

<https://docs.google.com/spreadsheets/d/1bNUBwwW9BLgTLqjfjVAJiet6rbmQ3THg->

