

Anoka-Hennepin Secondary Curriculum Unit Plan

Department:	ELA	Course:	Advanced English Language Arts 8	Unit 3 Title:	Poetry	Grade Level(s):	8
Assessed Trimester:	Trimester 2	Pacing:	4 Weeks	Date Created:	6/16/2014	Last Revision Date:	6/18/2014

Course Understandings: *Students will understand that:*

Effective readers:

- Use strategies to comprehend, interpret, evaluate, and analyze fiction and nonfiction texts
- Use and apply literary and textual devices to analyze and construct meaning in fiction, non-fiction, drama, and poetry
- Use word-learning strategies to acquire, understand, and use new vocabulary to increase comprehension
- Read independently to exercise autonomy, to improve vocabulary, and to develop lifelong reading habits

Effective writers:

- Engage in a writing process which includes revising to create meaning in multiple genres (informative, expressive and persuasive) for multiple purposes and audiences

DESIRED RESULTS (Stage 1) - WHAT WE WANT STUDENT TO KNOW AND BE ABLE TO DO?

Established Goals

High Priority – Students must know:

- **8.4.1.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **8.4.2.2:** Determine a theme or central idea of a text including those by and about Minnesota American Indians and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **8.4.4.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **8.7.9.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Medium Priority – Students should know:

- **8.7.3.3:** Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - b. Use literary and narrative techniques, such as dialogue, pacing, description, rhythm, repetition, rhyme, and reflection, to develop experiences, events, and/or characters.
 - d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to capture the action and convey experiences and events.
- **8.7.4.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **8.5.3.3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **8.4.5.5:** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Low Priority – It is nice for students to know:

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Transfer

Students will be able to independently use their learning to: (product, high order reasoning)

- Generate and support a written or oral analysis of a variety of poems in order to see a connection between text and real life..
- Create a piece of poetry that mimics a chosen poet’s style. Compare how their original work is inspired by the published poem.

Meaning	
<div>Unit Understanding(s):</div> <div>Students will understand that:<ul style="list-style-type: none">Poetic writing involves various techniques.Poetic devices develop theme.Poetry utilizes language in creative and figurative ways.</div>	<div>Essential Question(s):</div> <div>Students will keep considering:<ul style="list-style-type: none">Why is figurative language useful?What purpose does figurative language serve?What can be communicated through a poem that wouldn't be understood the same way through prose?How do I determine the meaning in a poem?How do I comprehend a poem?</div>
Acquisition	
<div>Knowledge - Students will:<ul style="list-style-type: none">Locate textual evidence in a short story, poem, or novel to support an analysis of that text.Determine which textual evidence most strongly supports an analysis of a short story, poem, or novel.Identify the theme of a short story, poem, or novel.Identify mood/tone.Identify how figurative language, analogies, and allusions shape the meaning of a text (i.e. metaphor, imagery, hyperbole, personification, simile).Locate textual evidence in a short story, poem or novel to support inferences drawn from that text.</div> <div>Reasoning - Students will:<ul style="list-style-type: none">Draw a valid inference from a short story, poem, or novelCompare and contrast texts to see how the overall structures contribute to meaning and style (i.e. point by point structure vs. block structure or problem/solution vs. compare/contrast).Explain how textual evidence supports an analysis of a short story, poem or novel.Analyze how points of view/perspective (either between characters or characters and audience/readers) affects a story and creates mood.</div>	<div>Skills - Students will:<ul style="list-style-type: none">Select specific details from a short story, poem, or novel to explain how a theme is conveyed in that text.Use context clues and word learning strategies to determine meanings of unfamiliar words in a short story, poem, or novelCreate developed and organized poems that are appropriate to task, purpose, and audience.Use a writing process that includes prewriting, drafting, revising, and editing for an intended audience.</div>
<div>Common Misunderstandings<ul style="list-style-type: none">Poetry is hardPoetry has to rhymeI will understand a poem the first time I read it</div>	<div>Essential new vocabulary<ul style="list-style-type: none">Allusion</div>