| ESTADO LIBRE ASOCIADO DE **PUERTO RICO** DEPARTAMENTO DE EDUCACIÓN | **Unit 7.3: Poetry: My Identity** **English as a Second Language** **8 weeks of instruction** |
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## STAGE 1 – (Desired Results)

| **Unit Summary:** | In this unit, the student reflects upon his/her own identity and develops an understanding of who he/she is in context to Puerto Rico. The student reads poetry by Langston Hughes, Nuyorican, and contemporary Puerto Rican poets to appreciate their messages and understand their use of poetic devices. The student writes and performs a poem that celebrates his/her own personal identity. He/she increases reading and speaking fluency, as well as quality and quantity of writing English through poetry. |
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| **Transversal Themes:** | Knowledge, Values, Skills and Competencies, Technology, Cultural Diversity, Environment |
| **Integration Ideas:** | Social Studies, Geography, Technology |

## Essential Questions (EQ) and Enduring Understandings (EU)

**EQ1.** How much influence, if any, does the environment have on my personal identity?
   **EU1.** My environment influences my identity in both small and large ways every day.

**EQ2.** How does poetry make me feel?
   **EU2.** I engage with poetry through the feelings, emotions, and concise descriptions the poems elicit.

**EQ3.** Why does a poet decide to become a poet?
   **EU3.** There are many sociocultural, political, and personal factors that influence poets.

## Transfer (T) and Acquisition (A) Goals

**T1.** The student will leave the class able to apply his/her knowledge of cultural identity to better understand himself/herself in comparison to various works of literature from his/her own culture and other cultures. He/she will gain perspective into the culture of poets, artists, writers, and peers he/she encounters in both his/her academic and personal life.

**T2.** The student will leave the class able to apply his/her knowledge of poetry to appreciate how figurative language and poetic devices convey meaning and emotion. He/she will be able to make connections between reading poetry and his/her own personal experiences or other familiar works of literature. The student will be able to use the writing of poetry to explore and share thoughts, feelings, and ideas.

**T3.** The student will leave the class able to understand how poetry and culture are intertwined. He/she will be able to understand the techniques poets use to examine socio-cultural and historical concepts and that poetry is a by-product of the time period in which it was crafted.

*The student acquires skills to...*

**A1.** Listen and respond to poetry.

**A2.** Identify and define types of poetry and the poetic devices poets use.

**A3.** Write poetry in the style of a selected poem or poet.

**A4.** Identify and explore the culture of a poet or writer.

**A5.** Deepen his/her understanding of poetry through active rereading.

| Puerto Rico Core Standards (PRCS) | |
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| **Listening** | |
| **7.L.1** | Listen and collaborate with peers during social and academic interactions in class, group, and partner discussions in read-alouds, oral presentations, and a variety of grade-appropriate topics. |
| **7.L.1b** | Follow turn-taking and show consideration by concurring with others in discussions. |
| **7.L.1c** | Listen and respond during a read aloud from a variety of fiction and nonfiction texts to show comprehension, generalize, relate to character and setting, and make connections from personal experience. |
| **7.L.1d** | Listen, respond to, and analyze complex instructions and statements; apply and clarify instructions and directions; answer and formulate closed and open-ended questions. |
| **Speaking** | |
| **7.S.2b** | Describe, explain, support, discuss, and synthesize information. |
| **7.S.2c** | Answer and formulate closed and open-ended questions. |
| **7.S.3** | Use a growing set of academic words, content-specific words, synonyms, and antonyms to tell, retell, explain and analyze stories and experiences with increasing precision and differences in meaning. |
| **7.S.5** | Describe, explain, and evaluate text, self, and world experiences, express thoughts and opinions to discuss current events, concepts, themes, characters, plot, and conflict resolution. |
| **7.S.5b** | Adjust language choices according to purpose, task, and audience. |
| **7.S.6** | Plan and deliver oral presentations on a variety of topics, citing specific textual evidence to support ideas. |
| **Reading** | |
| **7.R.1** | Read a variety of texts and multimedia resources (when accessible) to explain ideas, facts, events, cultural identity, genre, and processes, supplying textual evidence and connections/relationships to support analysis and conclusions. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts. |
| **7.R.10** | Read and comprehend a variety of literature, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate complexity. |
| **7.R.2L** | Determine a theme or main idea of a literary text and how it is conveyed through particular details. |
| **7.R.4L** | Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| **7.R.5L** | Analyze how a particular sentence, chapter, scene, or poem fits into the overall structure of a literary text and contributes to the development of the theme, setting, plot, and elements of poetry. |
| **7.R.5I** | Analyze how a particular sentence, paragraph. Chapter, or section fits into the overall structure of an informational text and contributes to the development of the setting and ideas. |

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| **7.R.9L** | Compare and contrast literary texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. |
| **Writing** | |
| **7.W.3** | Write paragraphs, short essays, and literary texts using transitional words and other cohesive devices to better organize writing that develop real or imagined experiences or events, using literary elements like narrative structure, theme, mood, plot, setting, moral, etc. |
| **7.W.4** | Develop and strengthen writing as needed by planning, drafting, revising, editing, use editing marks, rewriting, and publishing. |
| **7.W.5** | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. |
| **7.W.7** | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **7.W.8** | Write routinely for short and extended time frames (time for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities. |
| **Language** | |
| **7.LA.3a** | Choose language that expresses ideas clearly, recognizing subject-verb agreement and eliminating wordiness and redundancy. |
| **7.LA.4a** | Use context clues to help determine the meaning of a word or phrase. |
| **7.LA.4b** | Use common Greek or Latin affixes and roots correctly (e.g., "ex," "inter," "anti," "micro"). |
| **7.LA.5** | Demonstrate understanding of figurative language, word relationships, and variation in word meanings. |
| **7.LA.5a** | Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. |
| **7.LA.6** | Accurately use a variety of social, academic, and content-specific and content area words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

**Unit 7.3: Poetry: My Identity**
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| STAGE 1 – (Desired Results) | | | STAGE 2 – (Assessment Evidence) | | STAGE 3 – (Learning Plan) |
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| **Alignment to Learning Objectives** | **Content Focus** *(The student understands…)* | **Content Vocabulary** | **Performance Tasks** | **Other Evidence** | **Learning Activities** |
| **PRCS:**<br>7.L.1<br>7.L.1d<br>7.LA.3a<br>7.LA.4a<br>7.LA.4b<br>7.LA.5<br>7.LA.5a<br>7.LA.6<br>7.S.3<br>7.S.5<br>7.S.5b<br>7.S.6<br>7.W.8<br><br>**EQ/EU:**<br>EQ1/EU1<br>EQ2/EU2<br>EQ3/EU3<br><br>**T/A:**<br>A1/A2/A3/A5<br>T1/T2/T3 | • Vocabulary related to poetry.<br>• How to use figurative and sensory language in poetry.<br>• The Writing Process.<br>• How to use correct grammar and usage when writing or speaking.<br>• How to read with rhythm, fluency and intonation. | • Alliteration<br>• Description<br>• Dramatic<br>• Haiku<br>• Identity<br>• Imagery<br>• Irony<br>• Lyric<br>• Metaphor<br>• Narrative<br>• Ode<br>• Onomatopoeia<br>• Paradox<br>• Personification<br>• Repetition<br>• Rhyme<br>• Rhythm<br>• Simile<br>• Sonnet<br>• Stanza<br>• Structure | *For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.*<br><br>***Integrated Assessment 7.2***<br><br>• Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: "Integrated Assessment 7.2").<br><br>***Poetry Writing/Publishing a Class Poetry Book***<br><br>The student writes daily in order to publish two original poems for a class poetry book. The daily writing focuses on figurative and sensory language, organization and rhythm. Final Poems must have:<br>• Figurative Language (a simile or metaphor)<br>• Sensory Language (description using the senses)<br>• Organization into lines and stanzas<br>• Rhythm when read aloud | *Word Detective*<br><br>• The teacher selects seven vocabulary words from a text and has the student complete a Word Detective Organizer for each one. (See Attachments: 7.3 Other Evidence – Word Detective Organizer and 7.3 Other Evidence – Word Detective Example) | *For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.*<br><br>*Revise and edit "Who I am" Poem from Unit 7.1*<br><br>**Poem must:**<br>• Include figurative language (a simile or metaphor)<br>• Include sensory language (description using the senses)<br>• Be organized into lines and stanzas<br>• Have a rhythm when read aloud<br>• Be peer edited for subject-verb agreement and poetic devices<br>**Writing Process**<br>• The student develops and strengthens his/her writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.<br>• The student peer edits his/her work for subject-verb agreement.<br>• The student peer revises his/her work for figurative language and poetic devices. |

| STAGE 1 – (Desired Results) | | | STAGE 2 – (Assessment Evidence) | | STAGE 3 – (Learning Plan) |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Alignment to Learning Objectives | Content Focus *(The student understands…)* | Content Vocabulary | Performance Tasks | Other Evidence | Learning Activities |
| **PRCS:** 7.LA.3a 7.LA.5 7.LA.5a 7.S.2b 7.S.3 7.S.5 7.S.5b 7.S.6 7.W.3 7.W.4 7.W.5 7.W.7 7.W.8 <br><br>**EQ/EU:** EQ1/EU1 EQ2/EU2 <br><br>**T/A:** A2/A3 T1/T2/T3 | | | | | *For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.* <br><br>*Ode to Puerto Rico Posters* <br><br>The student practices writing daily in writing journal. As the student increases his/her understanding of poetry, he/she is paired up with a peer and creates an Ode to Puerto Rico Poster to share with his/her classmates. Students build on the Identity poems and include them if they choose. <br> Writing an Ode poem to Puerto Rico and illustrating its imagery (See Attachment: 7.3 Performance Task – Ode to Puerto Rico Posters) <br> • The poem includes figurative and sensory language. <br> • The student has a peer edit work for subject verb agreement and poetic devices. <br> • The student proofreads the poem with a partner. <br> • Perform poem and present poster in front of class with accuracy, fluency, and intonation. |

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| STAGE 1 – (Desired Results) | | | STAGE 2 – (Assessment Evidence) | | STAGE 3 – (Learning Plan) |
|---|---|---|---|---|---|
| **Alignment to Learning Objectives** | **Content Focus** *(The student understands…)* | **Content Vocabulary** | **Performance Tasks** | **Other Evidence** | **Learning Activities** |
| **PRCS:** 7.L.1 7.L.1b 7.L.1c 7.L.1d 7.LA.3a 7.LA.4a 7.LA.4b 7.LA.5 7.LA.5a 7.LA.6 7.R.1 7.R.10 7.R.2L 7.R.4L 7.R.5L 7.R.9L 7.S.2b 7.S.2c 7.S.3 7.S.5 7.S.5b 7.S.6 **EQ/EU:** EQ2/EU2 EQ3/EU3 **T/A:** A1/A2 A4/A5 T1/T2/T3 | • How to place a text in 'context' by the following features: biography of the poet, knowing the historical period in which the poem is written, the culture and social background of the poet. • That the poem itself should be at the center of the reading. | • Developed by studying word roots and using context clues to determine meaning. • The student keeps a log of the unknown words he/she comes across as he/she reads and/or listens to poetry. | *For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.* *Poetry Slam* • The student is asked to review and research slam poetry street language poetry. • The student should review the poetry by considering some of the following questions/topics: ○ What are all those smells? ○ What are all those colors? ○ All the different nations . . . how are they different? The same? ○ Teacher directed questions/topics. ○ Questions/topics the student develops on his/her own. • After reviewing slam poetry, the student will select a poem to perform in front of the class. | • Weekly root word quiz (for this unit) (See Attachment: 7.3 Other Evidence – Root Word Quiz) • Subject –Verb Quiz (See Attachment: 7.3 Other Evidence – Subject-Verb Quiz) • Poetry Assessment (See Attachment: 7.3 Other Evidence – Poetry Assessment) • Figurative Language Assessment (See Attachment: 7.3 Other Evidence – Figurative Language Assessment) • Poetry Unit Reflection (See Attachment: 7.3 Other Evidence – Poetry Unit Reflection) | *For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.* *Poetry* The teacher introduces the unit as a celebration of Puerto Rico through rhythm and words. The teacher introduces the student to different poets. Depending on his/her EL Proficiency Levels, the student can choose among different poets/poems to understand the biography of a poet and how it influences his/her writing. • Throughout the lesson, the student is called upon to answer closed and open-ended questions and to formulate his/her own questions about poets of Puerto Rico. • The student discusses and free writes on the topic "Why do people write poetry?" The teacher reads aloud "Here" and "Not Neither" by Sandra Maria Esteves (See Attachment: 7.3 Text – Newyorican Poetry) to discuss the question "Why do people write poetry?" and comes up with a group response: Identity? Emotion? Expression? Celebration? **Langston Hughes** • (Depending on EL Proficiency Level) The student analyzes the poetry of Langston Hughes for a variety of poetic devices: onomatopoeia, figurative language, simile, |

metaphor, rhythm, and message (See Attachment: 7.3 Text – Langston Hughes).
- Once the student is comfortable with poetic devices and analyzing the speaker's message of poetry, he/she self selects poetry (See Attachment: 7.3 Text – Newyorican Poetry) to analyze for message and poetic devices.
- The student finds examples of sensory language in poetry. (See Attachment: 7.3 Graphic Organizer – Sensory Language)

**Lines and Stanzas**
- The student cuts up a poem. (Suggested Poem: "Juan" by Margarita Engle) He/she organizes the words into lines and stanzas to infer where pauses would create rhythm and emphasis. (See Attachment: 7.3 Learning Activity – Lines and Stanzas)

**Analyze Song Lyrics**
- The student finds poetry in everyday life by selecting a song and analyzing song lyrics for poetic devices for sound: rhyme, pattern, alliteration, and repetition. (Recommendation: Fireworks by Katy Perry)

**Perform a Poem**
- The student performs a poem (See Attachment: 7.3 Text – Newyorican Poetry) with fluency, accuracy, and intonation.

**Root Words**
- The student reviews six root words a week. He/she adds them to the word wall and finds examples of these root words in his/her poetry readings and dictionaries. (See Attachment: 7.3 Resource – Root Words List)
- The student creates root word trees from the root words with a partner or by him/herself.

(See Attachment: 7.3 Graphic Organizer – Root Word Trees)

- The student creates word cards of words that use the root words and finds their pairs (example: spec- and –tacle to create spectacle).
- The student brainstorms words he/she already knows that use the root words and, as a class, creates posters or drawings that represent the root word.
- The student searches for words that come from the root words from the poetry readings to add to a class chart and keeps a list in his/her writing journal.

**Subject-Verb Agreement**

- The teacher explains how subject-verb agreement means that the number of subjects determines what tense the verb is (e.g. one brother finds a dollar, two brothers find a dollar). A singular subject has no "s" on the end, but a singular verb has an "s," whereas the opposite is true for plural subjects and verbs.
- The student writes down a sentence with the word "everyone". The teacher discusses with the student whether or not "everyone" is singular or plural.
- The student reads a paragraph written on the board or overhead that has mistakes with subject-verb agreement. The student finds the mistakes and fixes them. The student explains what clue helped him/her find the mistake.
- The student finds examples of subject-verb agreement in poetry and writes the

| | | | | | examples in his/her writing journal. |
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## STAGE 3 – (Learning Plan)

### Suggested Literature Connections

- **Roberto Santiago**
  - *Boricuas: Influential Puerto Rican Writings - An Anthology*

- **Margarita Engle**
  - *The poet slave of Cuba: a biography of Juan Francisco Manzano*

- **Gary Soto**
  - *Neighborhood Odes*

- **Eloise Greenfield**
  - *Honey, I Love*

- **Nikki Giovanni**
  - *Hip Hop Speaks to Children*

- **Ralph Fletcher**
  - *Poetry Matters*

### Additional Resources

- Reading poetry aloud (See Attachment: 7.3 Resource – Reading Poetry Aloud)

- Subject-verb agreement (See Attachment: 7.3 Resource – Subject-Verb Agreement)

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## Performance Tasks

*Poetry Slam*

- The teacher asks the student to read about slam poetry.
- The teacher asks students to watch a few short videos of slam poetry:
  **http://www.teachertube.com/video/classroom-poetry-slam-32937**
  **http://www.teachertube.com/video/poetry-slam-2010-177684**
  **http://www.teachertube.com/video/leaf-middle-school-poetry-slam-may-2013-sam--334762**
- Students discuss with the rest of the class and teacher what makes slam poetry interesting, unique and exciting. The teacher writes a running list of words that describe slam poetry on the board or on a white screen.
- The student selects one poem to read from a variety of poems.
- The student practices the poem to read with rhythm, fluency, and intonation.
- The student practices with a peer partner to improve technique and receive feedback that he/she can incorporate into the performance.
- The student reads the poem to the class.
- The student is assessed using the Poetry Slam Scoring Rubric: **https://www.edutopia.org/pdfs/edutopia-poetry-slam-scoring-rubric.pdf**

*Poetry Writing/Publishing a Class Poetry Book*

- The student writes poetry daily in order to generate material for a class poetry book.
- The student revisits writing performed during the course of the unit in order to identify writing he/she would like to use in the poetry book.
- The student selects two poems that he/she wants to publish in the class poetry book.
- The student revises individually and with input from peers/teachers in order to get the two selected poems finalized and "ready to publish."
- The student works collaboratively with peers to plan and create the class poetry book. The daily writing includes figurative and sensory language, organization and rhythm. Final Poems must have:
  - Figurative Language (a simile or metaphor)
  - Sensory Language (description using the senses)
  - Organization into lines and stanzas
  - Rhythm when read aloud
- The teacher uses rubric in 7.3 Performance Task - Poetry Writing Publishing a Class Poetry Book to assess student writing.

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## Suggested Sample Lessons

- Lesson on analyzing an ode poem (See Attachment: 7.3 Sample Lesson – The Elements of Poetry)
- Lessons on subject-verb agreement (See Attachment: 7.3 Sample Lesson – Subject-Verb)
- Lessons on teaching root words (See Attachment: 7.3 Sample Lesson –Teaching Root Words)
- Lessons on teaching figurative language through similes (See Attachment: 7.3 Sample Lesson – Similes)