Unit 4- Poetry

Content Area: **Language Arts**
Course(s): **E/LA 3**
Time Period: **Marking Period 2**
Length: **3 weeks**
Status: **Published**

Essential Questions

- How does poetry compare and contrast to other forms of writing?
- What are the characteristics of the various types of poetry?
- How can sensory details and imagery enhance poetry?

Big Ideas

- Poetry
- Characteristics of Poetry
- Examining Poetry from Published Poets
- Imagery

Handwriting and Spelling

Handwriting:

Practice cursive handwriting by writing spelling words in cursive. Trace over teacher-created pages of the current spelling words, and also write the spelling words in cursive in Spelling Notebooks. Choose one poem from this unit to publish in cursive.

Spelling:

Spelling words taken from the Fountas & Pinnell High-Frequency Word List for Grade 4. Spelling Notebooks are used for in-class practice (which includes cursive practice). One formal 20-word spelling test, which will include 15 new high-frequency words and 5 from the previous lists, will be given during this unit. Spelling will also be assessed on the rubric for this unit. (Two formal spelling tests will be given each marking period. Writing rubrics also assess spelling.)

Enduring Understandings

Writing

W.RW.4.7 Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

RL.TS.4.4 [M] Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Foundational Skills: Writing Language

Spelling

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

L.WF.4.2.C Spell grade-appropriate words correctly, consulting references as needed.

L.WF.4.2.D Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.4.3.F [M] Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).

L.WF.4.3.G [M] Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.

L.KL.4.1.A Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.4.1.B Choose words and phrases to convey ideas precisely.

Resources

Being a Writer: Poetry Teacher's Manual

Collaborative Classroom Learning Portal (Digital Resources)

Texts:

- “Winter Poem” by Nikki Giovanni
- “Untitled” by Dohee Kim
- “Untitled” by Nikki Grimes
- “PIGEON” by Nikki Grimes
- “Jaguar” by Francisco X. Alarcon
- “The Giraffe” by Ron Padgett
- “Warning” by Maw Shein Win
- “Chrysalis” (Video)
- “Maw Shein Win: Poetry Reading and Conversation” (Video)
- “I Think I’ll Call It Morning” by Gil Scott-Heron
- “Firefly Experience” (Video)
- “Fireflies” by Jose Juan Tablada
- “Freedom” by Irene Latham
- “Maw Shein Win: Advice About Performing Poetry” (Video)
- “Rainbow in the Clouds” (Video)

Assessments

Writing Piece Rubric