

# Unit 1-4b Poetry

Content Area: **Language Arts**  
Course(s): **Lang. Arts 6 ACC**  
Time Period: **MP1-4**  
Length: **MP1-4**  
Status: **Published**

## Essential Questions

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- How are poetic devices used to engage readers?
- How can I express my ideas through poetry?

## Big Ideas

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### Anchor Standards

AS.SL.1-3 The ability to clearly articulate one's thoughts and listen critically is essential to working collaboratively with others.

AS.W.7-9 Research requires the synthesis of ideas from a variety of sources and the presentation of those ideas in an original written interpretation.

AS.R.7-9 Good readers deduce meaning from text through interpretation and comparison.

**Core Reading:** *Prentice Hall Literacy*: poem selections

**Core Writing:** Poetry Anthology

**Supplemental Resources:** Shel Silverstein selections, online resources, Flocabulary, IXL, *Scope Magazine*

**Focus Areas:** Analyzing Literature (Poetry), Figurative Language

**Presentation Skills:** Poetry Recitation (acc)

**Technology:** Google Platform, formatting and style

## **CSDT Technology Connection**

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8.1.8DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose

## **Enduring Understandings**

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### **Literature**

RL.CT.6.8. Compare[,] and contrast [and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)] literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source

documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

### **Writing**

W.RW.6.7. 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.

### **Speaking and Listening**

SL.II.6.2 [M] Interpret information presented in graphical, oral, visual or multimodal formats and explain how it contributes to a topic, text, or issue under study. (Students may interpret and present data points for how the motions and complex interactions of air masses result in changes in weather conditions.)

### **Language**

L.VI.6.4a Interpret figures of speech (e.g., personification) in context.

L.VI.6.4b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

L.VI.6.4c Analyze the impact of a specific word choice on meaning and tone.

L.VI.6.4d Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

## Resources

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Shel Silverstein selections, online resources, Flocabulary, IXL, *Scope Magazine*

Research writing [Rubric](#)