

Grade Level: 8	Trimester 2	Length 3 weeks
<p>Reading/Writing Unit – Poetry</p>		
<p>Unit Overview</p> <p>In this unit students will read a variety of poems by different poets. Students will write their own poetry, incorporating figurative language, and experiment with different types of poems.</p>		
<p>Focus Standards</p> <p>8 RL 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.</p> <p>8 RL 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.</p> <p>8 RL MA.8.A: Identify and analyze characteristics of irony and parody in literary works.</p> <p>8 W 3D: Use precise words and phrases relevant descriptive details and sensory language to capture the action and convey experiences and events.</p> <p>8 W MA.3.A: Write short narratives, poems, scripts, or personal reflections that demonstrate understanding of the concepts of irony or parody.</p> <p>8 W 5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 65.)</p> <p>8 L 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly. <p>8 L 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		
<p>Overarching Standards:</p> <p>8 RL 10: By the end of the year, read and comprehend stories, dramas, and poems at the high end of the grades 6–8 text complexity band independently and proficiently.</p>		

<p>Key Understandings to Explore <i>Students will understand that</i></p> <ul style="list-style-type: none"> • Figurative language enhances creative writing. • Selective word choice is essential to good poetry. • Poetry is personal and emotional. • Selective repetition can be effective in poetry. • Poetry can be free verse or rhyming based on specific patterns 	
<p>Essential Questions for thought, discussion, and collaboration</p> <ul style="list-style-type: none"> • How does poetry differ from other forms of writing? • How do readers’ personal experiences enable them to connect with poems? • How do figurative language, imagery, symbolism, sensory language help engage readers? 	
<p>Declarative and Factual Knowledge (Recall, memorize, define) <i>Students will know...</i></p> <ul style="list-style-type: none"> • Alliteration • Personification • Simile • Metaphor • Onomatopoeia • Hyperbole • Repetition • Free verse • Couplets • Stanza • Line • Rhyme scheme • Symbolism • Narrative poem 	<p>Skills (Organize, apply, analyze, integrate, evaluate) <i>Students will be able to....</i></p> <ul style="list-style-type: none"> • Read and understand figurative language • Identify the parts of a poem • Apply figurative language to their own writing • Write different types of poems • Identify rhyme scheme • Write and revise their own poems • Cut extra words from poems • Remember that poems are personal by eliminating participles • Start poems with strong leads; conclude strongly • Use repetition and rhyme effectively • Punctuate properly • Break poems into lines and stanzas effectively • Choose the most effective words
<p>Key Vocabulary: Alliteration; personification; simile; metaphor; onomatopoeia; hyperbole; repetition; free verse; couplets; stanza; line; rhyme scheme; symbolism.</p>	
<p>Performance Assessments (may be formative or summative)</p>	<p>Other Evidence/Assessments</p>

<p>Formative: short quiz, poetry writing, poem of the day discussion. Teachers assess discussion participation.</p> <p>Summative: Final assessment is a poetry portfolio of at least five poems.</p>	
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Unit Title (continued from previous page):
Literary Texts: Poems Various poems by writers, including: Edgar Allan Poe, Billy Collins, Henry Wadsworth Longfellow, Langston Hughes, Robert Frost, Emily Dickenson, Henry David Thoreau, Ralph Waldo Emerson, Jack Prelutsky, Shel Silverstein, Nikki Giovanni,
Differentiation for Struggling Learners and ELL For struggling writers: -Writing templates
Interdisciplinary Connections This unit coincides with students' Social Studies monument project for which they also write a poem.