Unit 8 - Poetry

Content Area: **Language Arts**
Course(s): **E/LA 2**
Time Period: **Marking Period 4**
Length: **4 weeks**
Status: **Published**

Essential Questions

How can we create poems using descriptive and figurative language?

How can we learn about writing poetry by reading and discussing poems together?

How can we build our writing community by sharing poems with each other?

Big Ideas

- Writers explore interesting words through hearing, discussing, and writing poems.

Enduring Understandings

L.RF.2.4.A. Read grade-level text with purpose and understanding.

L.RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.WF.2.3.C. Supply adjectives in noun phrases to make them more precise or engaging.

L.WF.2.3.D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

L.WF.2.3.G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.KL.2.1.A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

L.KL.2.1.B. Compare formal and informal uses of English.

L.VL.2.2.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.VI.2.3.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely

related adjectives (e.g., thin, slender, skinny, scrawny).

L.VI.2.3.C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

W.AW.2.1.A Introduce an opinion.

W.AW.2.1.B Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

W.IW.2.2A. Introduce a topic clearly.

W.IW.2.2.B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.

W.IW.2.2.C. Provide a conclusion.

W.NW.2.3.B Provide dialogue and description of experiences and events and/or show the responses of characters to situations.

W.NW.2.3.C Use transitional words to manage the sequence of events.

W.NW.2.3.D Use concrete words and phrases and sensory details to convey experience and events.

W.WP.2.4.A. Identify audience and purpose before writing.

W.WP.2.4.B. Participate in self-evaluation of written work.

W.WP.2.4.C With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

SL.PE.2.1.B Build on others' talk in conversations by linking their explicit comments to the remarks of others.

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested

detail or clarification.

Spelling and Handwriting

Handwriting Goals:

- Using the Handwriting Without Tears Program, teachers will provide formal and structured instruction for students to learn cursive writing. Students will learn a new physical approach to writing and motor control developed for learning cursive.
- Teachers will provide 3 stages of instruction:
    - Stage 1 Direct Instruction- Watch someone form a letter first, and then write it.
    - Stage 2 Guided Practice-Look at a letter and then write it
    - Stage 3 Independent Practice - Write without watching someone or seeing the letter
- Continue Cursive Handwriting

Spelling:

Multisyllable Words with Double Consonant, R Controlled, Homophones, Prefixes

Assessments

- Poetry Writing Individual Writing Assessment
- Poetry Writing Individual Writing Assessment - Class Record

Writing Piece Rubric https://docs.google.com/document/d/1os3vT_hyZ9bv1kSobLq8mxy06wp4-s3PngmkZflWBpA/edit?usp=sharing

Resources

- “The Shockadile Crocodile!”

- “Boa Constrictor”
- “A Flamingo Is”
- "Armadill-o”
- "Knoxville, Tennessee”
- “Pineapple”
- “Peaches” / “Duraznos"
- "What Would the World Be Without Red-Eyed Tree Frogs?”
- "Cool Like That”
- "Outside Sounds”
- "Toad by the Road”
- "The Sun”
- "Ways of Looking at the Moon”
- "Buses”
- "Feelings”
- "Wonder”