

Grade: 6-8	ESL Units of Study Quarter 3 English Language Arts	Unit 7
Poetry		
Recommended Number of Instructional Days: 20 Days		
Overview		
<p><i>Focus Standards that have been mastered or addressed in previous units will need to be reinforced in upcoming units and may show up in future assessments.</i></p> <p><i>Red text in standards for grades 6 and 8 indicate a difference from grade 7 standards and recommend differentiation of instruction.</i></p> <p>As with all units aligned to the Common Core State Standards, English Learners should read and be exposed to texts with an appropriate range of complexity. Teachers maintain high expectations by engaging students in tasks that provide high challenge with appropriate support. Activities are robust but flexible enough to allow multiple entry points for all students regardless of where they start. Teachers should continually integrate the WIDA model performance indicators to support instruction of English Learners. Additionally, when writing and speaking in discussions, students will use academically challenging vocabulary.</p>		
Reading Anchor Standard		
CCRA.RL.4	<u>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u>	
CCRA.RL.5	<u>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	
CCRA.RI.4	<u>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u>	
Writing Anchor Standard		
CCRA.W.3	<u>Write narratives to develop real or imagined experiences or events using elective technique, well-chosen details, and well-structured event sequences.</u>	
Language Anchor Standard		
CCRA.L.3	<u>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.</u>	
CCRA.L.5	<u>Demonstrate understanding of figurative language, word relationships, and nuances in word meaning</u>	
Concepts to Be Learned and Skills to Be Used		
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Essential Questions

How can poetry be defined?

What are poetic devices? How are poetic devices used to engage readers?

Why is imagery and symbolism as a poetic/literary device important to the understanding/appreciation of poetry?

How do poets express self, identity and other themes in their work?

How can I express myself through poetry – do I dare?

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Assessment

Task Name:

Written Curriculum

Standards that are the **Focus** in the Unit of Study:

Reading Standards: Literature

Craft and Structure

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.

- RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.8.4 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.

Reading Standards: Literature

Craft and Structure

RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

- RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- RL.8.5 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.

Reading Standards: Informational Text

Craft and Structure

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.

- RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Writing Standards

Text Types and Purposes

W.7.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

- This standard in grades 6 and 8 are identical to grade 7

Language Standards

Conventions of Standard English

L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

Language Standards

Vocabulary Acquisition and Use

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- This standard in grades 6 and 8 are identical to grade 7

L.7.5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

- This standard in grades 6 and 8 are identical to grade 7

Standards that **Reinforce/Support** the Unit of Study Focus Standards:

Reading Standards: Literature

Key Ideas and Details

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- RL.6.1 Cite **textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text.

- RL.8.1 Cite **the textual evidence that most strongly supports an** analysis of what the text says explicitly as well as inferences drawn from the text.

Reading Standards: Informational Text

Key Ideas and Details

- RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (A focus in unit 1 and supporting standard in units 2 through 8)
- RI.6.1 Cite **textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - RI.8.1 Standard is identical to grade 7

Writing Standards

Text Types and Purposes

- W.7.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- This standard in grades 6 and 8 are identical to grade 7
- W.7.1d. Establish and maintain a formal style.
- This standard in grades 6 and 8 are identical to grade 7

Writing Standards

Text Types and Purposes

- W.7.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (A focus in unit 3 and supporting standard in units 4 through 8)
- This standard in grades 6 and 8 are identical to grade 7
- e. Establish and maintain a formal style. (A focus in unit 3 and supporting standard in units 4 through 8)
- This standard in grades 6 and 8 are identical to grade 7

Writing Standards

Text Types and Purposes

- W.7.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (A focus in unit 4 and supporting standard in units 5 through 8)
- W.6.3c Standard is identical to grade 7
 - W.8.3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and **show the relationships among experiences and events.**

Writing Standards

Research to build and Present Knowledge

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

- This standard in grades 6 and 8 are identical to grade 7

Writing Standards

Research to Build and Present Knowledge

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (A focus in unit 4 and supporting standard in units 5 through 8)

- This standard in grades 6 and 8 are identical to grade 7

Speaking and Listening Standards

Comprehension and Collaboration

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- This standard in grades 6 and 8 are identical to grade 7
- d. Acknowledge new information expressed by others and, when warranted, modify their own views. (A focus in unit 4 and supporting standard in units 5 through 8)
- SL6.1d **Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.**
- SL.8.1d Acknowledge new information expressed by others, and when warranted, **qualify or justify** their own views **in light of the evidence presented.**

Speaking and Listening Standards

Presentation of Knowledge and Ideas

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

- This standard in grades 6 and 8 are identical to grade 7

Speaking and Listening Standards

Presentation of Knowledge and Ideas

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

- SL.6.5. Include multimedia components (e.g., **graphics, images, music, sound**) and visual displays in presentations to clarify **information.**

- SL.8.5. Integrate multimedia and visual displays into presentations to clarify **information, strengthen claims and evidence, and add interest.**

Language Standards

Conventions of Standard English

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- This standard in grades 6 and 8 are identical to grade 7

Language Standards

Vocabulary Acquisition and Use

L.7.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*). (A focus in unit 4 and supporting standard in units 5 through 8)

- This standard in grades 6 and 8 are identical to grade 7

Language Standards

Vocabulary Acquisition and Use

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. (A focus in unit 1 and supporting standard in units 2 through 8)

- This standard in grades 6 and 8 are identical to grade 7

Standards that are **Continuous** for the entire school year:

Continuous standards are a selection of standards which should be integrated into instruction throughout the school year.

Reading Standards: Literature

Range of Reading and Level of Text Complexity

RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- This standard in grades 6 and 8 are identical to grade 7

Reading Standards: Informational Text

Range of Reading and Level of Text Complexity

RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the

[range.](#)

- This standard in grades 6 and 8 are identical to grade 7

Writing Standards

Range of Writing

[W.7.10](#) [Write routinely over extended time frames \(time for research, reflection, and revision\) and shorter time frames \(a single sitting or a day or two\) for a range of discipline-specific tasks, purposes, and audiences.](#)

- This standard in grades 6 and 8 are identical to grade 7

Production and Distribution of Writing

[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. \(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52 \[of the full ELA Common Core State Standards document\].\)](#)

- This standard in grades 6 and 8 are identical to grade 7

Language Standards

Conventions of Standard English

[L.7.2b.](#) [Spell correctly.](#)

- L.6.2b Standard is identical to grade 7
- L.6.2b **Use an ellipsis to indicate an omission.**

Language Standards

Knowledge of Language

[L.7.3](#) [Use knowledge of language and its conventions when writing, speaking, reading, or listening.](#)

- This standard in grades 6 and 8 are identical to grade 7

Clarifying the Standards

Key =

RL	Reading Standards for Literature	W	Writing Standards
RI	Reading Standards for Informational Text	SL	Speaking & Listening Standards

RF	Foundational Skills	L	Language Standards
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RL
RI

W

L

**Resources:
References to Appendices A, B, and C and Other
Resources**

Literature and Thought Series Unit 7 Resources

To Be a Hero

Those Winter Sundays (poem) pg. 63

Visible Ink (Poem) pg. 134

And Justice for All

Justice (poem) pg. 62

Martin Luther King Jr. (poem) 142

Who Am I?

Transformation (poem) pg. 32

Saying Yes (poem) pg. 73

Side 32 (poem) pg. 125

High Point Level C may be used for text resources

The standards listed below include all the CCSS linked to this Unit of Study. The list does not distinguish among FOCUS, SUPPORTING and RECURRING standards in this Unit of Study.