

Unit 8.5: Poetry
English as a Second Language
5 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student reads and analyzes different elements of poetry and writes his/her own poems.
Transversal Themes:	History
Integration Ideas:	Knowledge, Values, Skills and Competencies, Cultural Diversity, Environment

Essential Questions (EQ) and Enduring Understandings (EU)

- EQ1.** How do you decide which genre to place a piece of literature?
EU1. Each type of genre adheres to established structures and conventions.
- EQ2.** How can poetry be defined?
EU2. Poetry is an art, a studied art, not a fast read.
- EQ3.** How does a reader identify, respond to, analyze, and compare the elements of poetry?
EU3. Poetry can achieve a great deal in terms of feelings, emotions, and descriptions in a concise way.

Transfer (T) and Acquisition (A) Goals

- T1.** The student will apply his/her knowledge of adjectives, adverbs and mood in poetry to actively engage in writing sentences and discussing his/her peers' sentences and mood in their writing.
- T2.** The student will analyze poetry to identify and discuss poetic elements.
- T3.** The student will apply his/her knowledge to write his/her own poetry piece.

The student acquires skills to...

- A1.** Identify and use mood and elements of poetry to enhance comprehension.
- A2.** Use parts of speech to describe feelings, emotions, and descriptions in a concise way.
- A3.** Write his/her own poems.

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Puerto Rico Core Standards (PRCS)	
Listening	
8.L.1	Listen and collaborate with peers during social interactions, read-alouds (of fictional and informational text); oral presentations; and class, group and partner discussions.
8.L.1a	Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that build the discussion and keeps the conversation on topic.
8.L.1b	Follow turn-taking and show consideration by concurring with others. Extend ideas or arguments with support from a teacher.
8.L.1c	Listen and respond during a read aloud from a variety of narrative and informational texts to demonstrate comprehension, generalize, and make connections to character and setting, plot and solution, identify tone, and mood in text.
8.L.1d	Listen, respond to, analyze, give, and discuss complex instructions, statements, and directions; answer and formulate closed and open-ended questions.
Speaking	
8.S.1	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, concurring with others, adding relevant information, and paraphrasing key ideas. Ask probing relevant questions to expand discussions.
8.S.2	Respond orally to closed and open-ended questions.
8.S.2a	Memorize, analyze, and follow increasingly complex instructions and directions.
8.S.2b	Describe, explain, support, discuss, and synthesize information to express self.
8.S.2c	Answer and formulate closed and open-ended questions.
8.S.3	Use a growing set of academic words, content-specific words, synonyms, and antonyms to tell, retell, explain, and analyze stories, personal experiences, and current/world events with increasing precision and differences in meaning while speaking.
8.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.
8.S.5a	Make predictions and inferences, as well as draw conclusions from listening to a variety of texts, performances, and multimedia sources.
8.S.5b	Adjust language choices according to purpose, task, and audience.
8.S.6	Plan and deliver oral presentations on a variety of topics using details and evidence to support ideas.
Reading	
8.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 rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
8.R.5L	Analyze how the structure of drama or a poem contributes to its meaning (e.g., soliloquy, sonnet).



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8.R.7L	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film) using English subtitles.
Writing	
8.W.5	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
Language	
8.LA.2b	Spell correctly.
8.LA.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
8.LA.3a	Choose language that expresses ideas clearly, recognizing direct and indirect objects and eliminating wordiness and redundancy.
8.LA.5	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.
8.LA.6	Accurately use appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 8.L.1 8.L.1d 8.S.1 8.S.2a 8.S.2c 8.S.3 8.S.5 8.R.4L 8.LA.2b 8.LA.3 8.LA.6</p> <p>EQ/EU: EQ3/EU3</p> <p>T/A: T1/A2</p>	<ul style="list-style-type: none"> Mood in poetry (e.g., upbeat, playful, somber, etc.). The elements of poetry (imagery, personification, symbolism, repetition and metaphors). The parts of speech (verbs, adjectives, nouns, adverbs, articles and transition words/phrases). 	<ul style="list-style-type: none"> Character Event Imagery Mood Personification Poetry Poetry style Repetition Setting Symbolism 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Poetry Activities</p> <p>The teacher gives students a number of poems to read and use to complete the next several activities.</p> <p>Reading Poetry</p> <ul style="list-style-type: none"> The student makes inferences about poetry that he/she reads. The student distinguishes text features of poetry to enhance comprehension (e.g. imagery, personification, symbolism, repetition, metaphors). The student uses elements of poetry to identify and interpret genre, imagery, and symbolism. <p>Writing Poetry</p> <ul style="list-style-type: none"> The student chooses an object or an element (air, water, fire, space) and writes a description of it as if it were a person. 	<p>Words and Journals</p> <ul style="list-style-type: none"> The student creates a Word Wall using unit vocabulary and new concepts/words he/she encounters in texts he/she reads during the unit. (See Attachment: 8.1 Other Evidence – Using Word Walls to Improve Instruction). The student keeps a word journal for this unit or for the entire school year. (See Attachment: 8.5 Other Evidence – Word Journal) Poetry notebooks The student listens to the teacher read aloud a short story or a few paragraphs of a novel. As the student listens to the teacher read aloud, he/she identifies words or phrases that the author uses to describe characters, setting and events in the story. Look For: The student expresses, in his/her own words, that poetic images are found in all types of writing and not just in poems. <p>*Teacher made test to identify poetic</p>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Parts of Speech</p> <p>Activities</p> <p>Before the student analyzes or writes his/her own poem, he/she engages with the word and concept of ‘mood’ and interacts with adverbs and adjectives.</p> <p>Adverb game</p> <ul style="list-style-type: none"> The teacher reviews adverbs with the class. The student makes a list of adverbs (one adverb per index card). He/she writes sentences using the adverbs. The teacher collects all of the index cards and places them into a bag. Each student pulls out one card. The student acts out the adverb on the index card he/she pulled out and has the class guess what adverb he/she is acting out. As a scaffold, the teacher may want to write a word splash on the board with a list of adverbs. <p>Adjective Hunt</p> <ul style="list-style-type: none"> The student reads a poem and circles all the adjectives he/she finds in the poem. The student draws a line to the person, place or thing the adjective describes. <p>The Grammar Poem</p> <ul style="list-style-type: none"> The teacher reads aloud “The Grammar



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			<ul style="list-style-type: none"> • The teacher gives the student a theme and guiding sentences upon which to complete a prompt. (Themes may include: body parts, friends, love, family, etc.). • My _____ is _____ like _____. • My _____ is _____ as _____. • The student uses poetry elements and imagery to develop and write different types of poems (e.g. “found” poems, poems in the style of Maya Angelou’s “Still I Rise”, etc.) 	<p>features.</p>	<p>Poem” by Steve Kowitz (See Attachment 8.5 Text – The Grammar Poem).</p> <ul style="list-style-type: none"> • The teacher has students circle the parts of speech discussed in the poem. • The students create their own grammar poems using Kowitz’s poem as a model. <p><i>Mood</i></p> <ul style="list-style-type: none"> • The teacher asks each student to define “mood” in writing. <ul style="list-style-type: none"> ○ Mood is the feeling or atmosphere perceived by the reader. (See attachment 8.5 Resource - Marzano's Six Steps for Teaching Vocabulary) • The teacher collects each student’s definition and holds onto it for later. • The teacher gives students a number of sentences. Each student infers the moods of the sentences. For example: <ul style="list-style-type: none"> ○ The night was dark and stormy. (The sentence creates a scary mood.) ○ The man kicked and threw the poor cat out of his house. (The sentence creates a feeling of anger or pity towards the cat.) • The student writes his/her own sentences and shares with a partner. The student’s partner identifies the moods created by the sentences. • At this point, the teacher returns the students’ definitions of “mood” back to them. • Each student is given the opportunity to
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					<p>revise his/her definition.</p> <ul style="list-style-type: none">• The student shares his/her definitions of “mood” with the class and talks about how his/her definition changed during the course of the activity. <p><i>Features of Poems</i></p> <ul style="list-style-type: none">• The teacher shares a variety of poems with the class.• The teacher reads the poems aloud while students read along.• The teacher and students identify and discuss poetic features in the context of the poems. For example, discuss how poems have:<ul style="list-style-type: none">○ Meaning○ Sound○ Images○ Lines○ Patterns of letters, syllables, or words○ Stanzas/verses
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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
<p>PRCS: 8.L.1 8.L.1a 8.L.1b 8.L.1c 8.S.2 8.S.2b 8.S.3 8.S.5 8.S.5a 8.R.5L 8.R.7L 8.LA.5 8.LA.6</p> <p>EQ/EU: EQ1/EU1 EQ2/EU2</p> <p>T/A: T2/A1</p>	<ul style="list-style-type: none"> Mood in poetry (e.g., upbeat, playful, somber, etc.). The elements of poetry (imagery, personification, symbolism, repetition and metaphors). The parts of speech (verbs, adjectives, nouns, adverbs, articles and transition words/phrases). 	<ul style="list-style-type: none"> Metaphors Mood Personification Repetition Similes 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Journal Responses</p> <ul style="list-style-type: none"> The student listens and responds during a read-aloud to show he/she understands the concept of ‘mood’. The student makes inferences about poetry and distinguishes text features to enhance comprehension (e.g. imagery, personification, symbolism, repetition, metaphors). <p>Analyzing Poetry-Performance Task</p> <ul style="list-style-type: none"> The student analyzes Maya Angelou’s “Caged Bird” for repetition, similes, metaphors, personification, and mood. Before reading the poem, the teacher provides students with the context of slavery and racism, and explains that “Still I Rise” is an 	<p>Words and Journals</p> <ul style="list-style-type: none"> The students continue to add to the Word Wall (see 8.1 Other Evidence – Using Word Walls to Improve Instruction) Poetry Journal 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Analyzing Poetry-Build Background</p> <p>The student analyzes the poem “Still I Rise,” by Maya Angelou, for repetition, similes, metaphors, personification and mood. Before reading the poem, the teacher provides students with the context of slavery, and explains that “Still I Rise” is an inspirational poem about overcoming slavery and obstacles in life.</p> <ul style="list-style-type: none"> The teacher reads aloud the poem “Still I Rise,” by Maya Angelou (See attachment: 8.5 Text – Still I Rise). As the teacher reads, the student closes his/her eyes, thinks about the feelings that arise in him/her as he/she hears the poem, and shares his/her feelings with the class. The teacher divides students into small groups and has each group reread the poem. As they read the poem, the group identifies different elements of poetry: <ul style="list-style-type: none"> Group #1: Similes Group #2: Metaphors Group #3: Personification Group #4: Repetition The student records his/her findings and analyses (See Attachment: 8.5 Performance Task - Analyzing Poetry).



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			<p>inspirational poem about overcoming slavery, the oppression of racism, and overcoming obstacles in life.</p> <ul style="list-style-type: none"> • The student reads “Caged Bird” independently. (See attachment 8.5 Text – Caged Bird) • The student closes his/her eyes, thinks about the feelings that arise in him/her as he/she hears the poem, and writes down how the poem makes him/her feel. • Independently, the student analyzes the poem to identify different elements of poetry, including: <ul style="list-style-type: none"> ○ Similes ○ Metaphors ○ Personification ○ Repetition • The student records his/her findings and analyses (See Attachment: 8.5 Performance Task - Analyzing Poetry). • The student creates his/her own poem using “Caged Bird” as a model. <p>*Use Attachment: 8.5 Performance Task - Analyzing Poetry</p>		<ul style="list-style-type: none"> • The teacher has each group do a jigsaw activity to share their findings with the other groups. • The student creates his/her own poem in the style of Maya Angelou. He/she repeats the phrase, “I rise,” throughout his/her poem.
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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
<p>PRCS: 8.L.1 8.S.3 8.S.5 8.S.5b 8.W.5 8.LA.2b 8.LA.3a 8.LA.5</p> <p>EQ/EU: EQ2/EU2 EQ3/EU3</p> <p>T/A: T3/A3</p>	<ul style="list-style-type: none"> Mood in poetry (e.g., upbeat, playful, somber, etc.). The elements of poetry (imagery, personification, symbolism, repetition and metaphors). The parts of speech (verbs, adjectives, nouns, adverbs, articles and transition words/phrases). 	<ul style="list-style-type: none"> Imagery Metaphor Personification Playful Repetition Somber Symbolism Upbeat 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Journal Entries</p> <ul style="list-style-type: none"> The student uses elements of poetry to identify and interpret genre, imagery, and symbolism. He/she develops and writes different types of poems (e.g. “found” poems, poems in the style of Maya Angelou’s “<i>Still I Rise</i>”, etc.) <p>My Poem</p> <p>The student creates a poem independently using the Found Poem format (See Attachment: 8.5 Performance Task – Found Poem Instructions)</p> <ul style="list-style-type: none"> The teacher gives the student a theme upon which to write. The student searches for words to cut out that relate to his/her theme. The teacher gives the student a variety of 	<p>Words and Journals</p> <ul style="list-style-type: none"> The student continues to add to the Word Wall. The student continues to write in Poetry Journal. 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>My Poem</p> <p>The student creates a poem in his/her small group using the Found Poem format (See Attachment: 8.5 Performance Task – Found Poem Instructions).</p> <ul style="list-style-type: none"> The teacher divides the class into six groups. Each student has a few magazines from which he/she cuts out the words assigned by the teacher. Before cutting the words from the magazines, the teacher gives the student a theme on which to focus. When the student gathers all his/her words, he/she creates a poem describing the assigned theme. For example, if the teacher assigns the theme of “Love,” as the student searches for words to cut out, he/she thinks of love. <ul style="list-style-type: none"> Group #1-Verbs—searches for verbs in present and present continuous tense Group #2-Adjectives—searches for descriptive words Group #3-nouns—looks for person, place or thing Group #4 adverbs—verb modifiers. Group #5 Articles Group #6—transition



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			<p>magazines from which he/she cuts out the following word types:</p> <ul style="list-style-type: none">○ Verbs—searches for verbs in present and present continuous tense○ Adjectives—searches for descriptive words○ Nouns—looks for person, place or thing.○ Adverbs—verb modifiers.○ Articles○ Transition words and phrases <ul style="list-style-type: none">• When the student gathers all his/her words, he/she creates a poem describing the assigned theme.• The teacher uses the found poem rubric to score the student’s found poem (8.5 Performance Task - Found Poem Rubric).		<p>words/phrases</p> <p>* The teacher displays the class poem on the classroom door or someplace visible in the school.</p>
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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 8.S.3 8.S.5 8.S.5b 8.S.6 8.W.5 8.LA.5</p> <p>EQ/EU: EQ3/EU3</p> <p>T/A: T3/A3</p>	<ul style="list-style-type: none"> Mood in poetry (e.g., upbeat, playful, somber, etc.). The elements of poetry (imagery, personification, symbolism, repetition and metaphors). The parts of speech (verbs, adjectives, nouns, adverbs, articles and transition words/phrases). 	<ul style="list-style-type: none"> Compare Contrast Hip-hop Lyrics Music Rap Repetition 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Journal Entry</p> <ul style="list-style-type: none"> Venn Diagram of lyrics Explanation of rap and hip-hop to poetry. <p>Creating Poetry from Music Independently</p> <p>The student writes his/her own song poem independently.</p> <ul style="list-style-type: none"> The student chooses his/her favorite rap or hip hop songs. Using what he/she learned in the group activity, the student analyzes the song and considers how it might look and sound as a poem. Using the song he/she selected as a model, the student writes a hip-hop poem. The student reads his/her poem to the class. The teacher encourages the student to bring his/her own 	<ul style="list-style-type: none"> The student continues to add to the Word Wall. The student continues to write in a Poetry Journal. 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Creating Poetry from Music-</p> <ul style="list-style-type: none"> The teacher separates the students into equal groups. Each group decides on a song they like. The teacher reminds students of all they have learned about poems. Before writing, each group listens to the song they’ve selected and identifies any words or phrases that are repeated. The group discusses how the song would sound if the words or phrases weren’t repeated. The students compare and contrast the structure of the lyrics of the songs they selected with any poem (See Attachment: 8.5 Graphic Organizer – Venn Diagram). The teacher discusses with the class how poems and rap/hip-hop are similar. Each group uses the song they selected as a model for the hip hop or rap poems that they will write. To ensure the entire group participates, each student needs to use a post-it to identify what he/she contributed to the poem. Each group shares their poem with the class. Each group needs to decide how they want



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			character or “flavor” to the reading by improvising flourishes, adding beats, harmonies, or other sounds as he/she reads.		share responsibility for presenting the poem – The teacher encourages students to improvise by adding beats, harmonies, or other sounds as they read.
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- “Caged Bird” by Maya Angelou: <http://www.poetryfoundation.org/poem/178948>
- **Ted Kooser**
 - *The Poetry Home Repair Manual: Practical Advice for Beginning Poets*
- **Kelefa Sanneh**
 - *Word*
- **Frances Schoonmaker Bolin**
 - *Poetry for Young People: Emily Dickinson*
- *Spring (a poem that uses personification) (See Attachment: 8.5 Text – Spring Poem)*
- *A collection of poems about making decisions written by young adults: <http://100-poems.com/poems/teen/index4.htm>*
- *Poetry Foundation (A collections of poems by various poets): <http://www.poetryfoundation.org/>*
- *Collections of poems from a variety of poets: <http://www.loc.gov/poetry/180/>*

Additional Resources

- Activities about playing with poems (See Attachment: 8.5 Resource – Playing with Poetry)
- Resources on how to organize a jigsaw activity: <http://www.jigsaw.org/steps.htm>
- Reading Poetry in the Middle Grades: <http://www.heinemann.com/shared/onlineresources/e02710/introduction.pdf>

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Performance Tasks

Analyzing Poetry-Performance Task

The student analyzes Maya Angelou’s “Caged Bird” for repetition, similes, metaphors, personification, and mood. Before reading the poem, the teacher provides students with the context of slavery and racism, and explains that “Still I Rise” is an inspirational poem about overcoming slavery, the oppression of racism, and obstacles in life.

- The student reads “Caged Bird” independently. (See attachment 8.5 Text – Caged Bird)
- The student closes his/her eyes, thinks about the feelings that arise in him/her as he/she hears the poem, and writes down how the poem makes him/her feel.
- Independently, the student analyzes the poem to identify different elements of poetry, including:
 - Similes
 - Metaphors
 - Personification
 - Repetition
- The student records his/her findings and analyses (See Attachment: 8.5 Performance Task - Analyzing Poetry).
- The student creates his/her own poem using “Caged Bird” as a model.

*Use Attachment: 8.5 Performance Task - Analyzing Poetry

Creating Poetry from Music Independently

- The student writes his/her own song poem independently.
- The student chooses his/her favorite rap or hip hop songs.
- Using what he/she learned in the group activity, the student analyzes the song and considers how it might look and sound as a poem.
- Using the song he/she selected as a model, the student writes a hip-hop poem.
- The student reads his/her poem to the class. The teacher encourages the student to bring his/her own character or “flavor” to the reading by improvising flourishes, adding beats, harmonies, or other sounds as he/she reads.

Poetry Activities

The teacher gives students a number of poems to read and use to complete the next several activities.

Reading Poetry

- The student makes inferences about poetry that he/she reads.
- The student distinguishes text features of poetry to enhance comprehension (e.g. imagery, personification, symbolism, repetition, metaphors).
- The student uses elements of poetry to identify and interpret genre, imagery, and symbolism.

Writing Poetry

- The student chooses an object or an element (air, water, fire, space) and writes a description of it as if it were a person.
- The teacher gives the student a theme and guiding sentences upon which to complete a prompt. (Themes may include: body parts, friends, love, family, etc.).
 - My _____ is _____ like _____.
 - My _____ is _____ as _____.
- The student uses poetry elements and imagery to develop and write different types of poems (e.g. “found” poems, poems in the style of Maya Angelou’s “Still I Rise”, etc.)



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Suggested Sample Lessons

- Lesson on creating a bio-poem (See Attachment: 8.5 Sample Lesson – Personality Poems)
- Lesson on creating parallel poems: <http://www.readwritethink.org/classroom-resources/lesson-plans/found-poems-parallel-poems-33.html?tab=4#tabs>
- Lesson on creating “found” poetry using picture books (See Attachment: 8.5 Sample Lesson – Creating Found Poetry)