

Anoka-Hennepin Secondary Curriculum Unit Plan

Department:	ELA	Course:	Creative Writing I	Unit 1 Title:	What is Poetry?	Grade Level(s):	6-8
Assessed Trimester:	Trimester 1	Pacing:	8 Weeks	Date Created:	5/27/2014	Last Revision Date:	

Course Understandings: *Students will understand that:*

- Different genres of writing serve different purposes

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

Established Goals

High Priority – Students must know:

- **6.7.3.3:** Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, well-structured event sequences and other creative texts.
 - Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - Use literary and narrative techniques, such as dialogue, pacing, rhythm and description, to develop experiences, events, and/or characters.
 - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
 - Provide a conclusion (when appropriate to the genre) that follows from the narrated experience or events.

Medium Priority – Students should know:

- **6.7.10.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
 - Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

Low Priority – It is nice for students to know:

- **6.11.5.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.
 - Interpret figures of speech (e.g., personification) in context.
 - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., scrimping, economical, un wasteful, thrifty, stingy) to extend word.

Transfer

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

- write a variety of types of poems routinely with description, context, and characters
- will write creative texts with description, context, and character

Meaning

Unit Understanding(s):

Students will understand that:

- Writers use description, including figurative language, to create an experience for the reader and better communicate ideas
- There are many types of poetry and different forms follow different rules
- Writers select words to best communicate meaning

Essential Question(s):

Students will keep considering:

- How does description and figurative language enhance the text for the reader?
- What is the purpose of poetry?
- How do poets communicate clearly?

Acquisition

Knowledge - Students will:

- Examine the relationship between words

Reasoning - Students will:

- Interpret figurative language in texts
- Distinguish among connotations

Skills - Students will:

- Use figurative language to write descriptively
- Use transitional words and phrases in creative texts
- Use figurative language purposefully in writing

Common Misunderstandings

- All poetry should rhyme
- Poetry is confusing
- Poetry is boring

Essential new vocabulary

- Metaphor/Simile
- Alliteration/Assonance
- Personification
- Onomatopoeia
- Figurative Language
- Imagery
- Rhyme Scheme
- Haiku