Unit Plan

Grade 6 **ELA**

Unit 2A

skyline | Chicago Public Schools

Curriculum Map/Pacing Guide	Scope and Sequence	Instructional Routines	Reading Support Strategies	Unit Map	Community Connections

Grade 6 Unit 2.a: Discover Identity & Meaning Through Poetry

Duration:
Three Weeks

Unit Theme:
Grade 6 Unit 2a: Discover Identity and Meaning Through Poetry

Description:
In the first unit of Module 2, students are introduced to the Module Essential Questions and begin to consider the unwritten rules they live by, how culture affects our perspective, and how we learn to see different perspectives. The work in this unit is grounded in poetry, the examination of word choice and poetic devices used by a poet, and how perspective and interpretation are influenced by culture. In addition to stand-alone poems, students read the core text of the unit, *Planet Middle School* by Nikki Grimes. Through close reading and analysis and participation in Literature Circles, students deepen their understanding of how word choice and figurative language contribute to meaning of the poem and how they help to develop the perspective of the characters. Throughout the unit, students reflect on their analysis of the poem through the creation of notebook responses. These responses allow for reflection and choice, as students are able to choose from a variety of styles of responses. Students begin to use the Question Formulation Technique as a way of developing inquiry and deepening their understanding of the book's main characters. After finishing the novel-in-verse, students apply the analysis skills they have learned to read and interpret stand-alone poems that connect to the Essential Questions, examining the impact of poetic devices and word choice on meaning and tone. This unit also introduces important discussion protocols that help students collaborate effectively during discussions, including Turn-and-Talk, Move-and-Talk, Literature Circle Discussion, Peer Conferencing, Musical Shares, and Think-Pair-Share. In the Grade 6.2a End-of-Unit Assessment: Analyze Meaning in Poetry, students employ the skill of explaining a poem's words and phrases, including figurative language and connotative meanings, that they have been practicing throughout this unit. Students will also use the skills and strategies developed throughout the unit to analyze how words and phrases impact the meaning and tone of a poem.

Essential Questions:
Theme-Based Essential Question (Module Level): ● How do people's life experiences shape the rules they live by? ● How does culture affect our perspective? ● How do we learn to see different perspectives?

Disciplinary Essential Questions:
- How do poets use figurative language and connotation to convey meaning and tone?
- How do poets choose their words and phrases?

Enduring Understandings:
- Our perspective is shaped by our culture, family, relationships, and experiences.
- Poetry is used to express one's thoughts and feelings through figurative language.

Assessed Standards
- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1)
- 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.6.4)
- Explain how an author develops the point of view of the narrator or speaker in a text. (RL.6.6)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.6.5)
  - Interpret figures of speech (e.g., personification) in context. (L.6.5.a)
  - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*). (L.6.5.c)
- 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. (L.6.6)

Addressed Standards:
- 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. (RL.6.10)
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.6.2)
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (W.6.3)
- 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. (W.6.10)
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.6.1)

- ○ Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (SL.6.1.b)
  - ○ Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (SL.6.1.c)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (L.6.4)
  - ○ Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.6.4.d)

WIDA Language Standards:

Standard 1: Social and Instructional Language

English learners communicate for social and instructional purposes within the school setting. They collaborate and engage in conversations about academic language use as they move along the continuum of language development. Below are the Key Uses as they relate to this unit. See Key Uses in the *Can Do Descriptors by Language Domain, Proficiency Level, and Key Use of Language: Grades 6–8* for developing differentiated lesson supports to build social and instructional language for English learners.

- Recount:
  - o I can discuss words and phrases and their meanings in poetry during the Infer the Topic activity with a small group.
  - o I can discuss my poem of choice using the Save the Last Word protocol with a group.
- Explain:
  - o I can discuss word choice, its impact on meaning and tone, and my reflections on learning using the Literature Circle protocol with a group.
  - o I can discuss connotative meaning in *Planet Middle School* using the Question Formulation Technique with a group.
  - o I can discuss the advantages and disadvantages of closed- and open-ended questions with a partner using the Think-Pair-Share protocol.
- Argue:
  - o N/A
- Discuss:
  - o I can discuss the Module Essential Questions with a partner using the Think-Pair-Share protocol.
  - o I can discuss my thoughts and feelings about specific key terms from the Module Essential Questions in a small group using the How I Think, How I Feel protocol.

Standard 2: The Language of Language Arts

Below are the WIDA Can Do Descriptors, as they relate to this unit for students at Level 6: Reaching. You can use the Can Do Descriptors listed in conjunction with the *Can Do Descriptors Chart Grades 6–8* for all Key Uses covered to differentiate for students based on language level (more info here).

- Recount:
    o I can read to identify and interpret the meaning of words and phrases used in a poem, including figurative and connotative meanings.
    o I can write to demonstrate understanding of figurative language and nuances in word meanings in a poem.
- Explain:
    o I can read to cite evidence to support my inferences about meaning in a poem.
    o I can read to analyze the impact of words and phrases as they are used in a poem, including figurative and connotative meanings, to understand meaning and tone.
- Argue:
    o N/A
- Discuss:
    o I can identify and interpret figurative language (e.g., metaphor and simile) while reading poems and analyze how a poet's word choice impacts my understanding of characters' perspectives.
    o I can, orally, analyze the impact of a poet's word choice on the meaning and tone of a poem that I choose.

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Support Mini-Lessons for English Learners:

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Support Mini-Lessons are written for English Language Proficiency Levels 3 and 4. Teachers should use the language objective and the WIDA Can Do descriptors to differentiate the lesson for ELP levels 1-2 and 5-6.

For your reference, lessons with alphabetic titles relate to Mini-Lessons designed to support English Learners. This naming convention is for teacher reference only and students should not be aware of this designation.

(Please note: The Support mini-lessons identified below could be relevant for any lessons beyond the ones indicated; therefore, teachers can use mini-lessons for any future practice or re-teaching of the targeted skills.)

See the *WIDA Can Do Descriptors by Language Domain, Proficiency Level, and Key Use of Language: Grades 6–8* to differentiate for students.

Grade 6.2a Support Mini-Lesson A: Match Pictures to Words and Phrases with Figurative and Connotative Meanings. Taught between Lessons 8 and 11.
- Key Use: Explain

- Domain
    - Listening
    - Speaking
    - Oral Language
    - Reading X
    - Writing

Grade 6.2a Support Mini-Lesson B: Complete Sentences about How Figurative and Connotative Language in a Poem Impact Meaning and Tone. Taught between Lessons 8 and 11.
- Key Use: Recount
- Domain
    - Listening
    - Speaking
    - Oral Language
    - Reading
    - Writing X

Grade 6.2a Support Mini-Lesson C: Provide a Concluding Statement about Tone. Taught between Lessons 8 and 11.
- Key Use: Recount
- Domain
    - Listening
    - Speaking
    - Oral Language
    - Reading
    - Writing X

ISBE Social and Emotional Learning Standards:
- Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

    - 1A. Identify and manage one's emotions and behavior.
        - 1A.3a. Analyze factors that create stress or motivate successful performance.
            - Lesson 3
        - 1A.3b. Apply strategies to manage stress and to motivate successful performance.
            - Lessons 3, 11
    - 1B. Recognize personal qualities and external supports.
        - 1B.3a. Analyze how personal qualities influence choices and successes.
            - Lesson 7

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.
- ○ 2A. Recognize the feelings and perspectives of others.
  - ■ 2A.3a. Predict others' feelings and perspectives in a variety of situations.
    - ● Lessons 2, 3
  - ■ 2A.3b. Analyze how one's behavior may affect others.
    - ● Lessons 3, 10
- ○ 2B. Recognize individual and group similarities and differences.
  - ■ 2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.
    - ● Lesson 2
- ○ 2C. Use communication and social skills to interact effectively with others.
  - ■ 2C.3b. Demonstrate cooperation and teamwork to promote group effectiveness.
    - ● Lessons 4, 10

Learning Objectives/Targets/Goals:

Lesson 1
- ● I can determine the meaning of words and phrases in poetry. (RL.6.4, L.6.5)
- ● I can cite evidence to support my inferences about meaning in a poem. (RL.6.1, RL.6.4)

Lesson 2
- ● I can determine how word choice is used to communicate the perspective of the speaker in poetry. (RL.6.4, RL.6.6)
- ● I can cite evidence to support my inferences about meaning in a poem. (RL.6.1, RL.6.4)

Lesson 3
- ● I can analyze the impact of word choice on the meaning of poems. (RL.6.1, RL.6.4)

Lesson 4
- ● I can identify and interpret word choice, such as imagery, and how it impacts the meaning of the poem. (RL.6.4)

Lesson 5
- ● I can identify and interpret figurative language (e.g., metaphor and simile) while reading poems and analyze how a poet's word choice impacts my understanding of characters' perspectives. (RL.6.6, L.6.5.a)
- ● I can identify, interpret, and analyze the impact of figurative language and word choice on the meaning of a poem in pages 53–74 of *Planet Middle School*. (RL.6.4, L.6.5.a)

Lesson 6
- ● I can analyze the impact of specific figurative word meanings in pages 77–102 of *Planet Middle School*. (RL.6.4)
- ● I can identify and interpret figures of speech (e.g., personification and hyperbole) in pages 77–102 of *Planet Middle School*. (L.6.5.a)

Lesson 7
- I can analyze the impact of figurative language and specific word choice on meaning in *Planet Middle School*. (RL.6.1, RL.6.4)
- I can distinguish among the connotations (associations) of words with similar denotations (definitions) in *Planet Middle School*. (L.6.5.c)

Lesson 8
- I can analyze the impact of word choice on the meaning and tone of poems in pages 130–154 of *Planet Middle School,* citing relevant text evidence. (RL.6.1, RL.6.4)

Lesson 9
- I can cite textual evidence to support my analysis of the impact of word choice on the meaning and tone of a poem. (RL.6.1)
- I can identify and interpret the figurative and connotative meaning of words and phrases used in a poem. (RL.6.4, L.6.5)
- I can analyze how word choice and poetic devices impact meaning and tone in a poem. (RL.6.4, L.6.5)

Lesson 10
- I can cite textual evidence to support my analysis of the impact of word choice on the meaning and tone of a poem. (RL.6.1)
- I can identify and interpret the figurative and connotative meaning of words and phrases used in a poem. (RL.6.4, L.6.5)
- I can analyze how word choice and poetic devices impact meaning and tone in a poem. (RL.6.4, L.6.5)

Lesson 11
- I can cite textual evidence to support my analysis of the impact of word choice on the meaning and tone of a poem. (RL.6.1)
- I can identify and interpret the figurative and connotative meaning of words and phrases used in a poem. (RL.6.4, L.6.5)
- I can analyze how word choice and poetic devices impact meaning and tone in a poem. (RL.6.4, L.6.5)

Acquisition/Skill Mastery:

See Addressed Standards

Learner Relevance:

Lesson 1
- In this lesson, students read poetry that relates to the Module Essential Questions. Students may relate to how life experiences and culture influence people's perspectives. Suggestions are given in the lesson to support students in processing connections to the content of the poems in this lesson.

- Students begin to determine the meaning of words and phrases through reading and writing about poetry. They will use this skill throughout the year and in other classes and grade levels.

Lesson 2
- In this lesson, students read poetry that relates to the Module Essential Questions. Students may relate to how life experiences and culture influence people's perspectives.
- Students determine the meaning of words and phrases through reading and writing about poetry. Students explore how culture and experience shape people's perspectives. They will use these skills of analysis throughout the year and in other classes and grade levels.
- Students analyze how culture affects perspective, making cross-cultural connections and text-to-self connections that will support further development of the Social Emotional Competency of Social Awareness.

Lesson 3
- In this lesson, students begin to read *Planet Middle School*, in which the narrator, Joylin, describes emotional and physical maturation, crushes, and differential parental attention given to her and her sibling. Students may not relate to Joylin's specific experiences, but they may relate to her experiences of adolescence and maturation as well as her family bonds. Suggestions are given in the lesson to support students' social and emotional competencies as they read about and discuss these topics.
- Students begin to look at poets' use of language through word choice. They will use the skill of looking carefully at language to make inferences throughout the year and in other classes and grade levels.

Lesson 4
- Students continue their examination of word choice, including imagery and the impact the words have on the meaning of the poems as they continue to read *Planet Middle School* by Nikki Grimes. Throughout the text, narrator Joylin describes her experiences with adolescence, describing emotional and physical maturation, crushes, and differential parental attention given to her and her sibling. Students may not relate to Joylin's specific experiences, but they may relate to her experiences of adolescence and maturation as well as her family bonds. Suggestions are given in the lesson to support students' social and emotional competencies as they read about and discuss these topics. Students may connect to the content of the poetry through shared cultural and life experiences.
- During the lesson, students read *Planet Middle School* and choose an impactful poem to annotate. They also analyze the impact the specific words have on the meaning of the poem. Students discuss their response to reading within Literature Circles using a collaborative discussion model to build on the ideas of their classmates. Collaborative discussion and analyzing word choice are important skills that can be used in this class as well as in others throughout the year, in other grades, and in life.

Lesson 5

- In this lesson, students continue reading *Planet Middle School*. Students continue to read about Joylin's emotional and physical maturation, crushes, and differential parental attention given to her and her sibling. Students may not relate to Joylin's specific experiences, but they may relate to her experiences of adolescence, maturation, and family bonds as well as to some of the struggles and challenges she faces as she learns who she is and adapts to her physical and emotional changes. Suggestions are given in the lesson to help students process and discuss these concepts.
- In this lesson, students continue their examination of word choice, including figurative language such as similes and metaphors, and the impact the words have on the meaning of poems as they continue to read *Planet Middle School*. During the lesson, students read and annotate poems from *Planet Middle School* to analyze the impact words have on the meaning of the poem and how they help to develop the perspective of the characters. Students discuss their annotations, inferences, and Quick Writes within Literature Circles. Students will utilize these annotation, inferencing, and discussion skills throughout the year and in other grades.

Lesson 6
- In this lesson, students continue their examination of word choice as they explore personification and hyperbole and the impact these words and phrases have on the meaning of the poems read in the lesson and on the text, *Planet Middle School,* as a whole. Throughout the text, the narrator, Joylin, describes her experiences with adolescence, describing emotional and physical maturation, crushes, and the different levels of parental attention given to her and her sibling. Students may not relate to Joylin's specific experiences, but they may relate to her adolescence and maturation as well as her family bonds. Suggestions are given in the lesson to support students' Social Emotional Competencies as they read about and discuss these topics.
- For the first time, students engage in the Question Formulation Technique, or QFT, which guides students through the inquiry process as they generate questions around a topic, or QFocus. In addition, students continue with the practice of responding to reading through a notebook response about the figurative language used by Nikki Grimes in *Planet Middle School* and its impact on the meaning and tone of the poem. Students will use inquiry, poetry analysis, and responding to reading in future lessons, classes, or grades.

Lesson 7
- In this lesson, students continue reading Planet Middle School in which Joylin's experiences with adolescence and her emotional and physical maturation are explored. Students may not relate to Joylin's specific experiences, but they may relate to her experiences of adolescence, maturation, and family relationships as well as to some of the struggles and challenges she faces as she learns who she is and adapts to her physical and emotional changes.
- Students continue exploring a poet's word choice as they examine the connotative and denotative meanings of words, analyzing the impact of word choice on meaning in the text.

Students will use understandings about connotative meaning in future lessons, classes, or grades.

Lesson 8

- In this lesson, students finish reading *Planet Middle School*, in which the narrator realizes that it is okay to be herself and not try to be what she thinks others want her to be. In this section, Joylin also finds out that Jake was in a car accident. While students may not relate to Joylin's specific experiences, they may relate to her loyalty, friendship, and family bonds as well as her struggle with her identity and worry about her friend. Suggestions are given in the lesson to support students as they read about and discuss these topics.
- Students continue to identify and analyze word choice in order to infer the tone and meaning of the text. Students will use the skill of looking carefully at language to make inferences throughout the year and in other classes and grade levels.

Lesson 9

- Students read and analyze the poems "Kinship" and "Turtle Came to See Me" by Margarita Engle, focusing on word choice in the text. While all students may not relate to the specific content and experiences of the poem, some students may relate to the strong familial and cultural bonds, the perseverance needed when moving to a new place, or the hardships immigration can cause, such as family separation. Suggestions are given in the lesson to support students in processing connections to these potentially traumatic experiences.
- Students analyze the poem with a focus on word choice and the impact of those words on meaning and tone. Students can apply these analysis skills to a variety of texts in other classes or grades and in the real world.

Lesson 10

- In this lesson, students synthesize their learning from the unit as they apply poetry analysis skills to a new poem chosen from a set of poems about identity. Students may be able to relate to the concepts of family, culture, and identity raised in the poems, allowing them to make personal connections and draw on their own life experiences.
- Students analyze a poem focusing on word choice, figurative language, and connotative meanings as well as how these words impact meaning and tone. Students can apply these same skills to analyzing a variety of texts in other classes, grades, and the real world.
- The poems offered for student choice include dual-language poems. This allows students whose home language is Spanish to use their bilingualism as an asset when analyzing and interpreting poetry.

Lesson 11

- Students continue their examination of how words and phrases are used in a poem, including the figurative and connotative meanings, and how they impact meaning and tone. Students may connect to the content of the poetry in the assessment and perspectives on culture and life experiences.

- During the assessment, students respond to prompts through annotating, reflecting, and writing. Students will encounter this assessment method and skill throughout the year and in other grades.

All lessons:
- For students with an Individualized Education Program, refer to the IEP to learn what Specially Designed Instruction (SDI) is required to adapt the lesson.

Prior Learning Connections:

This unit focuses on developing background knowledge about the choices made by poets and establishing personal connections to the Module Essential Questions—How do people's life experiences shape the rules they live by? How does culture affect our perspective? How do we learn to see different perspectives?—through the analysis, discussion, and reflections on stand-alone poems and *Planet Middle School* by Nikki Grimes.

Related Topics:

Lessons 1–11
Connections to Illinois Social Science Standards
- Explain how and why perspectives of people have changed over time.
- Construct explanations using reasoning, correct sequence, examples, and details, while acknowledging their strengths and weaknesses.
- Apply civic virtues and democratic principles in school and community settings.

Explanation of Content:

The first unit of Grade 6 Module 2 introduces students to poetry while examining the Module Essential Questions: How do people's life experiences shape the rules they live by? How does culture affect our perspective? How do we learn to see different perspectives? The unit centers on the novel-in-verse *Planet Middle School* by Nikki Grimes and a number of stand-alone poems that allow students to explore these Essential Questions while learning to analyze and interpret the language of poetry. The protagonist of the novel grapples with the changes and tumult of growing up and finding her voice, while the stand-alone poems explore how experience shapes identity and how exposure to others' stories teaches people to understand different points of view.

Students explore how culture and experience impact their own perspectives. They use a variety of protocols to identify and interpret poetic devices such as figurative language and connotation as they read the novel and stand-alone poems. They respond to several poems of their choice using metacognitive notebook responses in a variety of formats. Additionally, they learn and employ the Question Formulation Technique to create rich questions and participate in Literature Circles to deepen their understanding of the texts and hone speaking and listening skills. The unit culminates in an independent analysis of a student-selected poem, employing one or more of the protocols they have

learned during the unit to answer the unit's Disciplinary Essential Questions: How do poets use figurative language and connotation to convey meaning and tone? How do poets choose their words and phrases?

Academic Language/ Unit Priority Vocabulary (words and phrases):

Lesson 1: poetry

Lesson 2: poetry, culture, perspective

Lesson 3: perspective, impact, word choice, poetic devices

Lesson 4: impact, word choice, poetic devices

Lesson 5: analyze, impact, word choice, figurative language, metaphor, simile

Lesson 6: analyze, impact, word choice, personification, hyperbole

Lesson 7: analyze, impact, word choice, figurative language, connotation, denotation

Lesson 8: analyze, impact, word choice, poetic devices, connotation, tone

Lesson 9: analyze, impact, word choice, tone

Lesson 10: analyze, impact, word choice, poetic devices, figurative language, connotation, tone

Lesson 11: analyze, impact, word choice, poetic devices, imagery, figurative language, metaphor, simile, personification, hyperbole, connotation, denotation, tone

Opportunities for Discourse:

Lesson 1
- Small groups of students discuss words and phrases and their meanings in poetry during the Infer the Topic activity.
- Small groups of students discuss their thoughts and feelings about specific key terms from the Module Essential Questions using the How I Think, How I Feel protocol.
- Pairs of students discuss the Module Essential Questions using the Think-Pair-Share protocol.

Lesson 2
- Pairs of students discuss the characteristics of their culture during the entry task using a Think-Pair-Share protocol.
- Pairs or small groups of students discuss how culture affects perspective in chosen poems during the Infer the Perspective protocol.

Lesson 3
- Pairs of students discuss Social Emotional Competencies to use when talking about growing up using the Turn-and-Talk protocol.
- Pairs of students discuss word choice using the Think-Pair-Share protocol.
- Pairs of students read and discuss their thinking and reactions to the text using the Read-Aloud, Think-Aloud protocol.
- Pairs of students discuss their analysis of a chosen poem from *Planet Middle School* using the Move-and-Talk protocol.

Lesson 4

- Pairs of students discuss the Sensory Words Entry Task.
- Pairs of students discuss the definition of *imagery* using the Turn-and-Talk protocol.
- Whole class discusses Literature Circle norms using the Popcorn protocol.
- Groups of students discuss imagery in the poem of their choice and participate in a Literature Circle Discussion protocol.
- Small groups of students analyze how Nikki Grimes created character perspectives.

Lesson 5
- Groups of students create a poem with pattern and rhythm during the Collective Poetry activity.
- Pairs of students discuss examples of figurative language using the Read-Think-Pair-Share protocol.
- Pairs of students discuss learning targets using the Think-Pair-Share protocol.
- Pairs of students read pages 53–74 in *Planet Middle School* using the Read-Aloud, Think-Aloud protocol.
- Groups of students discuss their Quick Writes, analysis, and interpretation using the Literature Circle Discussion protocol.
- Pairs of students are given the option of discussing their independent reading using the Peer Conferencing protocol.

Lesson 6
- Pairs of students discuss the advantages and disadvantages of closed- and open-ended questions using the Think-Pair-Share protocol.
- Groups of students generate, categorize, and prioritize questions using the Question Formulation Technique.
- Pairs of students reflect on their experience engaging in the Question Formulation Technique using the Move-and-Talk protocol.

Lesson 7
- Pairs of students discuss the entry task using the Move-and-Talk protocol.
- Pairs of students discuss connotative meaning using the Think-Pair-Share protocol.
- Groups of students discuss connotative meaning in *Planet Middle School* using the Question Formulation Technique.

Lesson 8
- Groups of students discuss tone words using the Pair Up, Square Up protocol.
- Pairs of students discuss author choices that could affect the tone of a poem using the Think-Pair-Share protocol.
- Pairs of students discuss tone in "Sick to My Stomach" using the Turn-and-Talk protocol.
- Groups of students discuss unwritten rules in *Planet Middle School* and their own lives using the Literature Circles protocol.

Lesson 9

- Pairs of students discuss favorite songs and characteristics of happy and sad songs using the Mix and Mingle protocol.
- Pairs of students discuss initial reactions to "Kinship" and what they know about the narrator using the Think-Pair-Share protocol.
- Groups of students discuss word choice and the impact words have on meaning and tone in the poem "Kinship" by participating in a shared Think-Aloud.
- Pairs of students work together to read, annotate, and analyze word choice in a poem and the impact on meaning and tone using the Poetry Annotation Anchor Chart.
- Pairs of students discuss what element of a poem to analyze and which response format to use during the Turn-and-Talk protocol.

Lesson 10
- Pairs of students discuss Social Emotional Competencies for group work using the Turn-and-Talk protocol.
- Groups of students discuss word choice, its impact on meaning and tone, and their reflections on learning using the Literature Circle protocol.
- Groups of students discuss their poem of choice using the Save the Last Word protocol.
- Groups of students discuss and compare poems, making connections between word choice, meaning, and tone.
- Groups of students discuss their learning through the Hosted Gallery Walk protocol.

Lesson 11
- Pairs of students discuss poetic devices using the Back-to-Back, Face-to-Face protocol.
- Pairs of students discuss their self-management skills using the Think-Pair-Share protocol.

All lessons:
- Invite students who share the same home language to Turn-and-Talk or Pair Up, Square Up to negotiate meaning in a language they know and understand, when appropriate.

Universal Design for Learning (UDL)

The Skyline curriculum uses the [Universal Design for Learning (UDL)](#) framework, which guides the design of learning environments to ensure they are accessible and challenging for all. The UDL guidelines provide suggestions on how to support students through multiple means of [engagement](#), [representation](#), and [action and expression](#). The tables below highlight UDL differentiation resources that are available for this unit.

Engagement
Representation
Action & Expression

Lesson-Specific Differentiation Resources

Audiobooks: For students who need additional support, audiobooks of most texts are available on Learning Ally via Safari. Please access this [list for a direct link](#) to the text or search for the text via the Safari platform.

Course Differentiation Resources

Welcoming Interests & Identities
- [Instructional Routines](#)

Sustaining Effort & Persistence

Lesson 1	• [Infer the Topic Graphic Organizer](#) *(Building Knowledge)*
Lesson 2	• [Personal Iceberg Graphic Organizer](#) *(Welcoming Interests & Identities)* • [Infer the Perspective](#) *(Emotional Capacity)*
Lesson 3	• [Model Versus Response](#) *(Building Knowledge)* • [Read-Aloud, Think-Aloud Protocol](#) *(Strategy Development)*
Lesson 4	• [Imagery Interpretation](#) *(Perception)* • [Speaking and Listening Rubric](#) *(Expression & Communication)*
Lesson 5	• [Partner Conference Protocol](#) *(Expression & Communication)* • [Evidence-Meaning Visual Organizer: Simile and Metaphor](#) *(Perception)*
Lesson 6	• [Question Formulation Technique Anchor Chart](#) *(Strategy Development)* • [Evidence-Meaning Visual Organizer: Hyperbole and Personification](#) *(Perception)*
Lesson 7	• [Evidence-Meaning Visual Organizer: Word Choice and Figurative Language](#) *(Perception)* • [Word Choice, Figurative Language, and Meaning Graphic Organizer](#) (Language & Symbols)
Lesson 8	• ["Names" Text Annotated for Meaning and Tone](#) *(Building Knowledge)*
Lesson 9	• [Poetry Annotation Tool: "Kinship"](#) *(Building Knowledge)* • [Meaning and Tone Graphic Organizer](#) *(Sustaining Effort & Persistence)*
Lesson 10	• [Poems for Choice](#) *(Welcoming Interests & Identities)*
Lesson 11	• [Figurative Language Review Game](#) *(Welcoming Interests & Identities)*

- [Reading Support Strategies](#)

Emotional Capacity
- [Social and Emotional Competencies Anchor Chart with Visuals](#)

Perception
- [Poetic Devices Anchor Chart](#)

Language & Symbols
- [6.2a Cognate Anchor Chart](#)
- [6.2a English Learner Vocabulary Cards](#)
- [6.2a English Language Development Resource](#)

Building Knowledge
- [Vocabulary Journal](#)
- [Grade 6.2a Standards Tracker](#)

Interaction
- [Keyboard Shortcuts for Chromebooks](#)

Expression & Communication
- [Discussion Protocols Glossary](#)

Strategy Development
- [Question Formulation Technique Anchor Chart](#)

Procedures & Routines:

Lesson 1
- Lesson Introduction (25 minutes)
  - Entry Task: Infer the Topic
  - Introduce Learning Targets
- Core Lesson Activities
  - Word Web: What is Poetry? (10 minutes)

- - Module Essential Questions (10 minutes)
  - Assessment and Closing
    - Poetry Reflection (15 minutes)
  - Homework
    - Read your independent reading book and think about the meanings of words and phrases in your book. Then use the Vocabulary Journaling System in your ELA notebook to journal about at least two unknown vocabulary words.

Lesson 2
- Lesson Introduction (10 minutes)
  - Entry Task: What Is Culture?
  - Review Learning Targets
- Core Lesson Activities
  - Explore Your Culture (20 minutes)
  - Cultural Perspectives in Poetry(15 minutes)
- Assessment and Closing
  - Poetry Quick Write and Reflection (15 minutes)
- Homework
  - Read your independent reading book and think about important and impactful words and phrases and their meanings. Then use the Vocabulary Journaling System in your ELA notebook to journal about at least two unknown vocabulary words.

Lesson 3
- Lesson Introduction (10 minutes)
  - Entry Task: Perspective Rewrite
  - Introduce Learning Target
- Core Lesson Activities
  - Launching *Planet Middle School* (10 minutes)
  - Reading and Analyzing *Planet Middle School* (30 minutes)
- Assessment and Closing
  - Responding to Poetry (10 minutes)
- Homework
  - Read your independent reading book and identify impactful word choices. Record them in your ELA notebook, along with how they impact meaning in the book.

Lesson 4
- Lesson Introduction (10 minutes)
  - Entry Task: Sensory Words
  - Introduce Learning Target
- Core Lesson Activities
  - Read and Annotate for Imagery (25 minutes)

- - Launch Literature Circles and Discussion (40 minutes)
  - Assessment and Closing
    - Perspectives with Word Choice (25 minutes)
    - Notebook Response: Imagery Interpretation (20 minutes)
  - Homework
    - Read your independent reading book, identifying impactful word choices. Complete an Imagery Interpretation web for one or two of the words or phrases you identified.

Lesson 5
- Lesson Introduction (10 minutes)
  - Entry Task: Collective Poetry
  - Introduce Learning Targets
- Core Lesson Activities
  - Explore Impact of Simile and Metaphor (30 minutes)
  - Quick Write (20 minutes)
  - Literature Circle Discussion (15 minutes)
- Assessment and Closing
  - Complete Notebook Response (15 minutes)
  - Checkpoint Assessment: Determine Perspective from Word Choice (10 minutes)
  - Independent Reading (20 minutes)
- Homework
  - Part 1: A) Visit poets.org or poetryfoundation.org find a poem with strong metaphors or similes. B)Write your own poem with a metaphor or simile to share in the next lesson.
  - Part 2: A) Read your independent reading book and use annotation strategies to identify a simile or metaphor used. B) Explain the meaning of the metaphor in your ELA notebook.

Lesson 6
- Lesson Introduction (10 minutes)
  - Entry Task
  - Introduce Learning Targets
- Core Lesson Activities
  - Figurative Language Interactive (10 minutes)
  - Read *Planet Middle School* (20 minutes)
  - Model Formulating Questions (20 minutes)
  - Complete the QFT (15 minutes)
  - Reflect on the QFT (10 minutes)
- Assessment and Closing
  - Complete Notebook Response (25 minutes)
  - Peer Review (10 minutes)
- Homework

- ○ Read your independent reading book, monitoring for figurative language.
- ○ Record any examples of personification or hyperbole in your ELA notebook.

Lesson 7
- Lesson Introduction (10 minutes)
  - ○ Entry Task: Analyze Excerpt
  - ○ Introduce Learning Targets
- Core Lesson Activities
  - ○ Analyze Connotative Meaning (10 minutes)
  - ○ Read *Planet Middle School* (20 minutes)
  - ○ Engage in a QFT (25 minutes)
- Assessment and Closing
  - ○ Complete Notebook Response (30 minutes)
  - ○ Independent Reading (25 minutes)
- Homework
  - ○ Read your independent reading book, monitoring for figurative language.
  - ○ Record any examples of connotative meaning in your ELA notebook.

Lesson 8
- Lesson Introduction (10 minutes)
  - ○ Entry Task: Tone Word Sort
  - ○ Introduce Learning Target
- Core Lesson Activities
  - ○ Analyzing Tone (25 minutes)
  - ○ Literature Circles (25 minutes)
- Assessment and Closing
  - ○ Rules to Live By Poem (30 minutes)
  - ○ Independent Reading (30 minutes)
- Homework
  - ○ Read your independent reading book and identify the tone in a particular section. Record the word choices that helped you determine the tone and explain how the tone impacts the meaning of the section.
  - ○ Think about songs you listen to when you feel happy and songs you listen to when you feel sad. Write down a few of these song titles in your ELA notebook.

Lesson 9
- Lesson Introduction
  - ○ Entry Task: Mix and Mingle (5 minutes)
  - ○ Introduce Learning Targets (5 minutes)
- Core Lesson Activities
  - ○ Annotating Poetry for Word Choice and Impact on Meaning and Tone (15 minutes)

○ Partner Practice Annotating and Analyzing Word Choice (15 minutes)
- Assessment and Closing
    - Notebook Response (20 minutes)
- Homework
    - Read your independent reading text. In your ELA notebook, record specific words that impact the meaning or tone of the chapter or book you are reading.

Lesson 10
- Lesson Introduction (10 minutes)
    - Entry Task: Essential Question Quick Write
    - Review Learning Targets
- Core Lesson Activities
    - Literature Circle Preparation: Analyzing Word Choice (20 minutes)
    - Literature Circle: Analyzing the Impact on Meaning and Tone (20 minutes)
    - Personal Notebook Reflection (10 minutes)
    - Connections to *Planet Middle School* (10 minutes)
    - Idea Web (25 minutes)
- Assessment and Closing
    - Literature Circle Hosted Gallery Walk (15 minutes)
    - Debrief the Hosted Gallery Walk (10 minutes)
- Homework
    - Read your independent reading book and keep track of any figurative language or other deliberate word choice that you notice using your annotation strategies. Record the meaning of the language used and its impact on the meaning and tone of the text in your ELA notebook.

Lesson 11
- Lesson Introduction (15 minutes)
    - Entry Task: Back-to-Back, Face-to-Face
    - Review Learning Targets
- Core Lesson Activities
    - Figurative Language Review Game (25 minutes)
    - Grade 6.2a End-of-Unit Assessment: Analyze Meaning in Poetry (65 minutes)
- Assessment and Closing
    - Share: "I used to _____, but now I _____." (15 minutes)
- Homework
    - Read your independent reading text, recording the gist and unknown vocabulary in your ELA notebook.

Unit Text List

This is an overview of the anchor texts, quantity and format used throughout the unit.

Lesson #	Title	Quantity	Format
**Audiobooks:** *For students who need additional support, audiobooks of most texts are available on Learning Ally via Safari. Please access this <u>list for a direct link</u> to the text or search for the text via the Safari platform.*			
1	Video: Hip-Hop and Shakespeare? TED Talk	1 source for the entire class	Can be viewed whole class, or accessed online for 1-to-1
2	Video: "What Is Culture?" Live Science	1 source for the entire class	Can be viewed whole class, or accessed online for 1-to-1
3	*Planet Middle School* by Nikki Grimes	Class set (35)	Physical copies
4	*Planet Middle School* by Nikki Grimes	Class set (35)	Physical copies
5	*Planet Middle School* by Nikki Grimes	Class set (35)	Physical copies
6	*Planet Middle School* by Nikki Grimes	Class set (35)	Physical copies
7	*Planet Middle School* by Nikki Grimes	Class set (35)	Physical copies
8	*Planet Middle School* by Nikki Grimes	Class set (35)	Physical copies
	"Names" Text Annotated for Meaning and Tone	1 source for the entire class	Can be viewed whole class, or accessed online for 1-to-1
9	Analyzing Word Choice in "Kinship"	1 for Teacher 1 per student	Can be viewed whole class, Can be accessed online for 1-to-1, or printed for each student.
	Analyzing Word Choice in "Turtle Came to See Me"	1 for Teacher 1 per student	Can be viewed whole class, Can be accessed online for

			1-to-1, or printed for each student.
10	*Planet Middle School* by Nikki Grimes	Class set (35)	Physical copies
	Poems for Choice	1 for Teacher 1 per student	Can be viewed whole class, Can be accessed online for 1-to-1, or printed for each student.
11	Lyrics for "Syre" by Jaden Smith on AZLyrics.com	1 for Teacher 1 per student	Can be viewed whole class, Can be accessed online for 1-to-1, or printed for each student.

Technology/Materials/Resources:

Non-Digital Materials
- ELA notebook (all lessons)
- Chart paper (Lessons 1, 7, 10)
- Sticky notes (Lessons 2, 3, 5−8, 10)
- Sticky notes, index cards, or slips of paper (Lesson 4)
- Index cards (Lesson 5)
- Markers (Lessons 7, 10)
- Equity Sticks (Lesson 8)
- *Planet Middle School* by Nikki Grimes (Lessons 3−8)

External Resources
- Video: Hip-Hop and Shakespeare? TED Talk (Lesson 1)
- "What Is Culture?" Live Science Video (Lesson 2)
- Lyrics for "Syre" by Jaden Smith on AZLyrics.com (Lesson 11)

Google Classroom Resources
- For Classroom Display
  - Social and Emotional Competencies Anchor Chart (Lessons 2−4, 10−11)
  - Cultural Iceberg Resource (Lesson 2)
  - Poetic Devices Anchor Chart (Lessons 3−6, 8−11)
  - Model Versus Response (Lesson 3)

- - Responses to Poetry Anchor Chart (Lessons 3–11)
    - Read-Aloud, Think-Aloud Protocol (Lessons 3, 8)
    - Partner Conference Protocol (Lessons 5, 8)
    - Question Formulation Technique Anchor Chart (Lessons 6–7)
    - "Names" Text Annotated for Meaning and Tone (Lesson 8)
    - Poetry Annotation Anchor Chart (Lessons 9–11)
    - Figurative Language Review Game (Lesson 11)
    - Editing for Conventions Anchor Chart (Lesson 11)
- Student Materials
  - Vocabulary Journal (Lessons 1–5, 8, 10)
  - Grade 6.2a Standards Tracker (Lessons 1, 2, 11)
  - 6.2a Unit Priority Vocabulary Assessment (Lessons 1, 11)
  - Personal Iceberg Graphic Organizer (Lesson 2)
  - Infer the Perspective (Lesson 2)
  - Entry Task: Perspective Rewrite (Lesson 3)
  - *Planet Middle School* Lesson 3 Text-Based Questions (Lesson 3)
  - Evidence-Meaning Organizer (Lessons 3–8, 10)
  - Imagery Interpretation (Lesson 4)
  - Speaking and Listening Rubric (Lessons 4–5)
  - *Planet Middle School* Lesson 5 Text-Based Questions (Lesson 5)
  - Question Formulation Technique Anchor Chart (Lesson 6)
  - Analyze Meaning in Poetry Rubric (Lessons 7, 11)
  - *Planet Middle School* Lesson 7 Text-Based Questions (Lesson 7)
  - Tone Word Sort (Lessons 8–9)
  - Analyzing Word Choice in "Kinship" (Lesson 9)
  - Analyzing Word Choice in "Turtle Came to See Me" (Lesson 9)
  - Icon Board for "Kinship" or "Turtle Came to See Me" (Lesson 9)
  - Poems for Choice (Lesson 10)
  - Grade 6.2a End-of-Unit Assessment: Analyze Meaning in Poetry (Lesson 11)

- Additional Materials for English Learners
  - 6.2a Cognate Anchor Chart (all lessons)
  - 6.2a English Learner Vocabulary Cards (all lessons)
  - Infer the Topic Graphic Organizer (Lesson 1)
  - 6.2a English Language Development Resource (all lessons)
    - *"Bajo la luna* (Under the Moon)" Inferences Tool (Lesson 1)
    - *"Bajo la luna* (Under the Moon)" Vocabulary Chart (Lesson 1)
    - *"Bajo la luna* (Under the Moon)" Perspective and Meaning Concept Map (Lesson 2)

- - - - Discussion Question Frames (Lessons 2, 6, 10)
        - Discussion Sentence Frames (Lessons 2, 6, 10)
        - Impact of Word Choice Tool (Lesson 3)
        - Word Choice Identification Tool (Lesson 4)
        - Evidence-Meaning Visual Organizer: Simile and Metaphor (Lesson 5)
        - Evidence-Meaning Visual Organizer: Hyperbole and Personification (Lesson 6)
        - Evidence-Meaning Visual Organizer: Word Choice and Figurative Language (Lesson 7)
        - Tone Word Bank (Lesson 8)
        - Evidence-Meaning Visual Organizer: Tone (Lesson 8)
        - Poetry Annotation Tool: "Kinship" (Lesson 9)
        - Evidence-Meaning Visual Organizer: Choice Poem (Lesson 10)
        - Poetry Annotation Tool: Choice Poem (Lesson 10)
        - Evidence-Meaning Visual Organizer: End-of-Unit Assessment (Lesson 11)
        - Poetry Annotation Tool: End-of-Unit Assessment (Lesson 11)
      - Social and Emotional Competencies Anchor Chart with Visuals (Lessons 2–4, 10–11)
      - Perspective and Meaning Concept Map (Lesson 2)
      - Explore Your Culture Graphic Organizer (Lesson 2)
      - Word Choice and Meaning Graphic Organizer (Lesson 3)
      - Meaning and Imagery Word Web (Lesson 4)
      - Literature Circle Discussion Response Bank (Lesson 4)
      - Character's Perspective Concept Map (Lesson 5)
      - Word Choice, Figurative Language, and Meaning Graphic Organizer (Lesson 5)
      - Figurative Language and Meaning Graphic Organizer (Lesson 6)
      - Word Choice, Figurative Language, and Meaning Graphic Organizer (Lesson 7)
      - Move-and-Talk Graphic Organizer (Lesson 7)
      - Meaning and Tone Graphic Organizer (Lesson 9)
      - Word Choice, Meaning, and Tone Graphic Organizer (Lesson 10)
      - Connections to *Planet Middle School* Graphic Organizer (Lesson 10)
      - Meaning and Tone Graphic Organizer (Lesson 11)
  - Teacher Materials
    - Infer the Topic Resource (Teacher Reference) (Lesson 1)
    - Infer the Perspective (Teacher Reference) (Lesson 2)
    - Entry Task: Perspective Rewrite (Teacher Reference) (Lesson 3)
    - *Planet Middle School* Lesson 3 Text-Based Questions (Teacher Reference) (Lesson 3)
    - Poetic Devices Anchor Chart (Teacher Reference) (Lessons 3–6, 8–10)
    - Responses to Poetry Anchor Chart (Teacher Reference) (Lessons 3–7, 9–10)
    - Responses to Poetry Data Tracker (Teacher Reference) (Lessons 3–4, 6–9, 11)

- Imagery Interpretation (Teacher Reference) (Lesson 4)
- Discussion Anchor Chart (Teacher Reference) (Lessons 4–5)
- Interpreting Figurative Language in Poetry (Teacher Reference)(Lessons 4–10)
- Joylin's Perspective Example (Teacher Reference) (Lesson 5)
- *Planet Middle School* Lesson 5 Text-Based Questions (Teacher Reference) (Lesson 5)
- Lifting a Line Sample Response (Teacher Reference) (Lesson 6)
- *Planet Middle School* Lesson 7 Text-Based Questions (Teacher Reference) (Lesson 7)
- Tone Word Sort (Teacher Reference)(Lesson 8)
- Analyze Meaning in Poetry Rubric (Teacher Reference) (Lessons 7, 9, 11)
- Analyzing Word Choice in "Kinship" (Teacher Reference) (Lesson 9)
- Analyzing Word Choice in "Turtle Came to See Me" (Teacher Reference) (Lesson 9)
- Icon Board for "Kinship" or "Turtle Came to See Me" (Teacher Reference) (Lesson 9)
- Poems for Choice (Teacher Reference) (Lesson 10)
- Idea Web (Teacher Reference) (Lesson 10)
- Grade 6.2a End-of-Unit Assessment: Analyze Meaning in Poetry (Teacher Reference) (Lesson 11)
- Figurative Language Review Game Question Tracker (Lesson 11)
- Grade 6 Module 2a-2c: Community Connections

Challenge Mini-Lessons:

For your reference, lessons with Roman numerals in the titles relate to Mini-Lessons designed to challenge learners. This naming convention is for teacher reference only and students should not be aware of this designation.

- 6.2a Challenge Mini-Lesson I: Symbolism in Poetry. Can be used as an extension throughout the unit.
- 6.2a Challenge Mini-Lesson II: Writing Golden Shovel Poetry. Can be used as an extension throughout the unit.

Review Mini-Lessons:

For your reference, lessons with numbers in the titles relate to Mini-Lessons designed to reinforce skills taught during the unit. This naming convention is for teacher reference only and students should not be aware of this designation.

- 6.2a Review Mini-Lesson 1: Reading and Annotating Poetry. Can be used to reinforce the skills of reading and annotating poetry, specifically with Lessons 1-5, 9 and 10.
- 6.2a Review Mini-Lesson 2: Similes and Metaphors. Can be used with Lessons 5, 9, and 10.
- 6.2a Review Mini-Lesson 3: Hyperbole and Personification. Can be used with Lessons 6, 9, and 10.
- 6.2a Review Mini-Lesson 4: Recognizing Connotation. Can be used with Lessons 7, 9, and 10.

- 6.2a Review Mini-Lesson 5: Analyzing Meaning and Tone in Poetry. Can be used with Lessons 8-10.

Lesson-Level Assessments:

Lesson 1
- Poetry Reflection (RL.6.1, RL.6.4, L.6.5)

Lesson 2
- Poetry Quick Write and Reflection (RL.6.1, RL.6.4, RL.6.6)

Lesson 3
- Versus Response (RL.6.1, RL.6.4)

Lesson 4
- Imagery Interpretation (RL.6.1, RL.6.4)

Lesson 5
- Determine Perspective from Word Choice (RL.6.4, RL.6.6) (available on Checkpoint)

Lesson 6
- Notebook Response (RL.6.4, L.6.5)

Lesson 7
- Figurative Language Notebook Response (RL.6.1, RL.6.4, L.6.5.c) (available on Checkpoint)

Lesson 8
- Rules to Live By Poem (RL.6.1, RL.6.4)

Lesson 9
- Notebook response to "Kinship" or "Turtle Came to See Me" (RL.6.1, RL.6.4, L.6.5) (Available on Checkpoint)

Lesson 10
- Idea Web (RL.6.1, RL.6.4, L.6.5.a, L.6.5.c)

Lesson 11
- Grade 6.2a End-of-Unit Assessment: Analyze Meaning in Poetry (RL.6.1, RL.6.4, L.6.5) (available on Checkpoint)

Unit-Level Assessments:

- Grade 6.2a End-of-Unit Assessment: Analyze Meaning in Poetry (RL.6.1, RL.6.4, L.6.5) (available on Checkpoint)
  - Skyline_ELA_G6_U2a_L11_EUA SY23 (End of Unit Analyzing Poetry Checkpoint Assessment)

Module-Level Assessment:

Lesson Summaries/Overview/Key Learning Activities:

This chart provides links to the teacher facilitation guides for each of the lessons in this unit. Additionally there are summaries of each lesson listed below the chart.

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Lesson 5	Lesson 6	Lesson 7	Lesson 8
Lesson 9	Lesson 10	Lesson 11	

Lesson 1
- This is the first lesson of Module 2. In the entry task of this lesson, students begin with the Infer the Topic activity in which they explore a variety of texts and make inferences about the topic of study in this module: poetry. Students then generate a word web about how they define *poetry* to activate their background knowledge of the topic. Students are introduced to the Essential Questions for the module and discuss their initial thoughts about them. In the Assessment and Closing, students choose a poem from the Infer the Topic activity and write a reflection about the meaning in the poem. In this lesson, students complete a pre-assessment in which they indicate their familiarity with the unit priority words and poetic devices. This allows teachers to determine the level of vocabulary guidance needed throughout the unit.

Lesson 2
- In this lesson, students continue their exploration of the Module Essential Questions as they deepen their understanding of the power of poetry and its language while analyzing how culture affects perspective in poems from Lesson 1. In the lesson assessment, students write their own poem using their own cultural characteristics and reflect on how perspective was represented in their poem.

Lesson 3
- In this lesson, students analyze word choice and its impact on meaning. Students begin the lesson by rewriting a poem they encountered in Lessons 1 and 2, "Bajo la luna." Students explore the effect of word choice on perspective by rewriting the poem with a new perspective. The lesson continues to build students' attention to word choice and its impact through teacher modeling, paired analysis, and independent practice with a new strategy called Versus Response.

Lesson 4
- In this lesson, students identify how a poet uses word choice to create imagery and analyze the impact of that word choice on the meaning of a poem. Students then practice analyzing with a partner before moving into independent reading and analysis. Students are then introduced to Literature Circles, which will be used throughout the unit and module to enhance discussions and analysis of the poems. Finally, the lesson concludes with students completing an Imagery Interpretation response, the lesson-level assessment, which analyzes how a poet's word choice impacts meaning.

Lesson 5
- In this lesson, students continue to analyze and interpret the impact figurative language and word choice have on the meaning of a poem. Students look for specific examples of simile and metaphor as they build on their work and analysis in Lessons 3 and 4. Students are gradually released to independent analysis as they participate in a shared Think-Aloud and then move into independent practice or partner practice identifying and analyzing figurative language with selected poems in *Planet Middle School*. This reading flows into a Quick Write activity asking students to find poetic word choice and figurative language illustrating how Joylin's perspective is changing.
- Students then participate in Literature Circles discussions, which allow the opportunity to deepen their understanding and analysis as they present their thoughts and text evidence and learn from their peers.

Lesson 6
- In this lesson, students examine personification and hyperbole and engage in their first Question Formulation Technique about specific figurative language in *Planet Middle School*. Students work toward their collaborative discussion goal during their QFT and complete a Lifting a Line notebook response.

Lesson 7
- In this lesson, students begin examining and analyzing word connotations in *Planet Middle School*. They engage in their second QFT, brainstorming questions about the author's word choice, and complete a notebook response and analysis document, assessed on Checkpoint, after sharing their ideas in Literature Circles.

Lesson 8
- In this lesson, students analyze the impact of word choice on meaning and tone. Students begin by building on their work in Lesson 7 as they evaluate how a word's connotative meaning impacts the tone. Students explore tone as they position words on a map to show the relationship between words. Throughout the lesson, students use this bank of tone words to identify how Grimes's word choice in *Planet Middle School* impacts the meaning and tone of the text. Teacher modeling, paired analysis, and independent practice all contribute to students' ability to analyze how tone is impacted by word choice. Students then meet in their Literature Circle groups to explore how *Planet Middle School* and their own experiences connect to the Essential Questions. Students apply their learning about tone and the big ideas of *Planet Middle School* by independently writing a poem about unwritten rules in their own lives.

Lesson 9
- In this lesson, students apply the skills they have been developing throughout the unit as they use a new poetry annotation protocol to identify and analyze the impact of figurative language and specific word choice on meaning and tone in supplemental poems.

- Students work as a whole class with teacher support to analyze the poem "Kinship" by Margarita Engle. Then, using the Poetry Annotation Anchor Chart, pairs of students annotate and interpret figurative language and impactful word choice as they analyze the meaning and tone of a second poem by Margarita Engle. Finally, students independently demonstrate their understanding and connection to the poem as they choose a poetry response strategy to demonstrate their analysis of the poem.

Lesson 10
- In this lesson, students transfer the poetry annotation and analysis skills they have learned throughout the unit to a new poem of their choosing. Students analyze the author's word choice and its impact on meaning and tone. Students then move on to comparing ideas across texts by identifying connections between their poem and *Planet Middle School* and then sharing those connections in a Literature Circle. In groups, students create an Idea Web that they then share via a Hosted Gallery Walk. To conclude the lesson, students share what they learned from the Hosted Gallery Walk and reflect on their learning.

Lesson 11
- In this lesson, students complete the Grade 6.2a End-of-Unit Assessment: Analyze Meaning in Poetry. This task calls on students to employ the skill of explaining a poem's words and phrases, including figurative language and connotative meanings, that they have been practicing throughout this unit. Students also use the skills and strategies developed throughout the unit to analyze how words and phrases impact the meaning and tone of a poem.

Assignments & Performance Tasks:

Lesson 1
- Infer the Topic, Poetry Reflection

Lesson 2
- Infer the Perspective, Poetry Quick Write and Reflection

Lesson 3
- Evidence-Meaning Organizer
- Text-Based Questions

Lesson 4
- Imagery Interpretation, Evidence-Meaning Organizer

Lesson 5
- Determine Perspective from Word Choice, Evidence-Meaning Organizer, *Planet Middle School* Lesson 5 Text-Based Questions, Notebook Response

Lesson 6

- Notebook Response, Figurative Language Interactive, Group-generated questions during the Question Formulation Technique, Small groups' prioritized questions and rationale from the Question Formulation Technique

Lesson 7
- Figurative Language Notebook Response, Evidence-Meaning Organizer, *Planet Middle School* Lesson 7 Text-Based Questions, Small groups' questions during the Question Formulation Technique, Small groups' prioritized questions and rationale from the Question Formulation Technique

Lesson 8
- Tone Word Sort, Notebook Response, Rules to Live By Poem, Evidence-Meaning Organizer and other *Planet Middle School* annotations, Quick Write

Lesson 9
- Notebook Response to "Kinship" or "Turtle Came to See Me," Analyzing Word Choice in "Kinship," Analyzing Word Choice in "Turtle Came to See Me"

Lesson 10
- Quick Write Entry Task, Annotated Poem/Evidence-Meaning Organizer, Save the Last Word Sticky Notes, Notebook Response, Idea Web

Lesson 11
- Grade 6.2a End-of-Unit Assessment: Analyze Meaning in Poetry

Transfer:

The learning in this unit can transfer to other content areas through literacy skills embedded in the lessons, academic language, and the related topics listed in this Unit Plan.

Common Accommodations: