

05 Poetry

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **25 Days**
Status: **Published**

UNIT ORIENTATION

This poetry unit children deepen their understanding of poetry. First, students will learn that poets are sparked by objects and feelings that they translate to music on a page. This early part of the unit, with its special attention to sound, will develop students' readers' ears as they experiment with line breaks, as they come to understand that a poem is different than a story. A poem looks different from prose, and line breaks help a reader know when to pause. Then, children will recognize that in a poem, choice and placement of words matter more than ever. They will admire and experiment with metaphor, deepening their ability to see like poets. At the end of the unit, children will explore various natural structures of poems: story poems, poems with back-and-forth structure, and list poems.

Enduring Understandings

Poets analyze the structures of poetry to see poetry through the “eyes of a poet.” □

Poets experiment with language, word choice and sound to generate ideas for writing meaningful poems. □

Poets gain an understanding of how sound and structure relates to the meaning of their poems. □

Poets develop strategies to revise and edit their poems.

Essential Questions

As poets, how do we analyze the structures of poetry to determine the role that observations of our everyday life, our feelings and sounds play within the genre?

As poets, how can we experiment with language, word choice and sound to create meaning in our poems?

As poets, how do structures (the specific way of putting a poem together) relate to the sound and meaning of poems? □

As poets, what strategies can we use to revise and edit our poems?

CONTENT AREA STANDARDS

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| LA.L.2.1.A | Use collective nouns (e.g., group). |
| LA.L.2.1.B | Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). |
| LA.L.2.1.C | Use reflexive pronouns (e.g., myself, ourselves). |
| LA.L.2.1.D | Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). |
| LA.L.2.1.E | Use adjectives and adverbs, and choose between them depending on what is to be modified. |
| LA.L.2.1.F | Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). |
| LA.L.2.2.A | Capitalize holidays, product names, and geographic names. |
| LA.L.2.2.C | Use an apostrophe to form contractions and frequently occurring possessives. |
| LA.L.2.2.D | Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). |
| LA.L.2.2.E | Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings. |
| LA.L.2.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.L.2.5 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| LA.L.2.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |
| LA.W.2.3 | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
| LA.W.2.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing. |
| LA.SL.2.1 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |
| LA.SL.2.4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |

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| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| TECH.8.1.2.A.2 | Create a document using a word processing application. |
| TECH.8.1.2.A.CS1 | Understand and use technology systems. |
| TECH.8.1.2.B.CS2 | Create original works as a means of personal or group expression. |

EVIDENCE OF LEARNING

Alternate Assessments

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Summative Assessments

Published Pieces

Rubrics

Open Ended Responses

Written responses

Formative Assessments

- Checklists
- Conferences
- Class Discussions
- Exit Slips
- Interactive Notebooks
- Quizzes
- Reflections
- Review of classwork/homework
- Student Participation
- Teacher Observations
- Text Dependent Questions

Benchmark Assessments

- iXL
- Dibels

RESOURCES (Instructional, Supplemental, Intervention Materials)

Teachers College Units of Study

Interactive notebooks

Mentor texts

Writer's notebooks

Chromebooks

IXL

Readworks

EPIC

Mentor Text : □ Old Elm Speaks by Kristine O'Connell George

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Special Education:

Provide modified notes and access to extra copies online

Provide oral reminders and check student work during independent work time

Model skills/techniques to be mastered

Check and sign assignment planner

Preferential seating

Pair visual prompts with verbal presentations

Modified or scaffolded homework and classwork

Extended time as needed

Provide graphic organizers and study guides

English Learners:

Provide scaffolded assignments and assessments

Pair visual prompts with visual presentations

Check and sign assignment planner

Extended time for assignment and assessment as needed

Highlight key vocabulary

Use graphic organizers

Provide verbal and written directions

Preferential seating with a English-speaking peer

At Risk of Failure:

Encourage class participation and reinforce skills

Model skills and assignments

Extended to time to complete class work

Preferential seating

Provide extra help outside of class and 1:1 instruction when needed

Communicate regularly with students' other teachers

Provide positive feedback for tasks well done

Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments

Students with 504 Plans

Provide extended time as needed

Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers

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INTERDISCIPLINARY CONNECTIONS

- Music Appreciation: Writers will sing songs to practice "Following the Beat" and identifying breaks in Poetry. Writers will use the beat of familiar songs to develop their own poems.

