

Essential Standards Unit Plan (Last Revised 11.4.19)

Unit: 6

Essential Standard: (Highlight Verbs)

5.9B - Explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms.

What is the ultimate goal of the standard? (Choose one: knowledge, reasoning, performance skill, or product)

Product

End of Unit Assessment:

February 4th

When Taught: January 27th- February 4th

Instructional days needed: 10 Days

Knowledge Targets (Could be prereq skills from the previous year) * Ex: define, identify, describe, know, tell, recall, explain	Reasoning Targets *Ex: solve, apply, use, explain, interpret, infer, compare, classify, distinguish	Performance Skill Targets *Ex: demonstrate, evaluate, discuss, experiment, measure	Product Targets *Ex: design, compose, develop, produce, re-write, generalize
Students will define the elements of poetry - line, stanza, rhyme,rhythm, meter, theme, mood, 5.8C - Analyze plot elements, including rising action, climax, falling action, and resolution. Identify the Author's purpose and message Identify the author's use of figurative language and imagery	5.10F - Examine how the author's use of language contributes to voice .5.10A - Explain the author's purpose and message within a text. 5.10D - Describe how the author's use of imagery, literal and figurative language such as simile	5.8A Infer multiple themes within a text using text evidence. 5.7G Discuss specific ideas in the text that are important to the meaning.	PART 1 - 5.7E - Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating. Analyze 3-4 poems in which the poems have a common topic, title, with annotations and after complete notes engage in small group discussions with peers Give them a title, have them predict, and be able to identify theme,

<p>Figurative Language terms</p> <p>Model <i>sketchnoting</i> with poetry to help us identify author's purpose and figurative language and analyze the plot elements of the poem.</p>	<p>and metaphor, and sound devices achieves specific purposes.</p>		<p>figurative language, imagery, and hold small group discussions.</p> <p>PART 2 - In a small group, draft a short poem of a certain topic that includes my audience, theme/message, point of view, details, and being able to perform in front of class.</p>
<p>Student Friendly Learning Targets: (Include verbs from above)</p> <ul style="list-style-type: none"> ● I can identify the theme, setting, characters, plot of a poem. ● I can explain the author's purpose. ● I can explain figurative language that the poet uses and explain why he used it. ● I can infer theme with text evidence. ● I can identify point of view. ● I can annotate and notetake with a given text. ● I can analyze a poem. ● I can hold a discussion with my small group and create a poem. ● I can perform a poem. 			
<p>Academic Vocabulary:</p> <p>Point of view — the perspective from which the events in the story are told</p> <p>Poetry — literary works focused on the expression of feelings and ideas through a distinctive style that is often rhythmical and may have elements such as meter, rhyme, and stanzas</p> <p>Poetic form — a distinctive poetic structure with distinguishable characteristics based on meter, lines, stanzas, and rhyme schemes such as a sonnet, blank verse, ballad, haiku, epic, lyrics, etc.</p> <p>Sound device — a device used by authors to create meaning through sound and help readers develop visual images</p> <p>End rhyme — two or more lines that end in rhyming syllables or words</p> <p>Internal rhyme — a rhyme within the same line of verse</p> <p>Assonance — the repetition of vowel sounds in words close together within a phrase or sentence; the vowel sounds can occur in the beginning, middle, or end of a word</p> <p>Consonance — the repetition of consonant sounds in words close together within a phrase or sentence; the consonants sounds can occur in the beginning, middle, or end of a word</p>			

Poetic device

Learning Breakdown	Monday	Tuesday	Wednesday	Thursday	Friday	Focus Question
Point of View Understanding figurative language and how it relates to theme.					24	
Finding the theme Reading for understanding Students may think that all poems must rhyme; however, many poems, such as free verse poems do not rhyme.	27 Review for End of Unit 5 Assessment	Part 1 (drama) Of End of Unit Assessment	29 Part 2 nonfiction) Of Unit 5 End Of Unit Assessment	30 Flex over unit 5 assessment Pre- assessment over Poems Tour of Knowledge of poetry Define Elements of poetry; explain lines, stanzas...	31 Bye Bye Birdie MOY- writing prompt for end of the day	The poem is written from the point of view of... What poetic device did the author include? What is the poem mostly about? The author uses these words to show... In the ___ stanza lines __-__ what is the reason...
Students may think all poems are short rather than understanding that poems vary in length depending on the poet's purpose and message. Students may think that the same conventions of language apply to poems rather than understanding that	3 CTK Book 5 Lesson 19	4 Review Figurative Language & Author's Craft Review craft terms with what we know and sort activity. Poetry dig looking for examples of the terms discussed.	5 Model Sketchnoting as you read a mentor poem. Look for elements of poetry, figurative language and imagery as you read. Make a chart like the one used the day before to list it	6 Model sketchnoting as you read a mentor poem. Analyze the theme using text evidence Have kids go back to their poem and make notes about the	7 Model sketchnoting with a poem. Analyze Questions to answer for the poem. Formative Assessment	Why did the poet include these lines... What is the author's main message or theme? The author organizes the poem into stanzas for the purpose of...

<p>poets use conventions in creative ways to achieve their purpose.</p> <p>Students may think that poems have one “correct” interpretation or meaning; however, most poems are more nuanced and complex. Each reader brings their own experiences and perspective which is not limited to a single interpretation.</p>		<p>What poetic device did the author include?</p>	<p>and then explain the author’s purpose for using it.</p> <p>The author uses these words to show...</p> <p>How does ____ contribute to the meaning of the poem?</p> <p>In the ____ stanza lines __ what is the reason...</p> <p>Why did the poet include these lines...</p>	<p>theme using text evidence.</p> <p>What is the author’s main message or theme?</p> <p>What is the poem mostly about?</p> <p>The author organizes the poem into stanzas for the purpose of...</p>		<p>How does ____ contribute to the meaning of the poem?</p>
	<p>10</p> <p>CTK Book 5 Lesson 20</p>	<p>11</p> <p>Model sketchnoting as you read a mentor poem.</p> <p>Look at the point of view and how it is used in the poem.</p>	<p>12</p> <p>Model sketchnoting as you read a mentor poem.</p> <p>Look at plot elements/theme in a poem.</p>	<p>13</p> <p>Unit 6 Summative Assessment</p>	<p>14</p>	

		The poem is written from the point of view of...				
	17	18	19	20	21	

Required Dates:

Pre-assessment

Common Formative Assessments (Weekly)

Summative Assessment (Unit Test)