

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p style="text-align: center;"><b>Unit 4</b> Figurative Language/Reading Strategies</p> <p style="text-align: center;"><b>20 Days</b></p>	<p><b>Overarching learning goals:</b></p> <ul style="list-style-type: none"> <li>- I can identify literary devices, figurative language, and sound devices in poetry and other texts</li> <li>- I can evaluate the author’s purpose for using literary devices and the overall effect it has on the text</li> </ul> <p><b>Overarching language goals:</b></p> <ul style="list-style-type: none"> <li>- I can write to create literary devices, figurative language, and sound devices</li> <li>- I can discuss similarities and differences of particular poems and short stories</li> </ul>	<p><u>Poetry:</u></p> <ul style="list-style-type: none"> <li>– “the earth is living thing” by Lucille Clifton</li> <li>– “Sleeping in the Forest” by Mary Oliver</li> <li>– “Gold” by Pat Mora</li> <li>– “Jabberwocky” by Lewis Carroll</li> <li>– “Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out” by Shel Silverstein</li> <li>– “Two Limericks” by Edward Lear</li> <li>– “Casey at the Bat” by Ernest Lawrence Thayer</li> <li>– “Scaffolding” by Seamus Heaney</li> <li>– “The World Is Not a Pleasant Place to Be” by Nikki Giovanni</li> <li>– “Annabel Lee” by Edgar Allan Poe</li> </ul> <p><u>Short Stories:</u></p>
<p><b>PASS Content Standards</b></p>	<ul style="list-style-type: none"> <li>- <b>1.3 Vocabulary-</b> Identify and explain idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases</li> <li>- <b>2.0 Fluency-</b> the student will identify words rapidly so that attention is directed to the meaning of the text</li> <li>- <b>3.1.a Literal Understanding-</b> Apply prereading strategies when reading both fiction and nonfiction, determine the purpose for reading, preview the text and use prior knowledge to make connections</li> <li>- <b>3.1.b Literal Understanding-</b> recognize transition words to guide understanding of the text</li> <li>- <b>3.1.c Literal Understanding-</b> show understanding by asking questions and supporting answers with literal information from text.</li> <li>- <b>3.2.b Inferences and Interpretation-</b> Make inferences supported by a character’s thoughts, words, and actions or the narrator’s description</li> <li>- <b>3.5 Monitoring and Correction Strategies</b></li> <li>- <b>4.1 Literary Genres-</b> Demonstrate a knowledge of and an appreciation for various forms of literature</li> <li>- <b>4.2.c Literary Elements-</b> Describe how the author’s perspective, argument, or point of view affects the text</li> <li>- <b>4.3.a Figurative Language and Sound Devices-</b> Identify and explain the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile</li> <li>- <b>4.3.b Figurative Language and Sound Devices-</b> Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme</li> <li>- <b>4.3.c Figurative Language and Sound Devices-</b> Analyze poetry and evaluate poetic styles (e.g., rhymed, free verse, and patterned)</li> <li>- <b>3.2.a Sentence Structure-</b> Correct sentence run-ons and fragments</li> <li>- <b>3.2.b Sentence Structure-</b> correct dangling and misplaced modifiers</li> <li>- <b>3.2.c Sentence Structure-</b> differentiate between dependent and independent clauses</li> <li>- <b>3.2.d Sentence Structure-</b> write simple, compound, and complex sentences of varying lengths</li> <li>- <b>3.2.e Sentence Structure-</b> write sentences with simple, complete, and compound predicates</li> <li>- <b>3.2.f Sentence Structure-</b> indent paragraphs as necessary to conform to specified format</li> </ul>	

	<p><b>- 2.2 Writing- Compose expository text to include research reports that:</b></p> <ul style="list-style-type: none"> <li>a. state a clear position or perspective in support of a proposition or proposal</li> <li>b. describe the points in support of the proposition, employing well-articulated evidence, and effective emotional appeal</li> <li>c. predict, identify, and address reader concerns and counterarguments.</li> </ul>	
<p><b>PASS Plus (when mastering the above PASS standards, these PASS Plus standards are also mastered)</b></p>	<p><b>RL.7.4- Determine the meaning of words and phrases</b> 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</p> <p><b>RL.7.5- Analyze how a drama’s or poem’s form or structure</b> (e.g., soliloquy, sonnet) contributes to its meaning.</p>	
<p><b>Possible Learning Activities</b></p> <ul style="list-style-type: none"> <li>– Think/Pair/Share</li> <li>Think of a time when you felt connected to nature. Make a list of what made an impression on your senses.</li> <li>– Quickwrites</li> <li>– Graphic Organizers (charts, venn diagrams, cluster diagrams)</li> <li>-Use a venn diagram to compare/contrast 3 poems about nature.</li> <li>-Analyze the rhyme scheme.</li> <li>-Create a cluster diagram to explore the symbolism in a haiku.</li> <li>-As you read, fill in a chart with examples of sound devices from a poem.</li> <li>– Author’s Chair</li> <li>– Poetry Readings</li> <li>– Make a sketch.</li> <li>-Make a sketch that shows your place in nature.</li> <li>-Make a sketch of a beautiful or powerful image from one of the poems.</li> </ul>	<p><b>Possible Assessments</b></p> <ul style="list-style-type: none"> <li>– Roleplay an interview between a television reporter and the speaker of one of the poems.</li> <li>– Write a traditional haiku (or poem of your choice.)</li> <li>– Prepare an oral reading with a partner.</li> </ul>	<p><b>Essential Questions</b></p> <p>How do authors use figurative language to develop their writing and engage readers?</p> <p>How can nature affect your life?</p> <p>How does a good relationship stay strong when difficulties arise?</p>
<p><b>Academic Vocabulary/Concepts</b></p> <p>narrative poems, lyric poems, limerick, haiku, stanza, line, rhythm, rhyme, repetition, simile, metaphor, personification, onomatopoeia, alliteration, imagery, symbolism</p>	<p><b>Proficiency Scales</b></p> <p>Creative Poem:</p> <ul style="list-style-type: none"> <li>4) Student uses at least 4 poetry concepts in the poem; an image is created in the reader’s mind.</li> <li>3) Student uses at least 2-3 poetry concepts in the poem; an image is somewhat created in the reader’s mind.</li> <li>2) Student uses at least 1-2 poetry concepts in the poem; an image is not clear in the reader’s mind.</li> <li>1) Student uses none of the poetry concepts in the poem; descriptors are not present.</li> </ul> <p>Oral:</p> <ul style="list-style-type: none"> <li>4) Student is completely prepared and has obviously rehearsed.</li> <li>3) Student seems pretty prepared but might have needed a couple more rehearsals.</li> </ul>	



	2) Student is somewhat prepared, but it is clear that rehearsal was lacking. 1) Student does not seem at all prepared to present.	
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\* All proficiency scales are derived from Marzano Research Laboratory's Proficiency Scale Bank and chosen by the OKCPS curriculum committee