|  | **Unit 9.6: Figuratively Speaking** |
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| ESTADO LIBRE ASOCIADO DE **PUERTO RICO** DEPARTAMENTO DE EDUCACIÓN | **English as a Second Language** |
|  | **5 weeks of instruction** |

## STAGE 1 – (Desired Results)

| **Unit Summary:** | In this unit, the student examines the elements and organizational structure of drama and poetry. A study of word choice and voice in mentor texts as well as figurative language and vocabulary acquisition strategies help improve the student's writing skills. The student has the opportunity to expand his/her presentational and active listening skills as he/she gains experience in the roles of both presenter and audience member. He/she also investigates the reading-writing connection of drama and poetry. |
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| **Transversal Themes:** | Reflective Thinking, Critical and Creative Thinking, Communication, Ideas, Collaboration |
| **Integration Ideas:** | Art, Film, Media, Technology |

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

**EQ1.** In what ways does literature contribute to our understanding of the world?
   **EU1.** Literature both reflects and contributes to knowledge and our understanding of the world.

**EQ2.** How do poets express themselves through language, particularly figurative language?
   **EU2.** Poems use figurative as well as literal language to help us understand the world around us.

**EQ3.** Why does drama elicit emotional and intellectual responses?
   **EU3.** Personal response to dramatic literature requires us to be an active participant, using visual and auditory cues to interpret what we are viewing and witnessing on the stage.

**EQ4.** How is culture reflected in the arts, specifically poetry and theater?
   **EU4.** *Language expression, drama, and poetry are influenced by our culture.*

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

**T1.** The student will gain an appreciation and understanding of poetry, drama, and figurative language. He/she will be able to express emotions and experiences through these expressive mediums and apply the studied strategies to their own writing.

**T2.** The student will be able to apply his/her learning to analyze language and evaluate decisions made by writers.

*The student acquires skills to...*

**A1.** Express him/herself fluently in speech and writing.

**A2.** Identify and interpret figurative language in various forms.

**A3.** Compare and contrast texts of various media with similar subjects.

**A4.** Analyze works of poetic and dramatic literature by understanding genre-specific language.

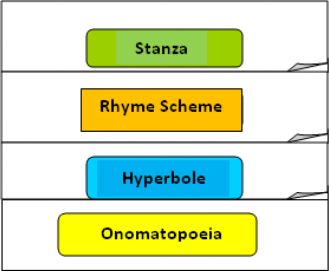| Puerto Rico Core Standards (PRCS) | |
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| **Listening** | |
| 9.L.1 | Listen, support discussions, and interact with peers during read-alouds (of fictional and informational text); oral presentation/performances; of class, group, and partner discussions on a variety of grade-appropriate academic and social topics. |
| 9.L.1a | Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations that build the discussion and keep the conversation on topic. |
| 9.L.1b | Follow turn-taking and show consideration by concurring with others. Extend ideas or arguments with moderate support. |
| 9.L.1c | Listen, respond to, and react/analyze complex instructions and statements; apply, clarify, and provide instructions and directions. |
| **Speaking** | |
| 9.S.1 | Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic topics by following turn-taking, to ask and answer relevant, on-topic questions, affirm others, provide additional, relevant information, paraphrase and evaluate, analyze and synthesize key ideas. |
| 9.S.2 | Respond orally to closed and open-ended questions. |
| 9.S.2a | Listen, discuss, respond to, and evaluate complex instructions and information. |
| 9.S.2b | Explain, restate, and discuss information. |
| 9.S.2c | Think deeply about closed and open-ended questions and answer with increasing sophistication. |
| 9.S.3 | Use a variety of grade-appropriate social, academic, and content-specific academic words accurately and appropriately when giving speeches, presentations/performances and to tell, retell, explain, and analyze stories and personal experiences and current/world events. |
| 9.S.6 | Plan and deliver a variety of oral presentations and reports to enhance appropriate topics that present evidence and facts to support ideas with grade levels of formal and informal styles. |
| **Reading** | |
| 9.R.1 | Use in-depth critical reading of a variety of texts, presented in various print and multimedia formats to explain ideas, phenomena, processes, cultural identity, genre, and relationships within and across texts, using increasingly detailed sentences, and an increasing variety of general academic and content-specific words. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts. |
| 9.R.10 | Read and comprehend a variety of literature, including stories, dramas, and poetry, and informational texts of appropriate grade level. |
| 9.R.1a | Make inferences and draw conclusions from text to support analysis. |
| 9.R.2L | Determine a theme or main idea of a literary text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide a summary of the text. |
| 9.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 specific word choices on meaning and tone, including analogies or allusions to other texts. |
| 9.R.5L | Compare and contrast the structure of two or more literary texts and analyze how the differing structure of each text contributes to its meaning and style. |

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| **9.R.7L** | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. |
| **9.R.9L** | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new. |
| **Writing** | |
| **9.W.1** | Justify opinions and positions using valid reasoning and relevant and sufficient evidence. |
| **9.W.1a** | Express and clarify viewpoints and opinions, take and defend positions that differ from others. |
| **9.W.3** | Write types of paragraphs 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) and techniques (alliteration, hyperbole, allegory, and others). |
| **9.W.4** | Develop and strengthen writing as needed by planning, drafting, revising, editing (editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed. |
| **9.W.7** | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **9.W.8** | Write routinely to develop various types of paragraphs, formal and informal letters, and essays over for a variety of discipline-specific tasks, purposes, and audiences, using technology. |
| **Language** | |
| **9.LA.1** | Demonstrate command of the conventions of English grammar. |
| **9.LA.2** | Demonstrate command of the conventions of English capitalization, punctuation, and spelling. |
| **9.LA.2a** | Use advanced punctuation marks. |
| **9.LA.2b** | Spell correctly. |
| **9.LA.3** | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| **9.LA.5** | Demonstrate understanding of figurative language, word relationships, and differences in word meanings. |
| **9.LA.6** | Accurately use social, academic, and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career-readiness level. |

**Unit 9.6: Figuratively Speaking**

**English as a Second Language**

**5 weeks of instruction**

| 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:** 9.L.1 9.L.1a 9.S.1 9.S.2b 9.R.1 9.R.4L 9.R.10 9.W.1 9.LA.2b 9.LA.3 9.LA.5  **EQ/EU:** EQ1/EU1 EQ2/EU2  **T/A:** T1 A2 A4 | • Figurative language. | • Alliteration • Figurative language • Hyperbole • Imagery • Metaphor • Onomatopoeia • Personification • Rhyme scheme • Simile • Stanza | *For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.*  *Integrated Assessment 9.4*  • Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: "Integrated Assessment 9.4").  *Figurative Language Foldables*  • Step 1: The teacher prepares 8.5x11 blank sheets of paper and scissors. • Step 2: The teacher models how to fold the sheet of paper in half lengthwise and then cut the top half into four equal sections. (See diagram below.) | *Figurative Language Word Sort*  • The teacher prepares and distributes the slips of paper for a figurative language word sort. (See Attachment: 9.6 Other Evidence- Figurative Language Word Sort). • The teacher models how to sort the slips of paper into three columns (type/definition/example) and how to match up the slips of corresponding types, definitions, and examples (i.e. hyperbole, an exaggeration, the river flows faster than a rocket ship). • The student creates his/her own slips of paper with different examples to show the types of figurative language. | *For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.*  *Analyzing Figurative Language*  • The teacher presents notes on the various types of figurative language. If this is review, the teacher presents all of the terms at once. If any of these poetic devices are new to the students, then the teacher introduces them individually and guides students through several examples and analysis discussions. • The teacher models reading a poem twice before identifying and analyzing figurative language. The teacher demonstrates how to scan for various figurative language examples and annotate the text to label found examples. • The teacher distributes copies of poems rich in figurative language. The students work in collaborative groups to identify and label examples. • The teacher models how to analyze various types of figurative language (i.e. What does this hyperbole example show about the subject? What does this comparison suggest about the subject? Why might the poet decide to make this object seem human with personification?) |

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- Step 3: The student follows the teacher's model to prepare his/her own foldable book. (The students may need several sheets of blank paper.)
- Step 4: On the outside of each flap, the student writes one of the poetic devices (stanza, rhyme scheme, hyperbole, metaphor, etc.).
- Step 5: On the inside of each flap, the student writes the corresponding definition and an example of the term from published poetry. (See Attachment: 9.6 Performance Task- Foldable Example.)
- Step 6: The student uses his/her foldable to quiz a partner on the meaning of the terms.

- The students return to their groups and discuss each figurative language example to analyze the poet's meaning. Each group writes their analysis ideas on the poem or on sticky notes. (If possible, students can annotate on large chart paper with room for lots of writing.)
- The students perform a gallery walk to look at the annotated poems of other groups. The students carry markers or sticky notes to add their own analysis or to agree or disagree with the original group's analysis.

| 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:**<br>9.L.1<br>9.L.1a<br>9.L.1c<br>9.S.1<br>9.S.2a<br>9.S.2b<br>9.R.1<br>9.R.1a<br>9.R.4L<br>9.R.10<br>9.W.1<br>9.W.3<br>9.W.4<br>9.W.7<br>9.W.8<br>9.LA.2b<br>9.LA.3<br>9.LA.5<br>9.LA.6<br><br>**EQ/EU:**<br>EQ1/EU1<br>EQ2/EU2<br><br>**T/A:**<br>T1<br>A1<br>A2<br>A4 | • Different forms of poetry. | • Anthology<br>• Cinquain<br>• Diamante<br>• Figurative language<br>• Glossary | *For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.*<br><br>*Poetry Anthology*<br><br>• Step 1: The teacher presents the requirements for the poetry anthology task. (See Attachment: 9.6 Performance Task-Poetry Anthology Requirements).<br>• Step 2: The students write drafts of their own poetry that include numerous examples of figurative language in different forms of poetry.<br>• Step 3: The students read each other's poems and provide feedback on the use of figurative language and various forms of poetry.<br>• Step 4: The students write final copies of their poems in a blank booklet.<br>• Step 5: The students re-write at least two of their classmates' poems to add to their own anthology.<br>• Step 6: The students re- | *Reading Logs*<br><br>• The student reads a wide variety of poems and notes the titles in his/her reading log. For each log entry, the student writes a brief response about what type of poem it is and what types of figurative language he/she noticed. | *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>*Forming a Working Definition of Poetry*<br><br>• The teacher prepares for the lesson by researching a dictionary definition of poetry and writing a figurative definition of poetry.<br>• The teacher introduces poetry by prompting students to write complete the sentence "Poetry is…"<br>• The students share their responses to explain their impressions of poetry. The teacher presents a dictionary definition of poetry.<br>• The teacher then explains that these definitions are helpful but dry and seemingly dull. They don't capture the essence of why poets write and why people enjoy reading poetry. The teacher then presents a figurative definition of poetry such as "Poetry is a wide ocean with innumerable waves of possibility".<br>• The teacher prompts students to try to write a creative and figurative definition of poetry that starts with "Poetry is…"<br>• The teacher collects all of the students' sentences and adds them underneath the one that he or she wrote as a model.<br>• The new sentences form the poem "Poetry is…" by Class X. This class-written poem |

write at least two poems that they appreciate from published poets.

- Step 7: The teacher distributes and explains the guidelines for other elements in the poetry anthology. (See Attachment: 9.6 Performance Task- Poetry Anthology Extra Elements).
- Step 8: The students write the other elements (the dedication page, table of contents, glossary of terms, etc.).
- Step 9: The students present their anthologies to the class and evaluate each other using the rubric. (See Attachment 9.6 Performance Task- Poetry Anthology Rubric.)

should be displayed throughout the unit.

*Analyzing Forms of Poetry*

- The teacher prepares folders that each feature a different type of poem (concrete, haiku, cinquain, diamante, etc.).
- The students work in groups to read every poem in their folder. The students take notes on their observations about the patterns they notice in syllables, rhyme scheme, line length, shape, etc.
- The teacher asks one member of each group to present the groups' observations about the poems in their folder. The teacher charts some of the key structural components of each type of poem.
- The teacher models the patterns for each type of poem over several lessons. The teacher focuses on teaching the structure of diamante poems first. (See Attachment: 9.5 Learning Activity- Diamante Poem Structure).
- Each student writes diamante poems of his/her own using the teacher's model as an example.
- The student continues to read and write each type of poem that the teacher introduced in the original group folders.

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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:** 9.L.1 9.L.1a 9.L.1b 9.L.1c 9.S.1 9.S.2 9.S.2a 9.S.2b 9.S.2c 9.S.3 9.S.6 9.R.1 9.R.1a 9.R.2L 9.R.10 9.W.1 9.W.1a 9.W.4 9.W.7 9.W.8 9.LA.1 9.LA.2 9.LA.2a 9.LA.2b 9.LA.6  **EQ/EU:** EQ1/EU1 EQ3/EU3 EQ4/EU4  **T/A:** T1 | • The elements of drama. • How to read fluently. | • Act • Cast • Dialogue • Fluency • Monologue • Playwright • Plot • Scene • Script • Setting • Soliloquy • Stage directions • Theme | *For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.*  *Readers' Theater*  • Step 1: The teacher explains the process and expectations of the assignment. (See Attachment: 9.6 Performance Task- Getting Into Reader's Theater). • Step 2: The teacher divides the students into groups. The students select a scene from a dramatic text (see Literature Connections) and read it together. • Step 3: The students write a brief summary of the scene. • Step 4: The students choose roles and annotate their own copies with cues and notes that may be helpful when speaking out loud. • Step 5: The students practice performing the scene in their groups. • Step 6: Each group explains why they chose the scene | *Annotated Script*  • The student annotates a script from a dramatic text to show identification of various elements of drama.  *Writing a Script*  • The students work in groups to write an original skit for a story previously read by the class. The scripts include stage directions, casts, monologues, dialogue, etc.  *Fluency Recordings*  • Each student records him/herself reading a poem or monologue several times. The student listens to his/her own recordings and writes a reflection about how and why his/her fluency improved with subsequent readings. | *For sample lessons related to the following group of learning activities, refer to the section 'Sample Lessons' at the end of this map.*  *Reading Poems and Dramas with Fluency*  • The teacher plays an audio recording of a poem or, if technology is unavailable, then the teacher reads a poem very expressively and fluently. • The teacher reads one stanza of the same poem robotically with intentional errors in phrasing and pronunciation. • The students discuss the differences in the two readings with a partner. The teacher leads a group discussion on how the second reading may affect a reader's comprehension of the poem. The students reflect on the importance of fluency in daily comprehension. • The teacher distributes three to four sample poems and students choose one to practice reading out loud. The students work with a partner who chose the same poem to annotate the text with reminders about pronunciation, phrasing, pausing, etc. • The students practice reading the poems aloud to a partner and using syllabication, prefixes, suffixes, and context to determine pronunciation of unknown words. Student A reads while Student B tallies errors. The |

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| T2<br>A1<br>A4 | | | and how the dramatic elements (i.e. stage directions) influenced their reading.<br>• Step 7: Each group performs their chosen scene, demonstrating fluency and cooperation.<br>• Step 8: The students evaluate their performance using Attachment: 9.6 Performance Task- Readers' Theater Reflection Sheet.<br>• Step 9: The teacher reviews the reflection sheets for indications that students made thoughtful decisions in their theater groups. | | students reverse roles until both students have improved their fluency and confidence level.<br>• Each student orally presents a poem to the entire class.<br><br>*Identifying and Analyzing Elements of Drama*<br><br>• The teacher prepares several copies of the first page of a drama. (See Literature Connections).<br>• The students work in collaborative groups to circle anything on the page that seems different than a traditional fiction page. (If necessary, the teacher includes a copy of a typical realistic fiction story as well). The students write their observations and make inferences about the purposes of the different features.<br>• The teacher explains that drama, unlike other works of fiction, is written to be performed. The written form of a play or drama is called a script. The teacher presents notes on elements of the drama genre. (See Attachment: 9.6 Learning Activity-Drama Elements Notes).<br>• The students return to the same groups to accurately label the elements of drama on the sample text.<br>• The teacher chooses a dramatic text (see Literature Connections) and assigns the students roles.<br>• The teacher conducts an interactive read aloud where the students do the majority of the reading. |

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| | | | | • The teacher leads a discussion about the effect of stage directions on the flow of the reading. The students talk with a partner using think/pair/share to determine the purpose of the stage directions in the text.<br>• The students make inferences and write a response about the plot, setting, and theme of the text.<br>• The students select a different dramatic text and read it with a partner. The students discuss and write responses about the elements of drama they notice as well as the plot, setting, and possible themes. The students support their ideas with relevant examples from the text. |

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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:**<br>9.L.1c<br>9.S.1<br>9.S.2b<br>9.S.2c<br>9.R.1a<br>9.R.5L<br>9.R.7L<br>9.R.9L<br>9.R.10<br>9.W.1<br>9.W.1a<br>9.W.3<br>9.W.4<br>9.W.7<br>9.W.8<br>9.LA.1<br>9.LA.2<br>9.LA.2a<br>9.LA.2b<br>9.LA.6<br><br>**EQ/EU:**<br>EQ1/EU1<br>EQ3/EU3<br>EQ4/EU4<br><br>**T/A:**<br>T1<br>T2<br>A1<br>A3<br>A4 | • How to evaluate the director's purpose.<br>• How to compare and Contrast. | • Comparison<br>• Contrast<br>• Director<br>• Film<br>• Thesis | *For complete descriptions, refer to the section 'Performance Tasks' at the end of this map.*<br><br>***Comparison and Contrast Essay***<br><br>• Step 1: The teacher reviews expectations for the assignment by distributing and discussing the rubric. (See Attachment: 9.6 Compare Contrast Rubric).<br>• Step 2: The teacher distributes outlines and instructs the student to consult his/her notes and Venn diagrams from the Lesson Activities to plan his/her essay.<br>• Step 3: The student completes outlines to organize his/her thoughts for the essay. (See Attachment: 9.6 Performance Task- Compare Contrast Outline). The student writes a thesis statement to express his/her main point about how the film and text relate to one another. | *Reading Response Journals*<br><br>• The student makes comparisons between texts and other texts or texts and film in his/her journal. The student uses specific examples to support his/her assertions and ideas. | *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>***Evaluating Film Depictions of Written Stories***<br><br>• The teacher activates prior knowledge by asking students if they have ever viewed a movie that was based on a book. The teacher leads a brief discussion to elicit several examples of films based on books and to ask if the movies were exactly the same as the text. The teacher explains that students will analyze choices made by screenwriters and directors in films based on books.<br>• The teacher selects a movie that corresponds with a book or a short text that the class read earlier that year.<br>• The teacher distributes and reviews a story map for the book. (See Attachment: 9.6 Story Map). The student transfers the information to the "book" column of the Focused Reading and Viewing Guide (See Attachment: 9.6 Learning Activity- Focused Reading and Viewing Guide).<br>• The teacher plays the movie and stops it as necessary to answer questions or review the story elements through discussion.<br>• The student completes the "film" column while watching the movie.<br>• The student discusses the movie with a |

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| | | | • Step 4: The teacher collects and reviews the student's outline before the student begins drafting.<br>• Step 5: The student writes a rough draft of the essay.<br>• Step 6: The student reviews his/her essay with a partner and provides feedback.<br>• Step 7: The student writes a final draft. | | partner, noting the various differences between the film and the book. The student evaluates whether or not the director made good choices in changing various elements.<br>• The student creates a Venn diagram to chart differences and similarities between the text and the film. (For a link to an interactive Venn diagram see Additional Resources).<br>• The student writes a letter to the director to make suggestions about how the movie should have been different.<br>• The student shares his/her letter with a partner and makes suggestions about spelling, punctuation, and grammar. |

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## STAGE 3 – (Learning Plan)

### Suggested Literature Connections

- *Poetry Collections:*
- **V. Worth**
  - *All the Small Poems*
- **L. Hughes**
  - *From Mother to Son*
- **E. E. Cummings**
  - *Hist Wist*
- **Lewis Carrol**
  - *Jabberwocky*
- **N. Wood**
  - *Many Winters*
- **R. Fletcher**
  - *Ordinary Things: Poems from a Walk in Early Spring*
- **P.B. Janeczko (editor)**
  - *The Place My Words Are Looking For*
- **Eloise Greenfield**
  - *Night on Neighborhood Street*
- **Jack Prelutsky**
  - *Pizza, Pigs, and Poetry: How to Write a Poem*
- *Dramatic Literature:*
- **Penny Warner**
  - *Troop 13 to the Rescue*
- **Jason Sanford**
  - *Rumplestiltskin, Private Eye*
- **V. McQuin**
  - *And So They Did*
- **Timothy Tocher**
  - *Final Prep*

- **Timothy Tocher**
  - *Free Agent*
- **Penny Warner**
  - *Bart's Black Gold*
- **Bruce Lansky**
  - *Temper, Temper*
- **Bruce Lansky**
  - *Liza and the Lost Letter*
- **Bruce Lansky**
  - *The Royal Joust*
- *READ XL (Ninth grade) Textbook:*
- **Angela Shelf Medearis page 81 (Poetry: Problem and Solution)**
  - *"Nonconformist"*
- **Yolen and Heidi Elisabet Yolen Stemple page 202 (Short Story: Cause and Effect)**
  - *"Opening Act"*
- **Jewel page 210 (Poetry/ Lyrics: Cause and Effect)**
  - *"A Song and Poem"*
- **Page 324 (Essays and Poetry: Make Inferences)**
  - *"Voices from What You Are?"*

| Additional Resources |
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- Use As reference:
  - Unit 7.3 Poetry: ODE to Puerto Rico
  - Unit 8.5 Using Poetry to Express Myself
- Line Break Explorer: **http://www.readwritethink.org/classroom-resources/student-interactives/line-break-explorer-30018.html**
- Poets.org currently features thousands of poems, with new ones being added all the time. You can search for text within a poem, or browse the list by title, author, or first line: **http://www.poets.org/**
- Tips for Teaching Poetry: **http://www.poets.org/page.php/prmID/85**
- Puerto Rican Poetry: **http://www.pbs.org/wgbh/masterpiece/americancollection/woman/ei_poetry.html**
- Interactive Venn Diagram: **http://www.readwritethink.org/classroom-resources/mobile-apps/venn-diagram-a-30994.html**

## Performance Tasks

*Comparison and Contrast Essay*

- Step 1: The teacher reviews expectations for the assignment by distributing and discussing the rubric. (See Attachment: 9.6 Compare Contrast Rubric).
- Step 2: The teacher distributes outlines and instructs students to consult their notes and Venn diagrams from the Lesson Activities to plan their essays.
- Step 3: The students complete outlines to organize their thoughts for the essay. (See Attachment: 9.6 Performance Task- Compare Contrast Outline).  The students write a thesis statement to express their main point about how the film and text relate to one another.
- Step 4: The teacher collects and reviews the students' outlines before they begin drafting.
- Step 5: The students write a rough draft of the essay.
- Step 6: The students review their essays in partnerships and provide feedback.
- Step 7: The students write final drafts.

*Figurative Language Foldables*

- Step 1: The teacher prepares 8.5x11 blank sheets of paper and scissors.
- Step 2: The teacher models how to fold the sheet of paper in half lengthwise and then cut the top half into four equal sections. (See diagram below.)

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- Step 3: The student follows the teacher's model to prepare his/her own foldable book. (The student may need several sheets of blank paper.)
- Step 4: On the outside of each flap, the student writes one of the poetic devices (stanza, rhyme scheme, hyperbole, metaphor, etc.)
- Step 5: On the inside of each flap, the student writes the corresponding definition and an example of the term from published poetry. (See Attachment: 9.6 Performance Task- Foldable Example).
- Step 6: The student uses his/her foldable to quiz a partner on the meaning of the terms.

*Poetry Anthology*

- Step 1: The teacher presents the requirements for the poetry anthology task. (See Attachment: 9.6 Performance Task-Poetry Anthology Requirements).
- Step 2: The students write drafts of their own poetry that include numerous examples of figurative language in different forms of poetry.
- Step 3: The students read each other's poems and provide feedback on the use of figurative language and various forms of poetry.
- Step 4: The students write final copies of their poems in a blank booklet.
- Step 5: The students re-write at least two of their classmates' poems to add to their own anthology.
- Step 6: The students re-write at least two poems that they appreciate from published poets.
- Step 7: The teacher distributes and explains the guidelines for other elements in the poetry anthology. (See Attachment: 9.6 Performance Task- Poetry Anthology Extra Elements).
- Step 8: The students write the other elements: the dedication page, table of contents, glossary of terms, etc.)
- Step 9: The students present their anthologies to the class and evaluate each other using the rubric. (See Attachment 9.6 Performance Task- Poetry Anthology Rubric.)

*Readers' Theater*

- Step 1: The teacher explains the process and expectations of the assignment. (See Attachment: 9.6 Performance Task- Getting Into Reader's Theater).
- Step 2: The teacher divides the students into groups. The students select a scene from a dramatic text (see Literature Connections) and read it together.
- Step 3: The students write a brief summary of the scene.

- Step 4: The students choose roles and annotate their own copies with cues and notes that may be helpful when speaking out loud.
- Step 5: The students practice performing the scene in their groups.
- Step 6: Each group explains why they chose the scene and how the dramatic elements (i.e. stage directions) influenced their reading.
- Step 7: Each group performs their chosen scene demonstrating fluency and cooperation.
- Step 8: The students evaluate their performance using Attachment: 9.6 Performance Task- Readers' Theater Reflection Sheet.
- Step 9: The teacher reviews the reflection sheets for indications that students made thoughtful decisions in their theater groups.

| | Unit 9.6: Figuratively Speaking |
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## Suggested Sample Lessons

- Lesson on the Connection Between Poetry and Music: **http://www.readwritethink.org/classroom-resources/lesson-plans/connection-between-poetry-music-808.html**
- Lesson on Compiling Poetry Collections and a Working Definition of Poetry: **http://www.readwritethink.org/classroom-resources/lesson-plans/compiling-poetry-collections-working-354.html**