

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 6/Poetry and History

Course Code: ELA

COURSE INTRODUCTION:

When students enter 6th grade, they should have a solid foundation in literature and other subject areas and should be able to read and write fluently. They begin to explore deeper and subtler themes across reading, writing, speaking and listening. In reading, students will cite evidence to support analysis of both literature and informational text, determine central idea and theme, and create an objective summary. Additionally, students will use context clues to determine meaning, will analyze the overall text structure, and will explain how the author's point of view or purpose is conveyed. In a variety of genres, students will evaluate arguments from specific claims and compare/contrast various author's crafts. Students will integrate information in varied formats using media. In writing, students will use the writing process and conventions to create varied works for multiple purposes. Students will write narratives to develop real or imaginary experiences or events, write informative/explanatory text to examine a topic, write an analysis of relevant content, and write arguments to support claims with clear reasons and evidence. Students will conduct short and extended research projects using print and digital resources. In speaking and listening, students will engage effectively in a wide range of collaborative discussions and present claims and findings in a logical sequence using evidence as support. In language, students will demonstrate an understanding of figurative language, word relationships, and nuances in word meanings as well as acquire and use accurately and effectively grade-appropriate general academic and domain specific vocabulary words. By the end of 6th grade, they are ready to study literature with complex and challenging themes. In this document, teaching structures such as interactive writing, reading workshop, Socratic Seminar, etc. are highlighted in blue and linked directly to the State Literacy Plan in order to provide a more in-depth explanation.

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<p>UNIT DESCRIPTION:</p> <p>Across this unit, students will learn about other cultures/time periods through reading, writing and listening to poetry. Students will examine how poetic devices are used in a poem to facilitate meaning, using this knowledge as the foundation for further investigation. Through both print and digital sources, students will research poems reflective of different cultures/time periods. Students will explore the influence of artifacts or hand-made objects. At the culmination of this unit, students will participate in a museum, show casing their own artifact and an original poem to reflect the culture/time period studied.</p> <p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Provide Feedback</p>	<p>SUGGESTED UNIT TIMELINE: 3 weeks</p> <p>CLASS PERIOD (min.): 60 minutes</p>										
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. How do elements of a poem and language impact comprehension of the reader or listener? 2. How does word choice affect meaning? 3. How can a poem be used to convey historical information? 4. How can pieces of research be integrated a final production? 											
<p>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</p>	<p>CCSS LEARNING GOALS (Anchor Standards/Clusters)</p>	<p style="text-align: center;">CROSSWALK TO STANDARDS</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 15%;">GLEs/CLEs</td> <td style="width: 10%;">PS</td> <td style="width: 15%;">CCSS</td> <td style="width: 15%;">OTHER</td> <td style="width: 15%;">DOK</td> </tr> </table>					GLEs/CLEs	PS	CCSS	OTHER	DOK
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<p>1. Students will discuss how readers approach a poem and write their own poem about reading poetry.</p>	<p>SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.2.A.6.a W.2.A.6.b L.1.B.6 R.1.H.6.b R.1.H.6.f R.1.H.6.h</p>	<p>2.4</p>	<p>SL.6.1 W.6.4</p>		<p>3</p>
<p>2. Students will gain a deeper understanding of and appreciation for a culture/historical time period through research, examination of artifacts, and reading/writing of related poetry.</p>	<p>R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information</p>	<p>R.1.H.6.a R.1.H.6.b R.1.H.6.c R.1.H.6.f R.1.H.6.g R.1.H.6.h R.1.H.6.i R.2.C.6.a R.2.C.6.b R.2.C.6.c R.2.C.6.d</p>	<p>1.5 2.1</p>	<p>RL.6.1 W.6.7 W.6.8</p>		

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	while avoiding plagiarism.	R.2.C.6.e R.2.C.6.f R.2.C.6.g R.2.C.6.h R.2.C.6.i W.3.A.6.a				
3. Students will identify, interpret, and apply poetic devices in poetry when composing original poetry.	<p>R.4 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.</p> <p>L.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	R.1.E.6.a R.1.E.6.b R.1.E.6.c R.2.B.6.a R.2.B.6.b R.2.B.6.c R.2.B.6.d R.3.C.8.j R.3.B.6.d		RL.6.4 L.6.5		
4. Students will synthesize research information to compose a poem to express the meaning behind an artifact.	W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.3.A.6.a W.2.A.6.a W.2.A.6.b W.2.C.6.a	2.1	W.6.3 W.6.4		

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	<p>W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.2.C.6.b W.2.D.6.a W.2.D.6.b W.2.C.7.e</p>				
<p>5. Students will share research information, artifacts, and an original poem through a class museum.</p>	<p>R.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words</p> <p>W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.5 Make strategic use of digital media and visual displays of data to express information and enhance</p>	<p>W.3.A.6.a W.2.B.6.a W.2.B.6.b W.2.A.6.a W.2.A.6.b W.2.C.6.a W.2.C.6.b W.2.C.7.e W.2.D.6.a W.2.D.6.b L.2.A.6.a W.2.E.6.e</p>	<p>2.1</p>	<p>RI.6.7 W.6.2 SL.6.4 SL.6.5 L.6.2</p>		

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	understanding of presentations. L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <p>Formative Assessments include a reflection about reading poetry, a poetry rubric, a research rubric, and a poetic devices quiz.</p> <p>Summative Assessment: Students combine their research, artifacts, and original poem into a visual display, shared through a class museum.</p> <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
1	1. Initiate the unit of study by having students to skim quickly through " Introduction to Poetry " by Billy Collins and write their initial responses in their journals or on paper. What words and images stand out for them? What is their emotional reaction to the poem (e.g., surprise, dismay, anger)? Ask students to share their responses with the class. Review "Poet's Cues" document and then have students read the poem a second time, this time more slowly and carefully, taking note of any of the Poet's Cues, including figurative language they encounter. What do they think Collins is saying about the study of poetry? According to Collins, what is the real goal of reading poetry?				
1	2. Review Poetry Rubric. Teacher models composing an original poem about reading poetry through thinking aloud. Class uses Poetry Rubric to evaluate poem written.				
2	3. Brainstorm with students historical time periods and/or events, creating a web of ideas. Review Research Rubric. Teacher then models how to choose a topic, find both print and digital resources, and take notes on selected topic. Along the way, teacher demonstrates how to collect artifacts in photos/pictures, document sources, and Teacher confers with students.				
2	4. Teacher models how to search for poems related to selected research topic. Poems may be written during the time period or written about the time period. After choosing 1-3 poems, teacher reviews "Poetic Devices" handout and Rhetorical Figures in Sound				

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3	website and co-constructs a chart of examples from these selected poems. The teacher then chooses one poem to analyze for poetic devices.
4	5. Teacher reviews Poetry Rubric, then selects an artifact from previous research and composes an original poem to reflect the artifact and its significance during selected time period in history.
5	6. Teacher teaches mini-lessons on how to write a short informational piece, synthesizing research to contribute to museum display. Teacher also models what to do and what <u>not</u> to do in constructing a visual representation; teacher models fluent reading of sample poem created.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1	1. Students read several poems from a variety of print and digital resources. Students choose a favorite poem and write about how Poet’s Cues are used to impact the reader on “Reading Poetry Reflection” page.
1	2. Students compose their own poem about reading poetry and self-evaluate using the Poetry Rubric.
2	3. From the brainstorming web, students choose a historical time period or event to research, locate resources for research, take notes, collect artifacts photos/pictures and document sources. Students use Research Graphic Organizer to support thinking and then self-reflect using the Research Rubric.
2 3	4. Students search for poems written during the time period selected or written about the time period/historical event. In partners, students analyze a self-selected poem for poetic devices. As a formative assessment, students analyze one of four poems on cultural masks in a poetic devices quiz.
4	5. In pairs, students use the Poetry Rubric to evaluate poem teacher modeled. Individually, students compose own poem to reflect an artifact found in research.
5	6. Students construct a visual representation using project display boards for a class museum, including research information, artifacts, and an original poem. During the museum, students will read their original poem fluently and describe information from their research.
UNIT RESOURCES: (include internet addresses for linking)	
Poets.org This website includes the work of hundreds of poets and more than 1400 poems. Included are poet biographies, selected works, and a collection of poems in audio format.	

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Cardinal Poetry Society: <http://www.mrsfarnum.com/poetry.html>

Outta Ray's Head: <http://home.cogeco.ca/~rayser3/poetry.htm>

ReadWriteThink tools to create [Acrostic Poems](#), [Diamante Poems](#), [Letter Poems](#), or [Shape Poems](#)

[Rhetorical Figures in Sound](#)

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