

# Unit 01: Poetry

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

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### New Jersey Student Learning Standards

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

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

#### Technology / Integration of Computer Science and Design Thinking

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TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

## Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section

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### Key Ideas and Details

- LA.RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- LA.K-12.NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- LA.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
- LA.K-12.NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

### Craft and Structure

- LA.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- LA.K-12.NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- LA.K-12.NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- LA.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
- LA.K-12.NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.
- LA.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

### Integration of Knowledge and Ideas

- LA.K-12.NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- LA.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

### Range of Reading and Level of Text Complexity

- LA.RL.9-10.10a By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
- LA.K-12.NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- LA.RL.9-10.10b By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

- LA.K-12.NJSLSA.W

### Writing

#### Text Types and Purposes

- LA.K-12.NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid

reasoning and relevant and sufficient evidence.

#### Production and Distribution of Writing

LA.K-12.NJSLSA.W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.K-12.NJSLSA.W5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LA.K-12.NJSLSA.W6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LA.K-12.NJSLSA.W9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Range of Writing

LA.K-12.NJSLSA.W10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LA.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.W.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

LA.K-12.NJSLSA.SL

#### Speaking and Listening

LA.W.9-10.1.B

Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

#### Comprehension and Collaboration

LA.K-12.NJSLSA.SL1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LA.W.9-10.1.C

Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LA.W.9-10.1.D

Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.K-12.NJSLSA.SL3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

LA.W.9-10.1.E

Provide a concluding paragraph or section that supports the argument presented.

#### Presentation of Knowledge and Ideas

LA.K-12.NJSLSA.SL4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

LA.K-12.NJSLSA.SL5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

LA.K-12.NJSLSA.SL6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LA.K-12.NJSLSA.L

#### Language

##### Conventions of Standard English

LA.K-12.NJSLSA.L1

Demonstrate command of the conventions of standard English grammar and usage when

	writing or speaking.
LA.K-12.NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Knowledge of Language
LA.K-12.NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  Vocabulary Acquisition and Use
LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.K-12.NJSLSA.L5	Demonstrate understanding of word relationships and nuances in word meanings.
LA.K-12.NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
LA.SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
LA.SL.9-10.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add

	interest.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3	Language
LA.L.6.1.E	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.7.3.A	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
LA.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.L.6.3.A	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
LA.L.6.3.B	Maintain consistency in style and tone.
LA.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
LA.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.C	Consult general and specialized 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, its part of speech, or its etymology.
LA.L.9-10.4.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.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.L.4.3.B	Choose punctuation for effect.
LA.L.3.3.A	Choose words and phrases for effect.

see Crosswalks

## **21st Century Life and Careers**

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### **Stage I: Desired Results**

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### **Transfer/Overview/Rationale**

#### **Transfer / Overview / Rationale**

##### Unit Rationale

The purpose of this unit...

Poetry is a close sibling of lyrical music, so anyone who loves music, or any other art form for that matter, can appreciate poetry. By reading, analyzing, and discussing a variety of thought-provoking, relevant poetry, students will gain an appreciation for the genre and be better able to write their own poems.

### **Meaning**

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### **Essential Questions**

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#### Essential Questions

1. How are the styles, forms, and themes in poetry similar to other art forms I'm familiar with?
2. How does reading and writing poetry contribute to our understanding of ourselves, others, and the world around us?
3. How does my exposure to and analysis of poetry help build my critical thinking skills?

## **Enduring Understanding/Indicators of Understanding**

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### Enduring Understanding/Indicators of Understanding

1. Poetry is another branch on the same tree as art, music, movies, television, etc. If you can understand and appreciate any art form, you can understand and appreciate poetry.
2. Reading poetry helps you to relate better to the world around you, and writing poetry helps you to express yourself freely in an artistic way.
3. Analyzing poetry to find meaning is an exercise in critical thinking, which is an essential skill for 21st century students, both in school and out.

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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#### Knowledge

Students will know...

- A variety of common literary devices (alliteration, assonance, consonance, imagery, metaphor, rhyme, rhythm, mood, tone, couplet, free verse, onomatopoeia, stanza, simile, symbol, theme, allusion, personification, etc.) and figurative language techniques employed by poets
- A variety of types and forms of poetry
- A diverse collection of poetry
- How to annotate and analyze poetry to interpret its meaning
- How to write their own poetry

## Skills

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### Skills

Student will be skilled at ...

- Recognizing common literary devices and figurative language techniques in poetry and songs
- Incorporating common literary devices and figurative language techniques into their own poems
- Annotating, analyzing, and interpreting songs and poems for their meaning and searching for specific elements that distinguish them from other forms/styles
- Writing their own poetry in a variety of forms/styles
- Expressing themselves freely through poetry in a comfortable, judgement-free environment

## Stage 3: Learning Plan

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### Resource and Mentor Texts

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#### Resources and Mentor Texts

A variety of songs and poetry including, but not limited to:

- “Strange Fruit” by Nina Simone
- “I Just Don’t Think I’ll Ever Get Over You” by Colin Hay
- “Cherry Wine” by Hozier
- “Deer Hit” by Jon Loomis
- “Having a Coke with You” - Frank O’Hara
- “Mother to Son” - Langston Hughes
- “Pass On” - Michael Lee
- “The Rose that Grew From Concrete” - Tupac Shakur
- “Oranges” - Gary Soto
- “And the Ghosts” - Graham Foust
- “So you want to be a writer” - Bukowski
- “This is Just to Say” - William Carlos Williams
- “The Red Wheelbarrow” - William Carlos Williams
- “Do Not Go Gentle into that Good Night” - Dylan Thomas
- “We Real Cool” - Gwendolyn Brooks
- “My Papa’s Waltz” - Theodore Roethke
- “The Road Not Taken” - Frost
- “My Name” - Sandra Cisneros
- “High School Training Ground” - Malcolm London

## **Formative Assessment Strategies**

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### Formative Assessment Strategies

- Initial baseline assessment of students' knowledge and experience with poetry
  
- A variety of assessments (short-answer questions, verbal questioning, informal discussions, formal multiple-choice and short-answer quizzes, etc.) throughout regarding poetry analysis and writing

## **Learning Activities/Unit of Study**

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### Learning Activities/Unit of Study

- Listen to songs and read their lyrics to interpret meaning
  
- Listen to poetry read aloud and read poetry aloud and discuss meaning
  
- Read an annotate poetry with the intent to analyze it in order to interpret its meaning
  
- Write poetry in a variety of forms and styles
  
- Write poetry to mimic a particular poet's style
  
- Write poetry to express themselves

- Write a variety of analyses of poems

- Share at least one poem with the class

## **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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## 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.