

Exploratories 7- Reading

Course Description

Reading Exploratories 7 is a quarterly class encompassing informational text and nonfiction, biography study, and poetry. The class will expose students to various types of reading material that will enhance their reading skills and interests. Students will participate in daily activities to strengthen their reading, comprehension, and analytical skills. Google Classroom and personal laptops will be utilized daily.

Suggested Course Sequence:

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| Unit 1: Informational Text and Nonfiction | (3 weeks) |
| Unit 2: Biography Study | (3 weeks) |
| Unit 3: Poetry | (2 weeks) |

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| Content Area: | Reading |
| Unit Title: | Nonfiction, Informational Text Study |
| Grade Level: | 7 3 week study |
| <p>Unit Summary: 7th grade students will explore informational text and non-fiction through various sources with a wide range of reading and increasing levels of text complexity.</p> <p>Interdisciplinary Connections: Students will explore sources of nonfiction and informational text that apply to multiple disciplines; this exposure will broaden the literary experiences and skill of the reader.</p> <p>21st Century Themes and Skills:</p> <ul style="list-style-type: none"> ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP11. Use technology to enhance productivity. ● CRP12. Work productively in teams while using cultural global competence. | |
| <p>Standards (Content and Technology):</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>Craft and Structure:</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>Integration of Knowledge and Ideas:</p> <p>CCSS.ELA-LITERACY.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).</p> <p>CCSS.ELA-LITERACY.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the</p> | |

reasoning is sound and the evidence is relevant and sufficient to support the claims.

CCSS.ELA-LITERACY.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.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.

Comprehension and Collaboration:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.7. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.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.

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

CCSS.ELA-LITERACY.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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| <p>NJCCS- Technology</p> <p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</p> <p>B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</p> <p>C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p>F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> | |
| <p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● What is the difference between fiction and nonfiction? ● How much information can I gather from just one article on a topic? What about two? or Three? ● How do I incorporate my facts from a news article into a discussion? What about writing? ● How are videos essential to my learning? ● How does the spoken and written text of a speech or video compare and contrast? | <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Develop an understanding of the use of nonfiction and informational text. ● Read and understand topics from a multiple sources. ● Develop awareness of the benefits of multiple sources. ● Develop skills of supporting evidence with text and supporting details, from print, media, or spoken word. ● Appreciate the power of the spoken and written word. |
| <p>Unit Learning Targets/Objectives: Students will...</p> <ul style="list-style-type: none"> ● Identify the difference between fiction and nonfiction ● Read a multitude of informational text from current news resources ● Compare and contrast various informational text articles on the same topic ● Apply their knowledge of a topic by defending a position of it. ● Research a topic thoroughly and present findings and research ● Read and listen to a speech ● Create a speech and present it with findings from readings | |
| <p>Formative Assessments: Presentation of findings Self-Analysis Notes Summative/Benchmark Assessments): Quizzes/ Tests</p> <p>Resources/Materials: Google Docs Teacher Rubric</p> | |

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21st CENTURY GLOBAL SKILLS

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| <p>Modifications:</p> <p>Special Education Students</p> <ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Consult with Case Managers and follow IEP accommodations/modifications <p>English Language Learners</p> <ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word | <p>At-Risk Students</p> <ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary <p>Gifted / Talented</p> <ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement |
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| Lesson Name/Topic | Lesson Objective(s) | Time frame (day(s) to complete) |
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| Introduction to Newsela | Students will access accounts for Newsela and begin exploring topics of general interest. Students are introduced to “Read, Write, Think, Quiz, Share” activity. | 1 day |
| Explore Newsela: complete “RWTQS” | Students will explore the website of news articles (and locate a comfortable lexile for reading). They will read, write a response, quiz themselves on the reading article, and share their findings with the class in student- led discussion at the end of the period. | 2 days |
| Text Set (grouping of related articles, comparing and contrasting similar topic) | Students are assigned, in groups, a designated text set of articles. Students will work on a group analysis of findings and present to class. | 2 days |
| Presentation of findings | Each student will contribute to the group discussion and share findings of readings from text set. | 1 day |
| Introduction to TV411 | Students will explore TV411, a website for learning across the content areas. TV411 has short videos with quizzes and short writing tasks. | 1 day |
| Video Set (grouping of related videos, comparing and contrasting similar topic) | Students are assigned, in groups, a designated set of videos. Students will work on a group analysis of findings and present to class. | 2 days |
| Presentation of findings | Each student will contribute to the group discussion and share findings from video group. | 1 day |
| Speeches | Students will explore famous speeches on www.mocomi.com or other website with printed speeches. | 1 day |
| Breakdown of speech | Students will locate a speech that “speaks” to them, and lists reasons why they feel this way. They are then directed to find a spoken version of the | 1 day |

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| | speech, either in audio or video format (youtube, etc.) | |
| Group discussion of powerful speech | As a class, read and view a speech together. Break down the parts and highlight powerful words and images. | 1 day |
| Write your own speech. | Write a speech about a topic that is important to the student. Topics may stem from research earlier in the class | 1 day |
| Presentation of Speech | Class presentation of speeches | 1 day |
| <p>Teacher Notes:</p> <p>All work will be completed on Google Docs.</p> | | |
| <p>Additional Resources</p> <p>Click links below to access additional resources used to design this unit:</p> <p>www.newsela.com</p> <p>www.tv411.com</p> <p>www.mocomi.com</p> <p>www.youtube.com</p> | | |

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| Content Area: | Reading |
| Unit Title: | Biography Study |
| Grade Level: | 7 3 week study |
| <p>Unit Summary: 7th grade students will gain an appreciation and understanding of the biography genre. Students will select a biography, read it, and identify and communicate the individual's contributions to society..</p> <p>Interdisciplinary Connections: Students will explore the biography genre and understand the impact of the individual on our world.</p> <p>21st Century Themes and Skills:</p> <ul style="list-style-type: none"> ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP11. Use technology to enhance productivity. ● CRP12. Work productively in teams while using cultural global competence. | |
| <p>Standards (Content and Technology): CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>Craft and Structure: CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.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).</p> <p>CCSS.ELA-LITERACY.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> | |

CCSS.ELA-LITERACY.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.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.

NJCCS- Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Unit Essential Question(s):

- What is a biography?
- How is a biography written?
- What can I learn from a biography?
- How is it different from fiction?
- How can I communicate this individual's contributions with others?

Unit Enduring Understandings:

- Biographical studies reflect the struggles and triumphs of individuals in our society
- We can learn a great deal from the struggles and triumphs of others
- Biographies are literary nonfiction, a genre different from fiction.

Unit Learning Targets/Objectives:

Students will...

- Identify the defining characteristics of a biography
- Differentiate between subjective and objective writing
- Use technology effectively for research
- Relate a biography to self and personal goals

Formative Assessments:

Presentation of findings

Self-Analysis

Notes

Summative/Benchmark Assessments:

Quizzes/ Tests

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Resources/Materials:
Google Docs, Slides
Teacher Rubric

Modifications:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

Gifted / Talented

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

| Lesson Name/Topic | Lesson Objective(s) | Time frame (day(s) to complete) |
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| Introduction to Biography Study | Students will understand the importance of the biography genre, think about significant people who might have biographies written about them, and brainstorm important topics individuals would like to know about a subject of a biography. | 1 day |
| Identification of book to read | Students will locate a biography from the media center. Students will set reading goals and prepare a journal of important details of the reading. Students will also review the characteristics of the biography genre. | 1 day |
| Internet research | Students will locate current information online from multiple sources to fully understand the subject before reading the biography. Students will add this to their journal. | 1 day |
| Reading, discussion, journaling. | Students will read their biography, journal their reading, and discuss their subjects. | 8 days |
| Plan for presentation | Students will take their journal and online readings and plan for a biographical presentation of their subject. | 1 day |
| Presenting the individual using technology | Students will create Google Slides presentations and share their findings on the contributions of the individual in our world. | 3 days |

Teacher Notes:

All work will be completed on Google Docs and Slides

Additional Resources

Click links below to access additional resources used to design this unit:

<http://www.readwritethink.org/classroom-resources/lesson-plans/biography-project-research-class-243.html?tab=4#tabs>

<http://teacher.scholastic.com/reading/bestpractices/comprehension/genrechart.pdf>

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| Content Area: | Reading | |
| Unit Title: | Poetry Study | |
| Grade Level: | 7 | 2 week study |
| Unit Summary: 7th grade students will explore poetic forms, vocabulary, structures, language, sound devices, and figurative language. | | |
| Interdisciplinary Connections: Students will explore poetry and its ability to help a reader become aware of different perspectives in life and history. | | |
| 21 st Century Themes and Skills: | | |
| | <ul style="list-style-type: none"> ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP5. Consider the environmental, social and economic impacts of decisions. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP11. Use technology to enhance productivity. ● CRP12. Work productively in teams while using cultural global competence. | |

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| Standards (Content and Technology): | |
| Craft and Structure: | |
| CCSS.ELA-LITERACY.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. | |
| CCSS.ELA-LITERACY.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning | |
| Range of Reading and Level of Text Complexity: | |
| CCSS.ELA-LITERACY.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. | |
| CCSS.ELA-LITERACY.L.7.5 | |
| Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | |
| CCSS.ELA-LITERACY.L.7.5.A Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. | |
| CCSS.ELA-LITERACY.L.7.5.B Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. | |
| CCSS.ELA-LITERACY.L.7.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>). | |
| CCSS.ELA-LITERACY.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.

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E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Unit Essential Question(s):

- What makes a good poem?
- What terms are associated with poetry?
- How do authors use forms, structures, figurative language, sound devices, and other poetic forms in poetry?

Unit Enduring Understandings:

- Students will understand the tools poets use to develop poetry
- Students will understand how diction and structure affect meaning
- Students will understand the impact of the written word on feelings and perspectives.

Unit Learning Targets/Objectives:

Students will...

- Define terms associated with poetry
- Create a digital portfolio of poetry terms and poetry
- Create poetry utilizing forms, structures, figurative language, sound devices, and other poetic forms.

Formative Assessments:

Presentation of findings

Self-Analysis

Notes

Summative/Benchmark Assessments):

Quizzes/ Tests

Resources/Materials:

Google Docs

Teacher Rubric

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| Lesson Name/Topic | Lesson Objective(s) | Time frame (day(s) to complete) |
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| Digital Poetry Portfolio | Students will understand the goal of the poetry portfolio and begin to search for terms and poems. | 1 day |
| Forms and Structures of Poetry | Students will research forms of poetry such as lyric, concrete, limerick, haiku, narrative, ballad, free verse, refrain, stanza, couplet, epic, sonnet, and others teacher may select. | 1 day |
| Figurative Language | Students will research and provide examples of figurative language, such as metaphors, similes, personification, symbol, idioms, hyperbole, and others teacher may select. | 1 day |
| Sound Devices | Students will research and provide examples of sound devices such as alliteration, assonance, consonance, repetition, onomatopoeia, meter, rhyme, and others teacher may select. | 1 day |
| Other Poetry forms | Students will research and provide examples of other forms of sensory language, mood, tone, and imagery. | 1 day |
| Locating forms, figurative language, sound devices, and other poetry forms in poetry | Students will work in groups with samples of poetry (either teacher selected or student selected) and highlight and identify the terms they have researched. | 2 days |
| Creating personal poetry, utilizing forms and structures, figurative language, sound devices, and other poetry forms. | Students will write poetry utilizing the forms they have learned and apply the figurative language, sound devices, and other forms to it. | 2 days |
| Sharing of poetry and digital portfolio | Students will share their poetry findings and newly created poetry with classmates. | 1 day |

Teacher Notes:
All work will be completed on Google Docs.

Additional Resources
Click links below to access additional resources used to design this unit:
www.poets.org (for poetry samples)
<http://www.poetryfoundation.org>
<http://learning.blogs.nytimes.com> (please click on “poetry pairings” for resources)

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