

# Grade 7 Unit 2: Poetry In Motion

Content Area: **Language Arts**  
Course(s):  
Time Period: **Week3**  
Length: **9 weeks**  
Status: **Published**

## **Stage 1: Desired Results**

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Students will be able to independently use their learning to read, enjoy, comprehend and analyze poetry.

Students will be able to perform a short research on a winter celebration / holiday and create a digital presentaion on that holiday.

Students will be able to identify the poetic sound devices (alliteration, assonance, consonance, rhyme, rhythm, etc.).

## **Established Goals**

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Reading: Students will be able to

- identify figurative language and explain its purpose in a poem
- identify poetic sound devices and explain how they enhance the experience of reading poetry.
- explain how the structure of a poem can affect the overall message in a poem
- analyze the impact of specific word choices on meaning; including figurative and connotative meanings.

Writing: students will be able to

- compose a written digital presentation after completing short research
- compose an analysis of a poem
- compose a variety of poems

Language: Students will be able to

- demonstrate command of the conventions of standard English (phrases and clauses; correcting dangling modifiers)
- clarify the meaning of known and multiple-meaning words and phrases

Speaking and listening: Students will be able to

- engage effectively in a range of collaborative discussions and reading
- delineate a speaker's claims
- present claims and findings

## Standards & Indicators

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| LA.7.RL.7.9   | Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. |
| LA.7.L.7.4.B  | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).  |
| LA.7.L.7.4.C  | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  |
| LA.7.L.7.4.D  | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  |
| LA.7.RL.7.10  | By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.   |
| LA.7.L.7.5.A  | Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.   |
| LA.7.RI.7.1   | Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| LA.7.SL.7.1.A | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  |
| LA.7.RL.7.1   | Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| LA.7.W.7.2.F  | Provide a concluding statement or section that follows from and supports the information or explanation presented.   |
| LA.7.L.7.5.B  | Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.   |
| LA.7.RI.7.2   | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.   |
| LA.7.SL.7.1.B | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.   |
| LA.7.RL.7.2   | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.   |
| LA.7.RI.7.3   | Analyze the interactions between individuals, events, and ideas in a text (e.g., how   |

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|               | ideas influence individuals or events, or how individuals influence ideas or events).   |
| LA.7.SL.7.1.C | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  |
| LA.7.L.7.5.C  | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).   |
| LA.7.L.7.6    | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  |
| LA.7.SL.7.2   | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.  |
| LA.7.RI.7.4   | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.   |
| LA.7.SL.7.3   | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.  |
| LA.7.RI.7.5   | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  |
| LA.7.RI.7.6   | Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.  |
| LA.7.SL.7.4   | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.   |
| LA.7.W.7.1.C  | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.   |
| LA.7.RI.7.7   | Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).   |
| LA.7.SL.7.5   | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.   |
| LA.7.SL.7.6   | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.   |
| LA.7.W.7.1.E  | Provide a concluding statement or section that follows from and supports the argument presented.  |
| LA.7.W.7.3.A  | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.   |
| LA.7.RI.7.10  | By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.   |
| LA.7.W.7.3.B  | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.   |
| LA.7.W.7.2.A  | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). |
| LA.7.W.7.3.C  | Use a variety of transition words, phrases, and clauses to convey sequence and  |

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|              | signal shifts from one time frame or setting to another.  |
| LA.7.W.7.2.B | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  |
| LA.7.W.7.3.D | Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  |
| LA.7.L.7.1.A | Explain the function of phrases and clauses in general and their function in specific sentences.  |
| LA.7.W.7.2.C | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  |
| LA.7.W.7.3.E | Provide a conclusion that follows from and reflects on the narrated experiences or events.  |
| LA.7.L.7.1.B | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.   |
| LA.7.L.7.1.C | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.   |
| LA.7.W.7.4   | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  |
| LA.7.L.7.2.A | Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).  |
| LA.7.RL.7.3  | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).   |
| LA.7.L.7.2.B | Spell correctly.  |
| LA.7.W.7.5   | 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.  |
| LA.7.W.7.6   | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.  |
| LA.7.RL.7.4  | Determine the meaning of words and phrases as they are used in a 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. |
| LA.7.W.7.7   | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.   |
| LA.7.RL.7.5  | Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.   |
| LA.7.W.7.1.A | Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  |
| LA.7.L.7.3.A | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.   |
| LA.7.RL.7.6  | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.   |
| LA.7.W.7.1.B | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  |
| LA.7.W.7.8   | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or   |

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|              | paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  |
| LA.7.W.7.9   | Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
| LA.7.RL.7.7  | 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).            |
| LA.7.RL.7.8  | (Not applicable to literature)   |
| LA.7.W.7.10  | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.7.L.7.4.A | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  |

## **Central Ideas/Enduring Understandings**

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Works of fiction (short stories, poetry) present an author's insight into life and the human condition.

Evidence to support one's writing can come from fiction as well as real-life experiences.

Introductory subordinate clauses require commas.

There are five basic rhetorical devices that all good speakers use to persuade their audiences.

## **Essential/Guiding Questions**

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Essential Questions:

What strategies do effective readers use?

Where can evidence be found to support an idea?

How do phrases and subordinate clauses impact a sentence?

Guiding Questions:

What can I use convince my audience of my viewpoint?

How can propaganda be used in a positive way?

### **Content - Students will know...**

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Students will know key vocabulary terms: reflection, rhetorical devices, call-to-action, inspire, and emotional appeal.

Students will know the structures of poetry - ballad, haiku, free verse, limerick, lyric, narrative, ode, & sonnet.

Students will know the sound devices found in poetry.

Students will know that an objective summary does not include personal opinion.

### **Skills - Students will be skilled at...**

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Students will be able to

- compose an acrostic poem.
- write sentences containing phrases and clauses.
- identify and correct dangling modifiers in sentences.
- cite textual evidence to support summary of a text.
- use reading signposts to think critically about reading.
- recognize and identify the poetic sound devices.

### **Stage 2: Assessment Evidence**

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## **Performance Task(s)**

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- Poetry Analysis Booklet
- Poem Recitation
- Digital Presentation
- Poem analysis test

## **Other Evidence**

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- Grammar and vocabulary quizzes

## **Stage 3: Learning Plan**

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### **Learning Opportunities/Strategies**

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Reading:

- use close reading strategies for the nonfiction texts
- use Notice and Note strategies for the reading of fiction
- read, analyze, and discuss a variety of poems

Writing:

- write an objective summary of the memorized poem
- analyze a poem in a paragraph delineating the effect the poetic devices and form have on the meaning
- create and compose a digital presentation based on the short research about a winter celebration / holiday

Language:

- create phrases and clauses to enhance a sentence
- recognize and correct dangling modifiers

Speaking and Listening:

- poetry circles
- poem recitation
- winter celebration / holiday presentation

Modifications and differentiation for students:

with IEPs and identified learning difficulties- bookmarker graphic organizer with *Notice and Note* strategies at student's fingertips; video clips and visual examples of propaganda; think-aloud for analyzing and evaluating propaganda; graphic organizer with sentence starters for composing summary

who are ELL- teacher conferences and partner-sharing to practice speeches in small group with respectful error-correction; divide writing into simple, manageable tasks with multiple conferences throughout the speech-writing process; utilize partners for think-pair-share during writing; build background and define content area words encountered in non-fiction

identified as Gifted and Talented- research use of propaganda worldwide and in such movements as Women's Suffrage, apartheid, post-Sept. 11th. Study speeches not presented in class, such as Sojourner Truth's *Ain't I a Woman*, analyze and present to class.

## **Resources**

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Holt Grammar: First Course

**Membean**

**Teacher generated poetry unit**

**Teacher generated research project**

## **Unit Reflections & Teacher Notes**

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2016-2017 For next year, the students can do their winter celebrations / holidays on the days that they are celebrated.

For the poetry unit, possibly make the students write more than one poem.