

Sherman School

Unit Overview

Subject: Reading
Unit: Poetry & Poetic Devices

Grade: 4th grade
Pacing: 3 weeks

Essential Question(s):

- What types of figurative language do poets use?
- What makes figurative language powerful?
- How can images add to a reader's understanding of figurative language?

Big Idea(s):

- Poets use literary devices such as simile, metaphor, personification, and onomatopoeia to engage readers and communicate their theme.
- Powerful figurative language helps readers think differently about the world.
- Images accompanying figurative language can have two distinct purposes:
 - 1.They can be literal and show what one or both things being compared looks like;
 2. They can be expressive and interpret the metaphor imaginatively.

CCSS Overarching Standards
RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.
L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS Priority and Supporting Standards
RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g.

Herculean).
RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RF.4.4: Read with sufficient accuracy and fluency to support comprehension. b: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>). c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a: Explain the meaning of simple similes and metaphors (e.g. <i>as pretty as a picture</i>) in context. b: Recognize and explain the meaning of common idioms, adages, and proverbs. c: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).

Unwrapped Standards & Instructional Planning:

Skills (What Students Need to Be Able To Do)
<ul style="list-style-type: none"> • Identify important words and phrases in a poem. • Explain what the author's word choice makes them think of. • Identify words and/or phrases that help them understand the literal action. • Identify words and/or phrases that help them "read between the lines" and infer meaning. • Explain how the language of the poem sets the tone.

- Identify any words from Greek mythology that are used to describe characters.
- Explain what those mythological words mean in the context of a text.
- Understand and explain the poetic concepts *stanza*, *rhyme*, *rhythm*, and *alliteration*.
- Explain how poetry is different from drama and prose using the terms *stanza*, *rhyme*, *rhythm*, and *alliteration*, among others.
- Use literary vocabulary (simile, metaphor, personification, onomatopoeia) to describe their writing and the writing of others.
- Monitor their understanding of a poem as they read.
- Read poems aloud with expression, and at a rate their audience is able to understand.
- Identify if they need to reread any parts of the text.
- Identify unknown words when reading and determine a strategy to figure them out.
- Use the context, or words around it, to help them figure out the meaning of an unknown word.
- Use root words and/or affixes to help them figure out the meaning of an unknown word.
- Use reference materials to help them figure out the precise meaning of an unknown word.
- Identify which words and/or phrases are similes or metaphors.
- Explain the meaning of similes and metaphors from their context.
- Identify idioms, adages, and/or proverbs.
- Explain the meaning of idioms, adages, and/or proverbs from their context.
- Use antonyms and/or synonyms to help determine the meaning of unknown words.
- Identify academic words and/or phrases they hear frequently when writing about or discussing a poem.
- Identify precise words that show emotions.
- Identify strategies that help them gather, learn, and remember when learning a new and/or difficult topic.

Research Based Effective Teaching Strategies:

- **Identifying similarities and differences**
- **Summarizing and note taking**
- **Reinforcing effort and providing recognition**
- **Homework and practice**
- **Non-linguistic representations**
- **Setting objectives and providing feedback**
- **Questions, cues, and advance organizers**

Assessments:

- **Common Formative Pre-Assessment--figurative language anticipation guide**
- **Informal Progress Monitoring Checks--written responses to poems read**
- **Common Formative Post-Assessment--figurative language assessment**
- **Rubrics--written response to text rubric**

Instructional Resources:

- *Images and Metaphors: "The fog comes on little cat feet"* Mass. Dept. of Ed. English Language Arts and Literacy, Grade 4
(<http://www.doe.mass.edu/Candl/model/files.aspx?id=D18BB5075382F1FD49E53877457B6F02FE9B0CA0>)
- "Creative Writing Now: A Definition of Poetry":
<http://www.creative-writing-now.com/definition-of-poetry.html>
- *The Random House Book of Poetry for Children*, ed. by Jack Prelutsky
- www.poetryfoundation.org
- *Dirty Laundry Pile: Poems in Different Voices*, ed. by Paul B. Janeczko
- "Fog," by Carl Sandburg
- "Winter Wind," by Judith Pachi
- "The Black Snake," by Patricia Hubbell
- "The Squirrel"
- "Bat Patrol," by Georgia Heard
- "Weaving," by Laura Purdie Salas
- "Summer Rain," by Laura Purdie Salas
- "Snaking," by Laura Purdie Salas

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