



INDIANA DEPARTMENT OF
EDUCATION

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Indiana Standards

Search the Standards

Subject:

Grade Level/Course:

Keywords:

Now displaying 1-7 of 7



EL.9.1 2006 - READING: Word Recognition, Fluency, and Vocabulary Development

Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

EL.9.1.1 2006

Vocabulary and Concept Development:

Identify and use the literal and figurative meanings of words and understand the origins of words.

Example: Understand figurative language when reading text, such as *She shot me a glance that would have made a laser beam seem like a birthday candle.* (Larry Servais)

EL.9.1.2 2006

Distinguish between what words mean literally and what they imply and interpret what the words imply.

Example: Analyze both the literal and the implied meaning of phrases when reading text, such as *We had a permissive father. He permitted us to work.* (Sam Levinson)

EL.9.1.3 2006

Use knowledge of mythology (Greek, Roman, and other mythologies) to understand the origin and meaning of new words.

Example: Use the story of Midas to understand the phrase *the Midas touch*. Use the story of the *Iliad* and Achilles to understand the phrase Achilles' heel.



EL.9.2 2006 - READING: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 9, in addition to regular classroom reading, students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information.

EL.9.2.1 2006

Structural Features of Informational and Technical Materials:

Analyze the structure and format of reference or functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

Example: After collecting samples of several different applications for employment from different area employers, evaluate what information the applications ask for and what this suggests about the skills the employers are looking for in an applicant.

EL.9.2.2 2006

Prepare a bibliography of reference materials for a report using a variety of public documents, such as consumer, government, workplace and others.

Example: Prepare a bibliography citing a wide variety of consumer, workplace, and public documents for a report on labor laws for children or for a report on the history and future of American innovation and invention.

EL.9.2.3 2006

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text:

Generate relevant questions about readings on issues or topics that can be researched.

Example: Read about some of the different cultures described in *African Beginnings* by James Haskins, Kathleen Benson, and Floyd Cooper.

Generate researchable questions about how and why the cultures developed as differently as they did.

EL.9.2.4 2006

Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

Example: Read three or more nonfiction texts about black holes: *Black Holes* by Heather Couper et al.; *Black Holes* by Jean-Pierre Luminet et al.; articles identified using the *Reader's Guide to Periodical Literature*; or an online database of articles. Take notes that describe black holes and identify quotes that can be used in writing a paper that cites the sources.

EL.9.2.5 2006

Demonstrate use of technology by following directions in technical manuals.

Example: Locate and follow the directions embedded in word processing help menus for formatting text paragraphs, such as hanging indents.

EL.9.2.6 2006

Expository (Informational) Critique:

Critique the logic of functional documents (such as an appeal to tradition or an appeal to force) by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

Example: Evaluate a document that gives a set of expectations and rules for behavior. This could be a school's code of ethics, an extracurricular organization's constitution and bylaws, or it could be a set of local, state, or federal laws. Evaluate the way the document is written and whether the expectations for readers are clear.

EL.9.2.7 2006

Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.

21

Example: Analyze the language and images used in print advertisements or electronic media and evaluate how the advertisement is written and designed to convince a potential customer to use a product.

EL.9.2.8 2006

Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.

* EL.9.3 2006 - READING: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List, which illustrate the quality and complexity of the materials to be read by students. At Grade 9, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

* EL.9.3.1 2006

Structural Features of Literature:

Explain the relationship between the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).

Example: Compare plays with similar themes, such as the theme of prejudice in *Twelve Angry Men* by Reginald Rose and *The King and I* by Richard Rodgers and Oscar Hammerstein II.

EL.9.3.10 2006

Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.

► Dialogue: a conversation between two characters

• Soliloquies: long speeches in which characters, on stage alone, reveal inner thoughts aloud

• Asides: words spoken by characters directly to the audience

► Character foils: characters who are used as contrast to another character

• Stage designs: directions and drawings for the setting of a play

Example: Define different dramatic literary terms in Shakespeare's *Romeo and Juliet*. Describe the function that these devices play to expound on plot, advance the action of the story, and reveal additional information about the characters.

EL.9.3.11 2006

* Literary Criticism:

Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.

Example: Read one of the stories by Edgar Allan Poe, such as "The Cask of Amontillado," to understand how Poe creates a sense of eerie foreboding.

EL.9.3.12 2006

Analyze the way in which a work of literature is related to the themes and issues of its historical period.

Example: Read selections that are connected to a certain period in history, such as "The Legend of Sleepy Hollow" by Washington Irving and *Our Town* by Thornton Wilder. Describe the role that the time period plays in these works and analyze the author's perspective on the period.

EL.9.3.13 2006

Explain how voice, persona, and the choice of narrator affect the mood, tone, and meaning of text.

EL.9.3.2 2006

* Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how the selection of genre shapes the theme or topic.

Example: Consider the theme of the relationship between nature and humans. Read different works on the theme, including a poem praising the beauty of nature (such as John Greenleaf Whittier's "Snowbound"), a novel in which elements of nature play a large role (such as *My Antonia* by Willa Cather), or a play (such as Shakespeare's *The Tempest*).

EL.9.3.3 2006

* Analysis of Grade-Level-Appropriate Literary Text:

Analyze interactions between characters in a literary text and explain the way those interactions affect the plot.

Example: Discuss the development of the different characters in Charles Dickens' *Great Expectations*.

EL.9.3.4 2006

* Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).

Example: Read works, such as *The Secret Diary of Adrian Mole, Aged 13 3/4* by Sue Townsend or *Spoon River Anthology* by Edgar Lee Masters, and describe the characters, citing specific examples from the text to support this description.

EL.9.3.5 2006

* Compare works that express a universal theme and provide evidence to support the views expressed in each work.

Example: Analyze and compare selections from Russell Baker's *Growing Up*, Ed McClanahan's *Natural Man*, and Reynolds Price's *Long and Happy Life as Variations on a Theme*.

EL.9.3.6 2006

* Analyze and trace an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).

Example: Discuss how Tennessee Williams uses shifts between narration and "in-scene" characters to tell the story in his play *The Glass Menagerie*.

EL.9.3.7 2006

* Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.

Example: Analyze and compare figurative language in *The Odyssey*.

EL.9.3.8 2006

* Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies in a text.

Example: After reading *The Bridge of San Luis Rey* by Thornton Wilder or "The Monkey's Paw" by W.W. Jacobs or "The Necklace" by Guy de Maupassant, discuss the ironies revealed by the story.

EL.9.3.9 2006

* Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

Example: Read *To Kill a Mockingbird* by Harper Lee and discuss the impact of Scout's narration as the story unfolds.

* EL.9.4 2006 - WRITING: Processes and Features

* Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).

EL.9.4.1 2006

* Organization and Focus:

Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.

EL.9.4.10 2006

* Evaluation and Revision:

Review, evaluate, and revise writing for meaning, clarity, content, and mechanics.

EL.9.4.11 2006

* Edit and proofread one's own writing, as well as that of others, using an editing checklist with specific examples of corrections of frequent errors.

EL.9.4.12 2006

* Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the appropriateness of tone by taking into consideration the audience, purpose, and formality of the context.

- * EL.9.4.13 2006
Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
- * EL.9.4.2 2006
- * EL.9.4.3 2006
Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- * EL.9.4.4 2006
Use precise language, action verbs, sensory details, and appropriate modifiers.
- Research Process and Methodology:
Use writing to formulate clear research questions and to compile information from primary and secondary print or Internet sources.
- * EL.9.4.5 2006
- * EL.9.4.6 2006
Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.
- Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.
- * EL.9.4.7 2006
- * EL.9.4.8 2006
Integrate quotations and citations into a written text while maintaining the flow of ideas.
- * EL.9.4.9 2006
Use appropriate conventions for documentation in text, notes, and bibliographies, following the formats in specific style manuals.
- * EL.9.4.9 2006
Use a computer to design and publish documents by using advanced publishing software and graphic programs.

EL.9.5 2006 - WRITING: Applications (Different Types of Writing and Their Characteristics)

At Grade 9, students combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,000 to 1,500 words or more). Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4— Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

EL.9.5.1 2006

Write biographical or autobiographical narratives or short stories that:

- describe a sequence of events and communicate the significance of the events to the audience.
- locate scenes and incidents in specific places.
- describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character's feelings.
- pace the presentation of actions to accommodate changes in time and mood.

Example: Write a personal narrative showing an audience the story of a particular object of significance in one's life.

EL.9.5.9 2006

Research Application:

Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

- uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.
- synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions.
- demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.
- demonstrates that sources have been evaluated for accuracy, bias, and credibility.
- organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

Example: Develop a research report on a specific event in history documented by the Smithsonian Institution, such as the Wright brothers' first flights on December 17, 1903. Find primary sources through the museum's Web site and then compare these to a secondary source, such as newspaper stories written after the event.

EL.9.5.4 2006

Write persuasive compositions that:

- organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last.
- use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy.
- clarify and defend positions with precise and relevant evidence; including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- address readers' concerns, counterclaims, biases, and expectations.

Example: Write a letter to the principal or the president of the school board to persuade that person to support your views on some educational policy that has been adopted by the local school district, such as a dress code policy, a change to or from block scheduling, or a decision about grade requirements to participate in extracurricular activities.

EL.9.5.2 2006

Write responses to literature that:

- demonstrate a comprehensive grasp of the significant ideas of literary works.
- support statements with evidence from the text.
- demonstrate an awareness of the author's style and an appreciation of the effects created.
- identify and assess the impact of ambiguities, nuances, and complexities within the text.

Example: Write a description of the characters of Jem and Scout Finch in Harper Lee's *To Kill a Mockingbird* from the viewpoint of another character, Boo Radley or Atticus Finch. Write a comparison of different characters in a book, such as *Great Expectations* by Charles Dickens, explaining how they are alike and different and how each serves to move the plot of the novel forward.

EL.9.5.3 2006

Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analysis that:

- gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives.
- communicate information and ideas from primary and secondary sources accurately and coherently.
- make distinctions between the relative value and significance of specific data, facts, and ideas.
- use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of a topic.
- include visual aides by using technology to organize and record information on charts, data tables, maps, and graphs.
- anticipate and address readers' potential misunderstandings, biases, and expectations.
- use technical terms and notations accurately.

EL.9.5.5 2006

Write documents related to career development, including simple business letters and job applications that:

- present information purposefully and in brief to meet the needs of the intended audience.
- follow a conventional business letter, memorandum, or application format.

Example: Write a letter requesting an informational interview with a person in a career area that you would like to know more about. Complete a job application form for a part-time job and attach a memorandum outlining the particular skills you have that fit the needs of the position.

EL.9.5.6 2006

Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:

- report information and express ideas logically and correctly.
 - offer detailed and accurate specifications.
 - include scenarios, definitions, and examples to aid comprehension.
 - anticipate readers' problems, mistakes, and misunderstandings.
- Example: Write a code of student ethics that outlines the rules of behavior for people in your school. Organize the document clearly, using headers and a table of contents. Include specific examples so that all students will understand what is expected of them.
- EL.9.5.7 2006



Use varied and expanded vocabulary, appropriate for specific forms and topics.

Example: Write a formal and persuasive speech using words that will convince an audience to accept your point of view.



Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.



EL.9.6 2006 - WRITING: English Language Conventions

Students write using Standard English conventions.



EL.9.6.1 2006

Grammar and Mechanics of Writing:

Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.



EL.9.6.2 2006

Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses.



EL.9.6.3 2006

Manuscript Form:

Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.



EL.9.6.4 2006

Apply appropriate manuscript conventions - including title page presentation, pagination, spacing, and margins - and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.



EL.9.7 2006 - LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.



EL.9.7.1 2006

Comprehension:

Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.



EL.9.7.10 2006

Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.



EL.9.7.11 2006

Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.

EL.9.7.12 2006

Analyze the types of arguments used by the speaker, including argument by causation, analogy (comparison), authority, emotion, and the use of sweeping generalizations.

EL.9.7.13 2006

Identify the artistic effects of a media presentation and evaluate the techniques used to create them (comparing, for example, Shakespeare's *Romeo and Juliet* with Franco Zeffirelli's film version).

EL.9.7.14 2006



Speaking Applications:

Deliver narrative presentations that:

- narrate a sequence of events and communicate their significance to the audience.
- locate scenes and incidents in specific places.
- describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
- time the presentation of actions to accommodate time or mood changes.

EL.9.7.15 2006

Deliver expository (informational) presentations that:

- provide evidence in support of a thesis and related claims, including information on all relevant perspectives.
- convey information and ideas from primary and secondary sources accurately and coherently.
- make distinctions between the relative value and significance of specific data, facts, and ideas.
- include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
- anticipate and address the listeners' potential misunderstandings, biases, and expectations.
- use technical terms and notations accurately.

EL.9.7.16 2006

Apply appropriate interviewing techniques:

- prepare and ask relevant questions.
- make notes of responses.
- use language that conveys maturity, sensitivity, and respect.
- respond correctly and effectively to questions.
- demonstrate knowledge of the subject or organization.
- compile and report responses.
- evaluate the effectiveness of the interview.

EL.9.7.17 2006

Deliver oral responses to literature that:

- advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages.
- support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- demonstrate awareness of the author's writing style and an appreciation of the effects created.
- identify and assess the impact of ambiguities, nuances, and complexities within the text.

EL.9.7.18 2006

Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:

- structure ideas and arguments in a coherent, logical fashion from the hypothesis to a reasonable conclusion, based on evidence.
- contain speech devices that support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdotes, case study, or analogy).
- clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- anticipate and address the listener's concerns and counterarguments.

- * EL.9.7.19 2006
Deliver descriptive presentations that:
 - establish a clear point of view on the subject of the presentation.
 - establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved).
 - contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.
- * EL.9.7.2 2006
Organization and Delivery of Oral Communication:
Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes (stories about a specific event), and references to authoritative sources.
- * EL.9.7.3 2006
Recognize and use elements of classical speech forms (including the introduction, transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion and debate.
- EL.9.7.4 2006
Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- EL.9.7.5 2006
Produce concise notes for extemporaneous speeches (speeches delivered without a planned script).
- * EL.9.7.6 2006
Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.
- EL.9.7.7 2006
Analysis and Evaluation of Oral and Media Communications:
Make judgments about the ideas under discussion and support those judgments with convincing evidence.
- EL.9.7.8 2006
Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.
- EL.9.7.9 2006
Analyze historically significant speeches (such as Abraham Lincoln's "House Divided" speech or Winston Churchill's "We Will Never Surrender" speech) to find the rhetorical devices and features that make them memorable.

Poetic Terms
Student Study

1. Fill in the definitions and provide an example for each of the literary terms.
2. This site is very helpful: http://www.tnellen.com/cybereng/lit_terms/.
3. We will go over examples and clarify student work on second day.

Introduction and Content

Steps: Introduce the WebQuest and have students work on Task One. This may take a significant amount of time. This may take a full 90-min block schedule class period.

This WebQuest was created for you to use with students to take some of the difficult work out of teaching complicated content, such as poetry. The PowerPoint slideshow and all of the worksheets were created by the author of the WebQuest for specific use in teaching this particular unit on the introduction of poetry to ninth grade students. Feel free to edit or change any of the assignment to fit your particular needs. PLEASE, STEAL AND BORROW FROM THE AUTHORS!

The student objectives listed on the Introduction page are as follows:

- Identify and define poetry literary terms.
- Identify defining features of several different types of poetry.
- Write your own poetry that is both creative and follows the rules of poetic forms.

Learners

This WebQuest was designed with ninth grade English students in mind. However, with some adaptation, this could be used in any language arts or English classroom, grades 6-12.

This WebQuest was designed for students to work independently or with a partner.

Standards

This WebQuest meets the following state standards:

INDIANA

Academic Standards in English/Language Arts for ninth grade:

- 9.1.1 - Identify and use the literal and figurative meanings of words and understand the origins of words.
- 9.1.2 - Distinguish between what words mean literally and what they imply and interpret what the words imply.
- 9.3.7 - Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.
- 9.5.8 - Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.

<http://mrsschwartz.com/poetry%20webquest/teacher.html>

• Elements of Poetry Day

Standards: CC9.L.1, CC9.L.3, CC9.L.5, CC9.L.6, CC9.W.2, CC9.W.3, CC9.W.4, CC9.W.5, CC9.W.6, CC9.W.10, CC9.SL.1, CC9.SL.5, CC9.SL.6

Essential Questions

- How can we express ourselves through writing?
- How does poetry help us become better writers?

Unit Goal(s): By the end of this unit, students will gain an understanding of the different types of poetry that exist, and they will gain an understanding of the elements of poetry. They will also gain practice with writing poetry while compiling the ABC autobiography project that will be presented at the end of this unit for a grade.

Daily Objective(s): By the end of today, students will gain an understanding of some of the elements of poetry, and they will have written examples of those elements.

Assessment(s): The assessment for today will be a quiz students will take over elements of poems on Monday. The final assessment for this unit will be the grade students get on the ABC Autobiography project that will be due at the end of this unit.

Daily Activities

- Bell Ringer
- Finish taking notes on elements of poetry

- Go over examples of poems/Go over rubric for ABC Autobiography

Standards: CC9.L.1, CC9.L.3, CC9.L.5, CC9.L.6, CC9.W.2, CC9.W.3, CC9.W.4, CC9.W.5, CC9.W.6, CC9.W.10, CC9.SL.1, CC9.SL.5, CC9.SL.6

Essential Questions

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Unit Goal(s): By the end of this unit, students will gain an understanding of the different types of poetry that exist, and they will gain an understanding of the elements of poetry. They will also gain practice with writing poetry while compiling the ABC autobiography project that will be presented at the end of this unit for a grade.

Daily Objective(s): By the end of class, students will look at and understand examples of different types of poetry, and they will understand the rubric that will be used to grade the ABC Autobiography project

Assessment(s): The assessment today will be an informal discussion over examples of poems. The final assessment for this unit will be the grade students get on the ABC Autobiography project that will be due at the end of this unit.

Daily Activities

- Bell Ringer
- Finish looking at and discussing examples of poems
- Go over rubric for ABC Autobiography project

Daily Lesson
Plan Template
for Poetry
Forms
Terms
Writing

- ABC Autobiography Work Day

Standards: CC9.L.1, CC9.L.3, CC9.L.5, CC9.L.6, CC9.W.2, CC9.W.3, CC9.W.4, CC9.W.5, CC9.W.6, CC9.W.10, CC9.SL.1, CC9.SL.5, CC9.SL.6

Essential Questions

- What does the rhythm in our speech mean?
- What is different about our written word and our spoken word?
- How do we express our emotions using words?

Unit Goal(s): By the end of this unit, students will gain an understanding of the different types of poetry that exist, and they will gain an understanding of the elements of poetry. They will also gain practice with writing poetry while compiling the ABC autobiography project that will be presented at the end of this unit for a grade.

Daily Objective(s): By the end of class, students will have at least five more pages of the project done

Assessment(s): The assessment today will be an informal one where I will walk around and answer any questions the students have as they are working on the project. The final assessment for this unit will be the grade students get on the ABC Autobiography project that will be due at the end of this unit.

Daily Activities

- Bell Ringer
- Continue work on ABC autobiography project

fairviewcommunityschooludl: Poetry Unit:Poetry

Introduction

This poetry unit is intended as an exploration of creative writing, thinking, and orally and visually presenting for all ages and all abilities. The Tic-Tac-Toe table below is divided into Gardner's Intelligences and according to four levels of challenge so learners and teachers can pick and choose from beginner, emergent, capable or advanced activities depending on their skills in each of the areas (K-7).

When looking for sites: Orange (with an S) is for students, Green for Teachers, Blue for both Students and Teachers

Exploration of Poetry

	Beginner	Emergent	Capable	Advanced
<p><u>Interpersonal</u></p> <p>- Can we create poetry as a group by brainstorming together and using each others' ideas?</p> <p>- What messages do poets attempt to get across: social justice, change, compassion?</p> <p>- Who are your favourite authors? What are they like as people?</p>	<p>Creating pictures and webs to express feelings and emotional responses.</p>	<p>Teacher-directed collaborative web creation (Inspiration, SmartBoard).</p>	<p><u>Poetry circles and poet-trees for sharing favourite and personal poems.</u></p> <p><u>Collaborative Poetry</u></p> <p><u>Poetry Lessons by Teachers</u></p>	<p>Peer assessment and critique (2 stars and a wish).</p> <p><u>Glacs</u></p> <p><u>Poetry Slam</u></p>
<p><u>Intrapersonal</u></p> <p>- How can poetry journals and books be used to explore your thoughts and ideas?</p> <p>Explore: Free verse, Imagery</p>	<p><u>Learn Now BC!</u> <u>Starfall</u></p> <p><u>Journal</u></p> <p><u>Scrap Book: collecting powerful images to evoke thoughts/feelings</u></p> <p><u>Listening to Accessible Books</u></p>	<p><u>Learn Now BC!</u> <u>Starfall</u></p> <p><u>Using PowerPoint for poetry</u></p> <p><u>Poetry Journals</u></p> <p><u>Humourous Poetry</u></p>	<p><u>Self-assessment</u></p> <p><u>Personal Interpretation with Powerpoint</u></p> <p><u>Creating Poetry Files</u></p>	<p><u>Poetry Webquest</u></p>
<p><u>Kinesthetic</u></p> <p>- Can poetry be expressed through movement? Dance?</p> <p>Explore action poetry, songs, personification, use different textures and media to create poems: collage, 3-D poetry</p>	<p>Act out poetry with:</p> <p>ABC Raps</p> <p><u>PBS Kids Activities</u></p> <p><u>Poems and Rhymes and Things to Do</u></p>	<p>Express yourself through movement and mime:</p>	<p>Artful poets:</p> <p><u>Poetry Tableaux</u></p> <p><u>Fold Me Poem: Origami</u></p>	<p>Poetry in Action:</p> <p><u>Sports Poetry Rubric</u></p> <p><u>Dancing Through Poetry</u></p>
<p><u>Language (Spoken)</u></p> <p>- How does poetry change with tone of voice, cadence?</p> <p>Explore: onomatopoeia, alliteration, rhyme schemes</p>	<p>Poetry Presentation</p> <p><u>Choral Poetry</u></p> <p><u>Teaching recitation</u></p>	<p>Poetry Presentation</p> <p><u>Choral Poetry</u></p>	<p>Coffee House</p> <p><u>Poetry Presentations</u></p> <p><u>Genre Presentation</u></p> <p><u>Tips and poems for memorizing</u></p>	<p>Coffee House</p> <p><u>Oral Interpretations</u> : ideas to assist with recitation of poetry</p> <p><u>Slam Poetry</u></p> <p><u>Poetry Archives</u></p>

			Different interpretations of a poem	Recordings of Poems
			Poetry Recordings	
Language (Written) - Which poems do you like to read? - Which poems do you like to write? Explore: poetry anthologies, picture books, catalogue poetry, limericks, couplets, powerful words using a thesaurus	Clerihews - 4-line poems Sausage Poems	Poetry Journal and Samples Magnetic Poetry: Play with words on-line! Writing Tips Letter Poems Line Breakers Twisting Words Up-Down Poems Popcorn Poetry	30 Days of Poetry Magnetic Poetry - sorting Journal stems Poetry tools for metaphors On-line acrostic poems Weaving Technology into Poetry Poetry Stations Create from a model Poem	Magnetic Poetry - sharing ideas with friends Hearing written poetry Learning the genres Poem Hunter Poker Poetry
Logical-Mathematical - How can we define a poem by the number of syllables, verses, couplets or by its rhyme scheme? Explore: Cinquain, haiku, diamante, limerick, hexaquad, couplet, sonnet	Rhyming Couplets	Triplets Haiku Gallery	Quatrain Cinquain Shadow Play	Senryu Tanka Diamante Teaching 10 Fabulous Forms of Poetry
Musical - Which lyrics do you enjoy most? Why? - Can you write your own lyrics to music? - How does the beat of the music affect the words to the lyrics? Explore: rap, jazz, rock, nursery rhymes,	Nursery Rhymes Sound and Silly Rhymes	Limerick generator Cadence, rhythm and rhyme Giggle Poetry	Rhyming Dictionary Writing lines Sound Poetry Examples of Poetic Devices	How to teach rap Lessons on Poetic Device Poetry through: Rock music jazz music Using sound technology
Naturalistic - How are poets inspired by nature? - Can you use poetry to describe the five senses?		Explore: Haiku (breathe in, hold the thought, and let it go) Writing Haiku	Nature and Poetry Poetry is like dissecting a flower	Haiku - Oceans Nature Haiku Slides Eco-Poetry Lesson

		Nature and Haiku	Theme poetry: wind and weather Water Dance Student poems on environmental issues	Video on Environmental Issues
<u>Visual-Spatial</u> - How does the layout of the poem affect how we read it? - Can poetry become even more meaningful with illustrations, graphics, choice of layout, font size and colour, backgrounds? Explore: cinquain, concrete poem, diamante,	Artistic Poetry CBC for Kids	Playing with words and shapes and images: On-line shape poem helper <u>Wordle:</u> word posters Scholastic Poetry Ideas Lesson Plan for Meaning-Making	Layout and visual arts for meaning Prompts for: Diamante Cinquain Poster work The Cremation of Sam McGee 3-D Poetry Venn Diagram	Shaped whimsy: Concrete Poems (Mike) PowerPoint Poetry Presentations A Poke in the I Creative video from diamante poem (Karen) <u>Wordle:</u> word posters Wear your Poem