# Grade Level/Subject: **4ᵗʰ Grade Reading**
## Unit: **Unit 3-Poetry**
## Phoenixville Area School District Understanding by Design Template

| Stage 1 Desired Results |
|---|

**Overarching PA Core d**
**National Standards:**
 **(Eligible Content)**
**E04.A-**
**V.4.1.1** 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.
**E05.A-**
**V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
**E04.A-K.1.1.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
**E04.A-K.1.1.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
**E04.A-K.1.1.3** Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

### Transfer

*Students will be able to independently use their learning to…*
- Students employ effective speaking and active listening skills while engaging in a range of collaborative conversations in order to learn, reflect, and respond.
- Develop the life-long habit of reading across genres for enjoyment and knowledge/learning.
- Read closely and analytically to comprehend a range of increasing complex literary and informational text.

### Meaning-Making

**UNDERSTANDINGS**
*Students will understand that…*
- Effective readers use appropriate strategies to construct meaning.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
- An expanded vocabulary enhances one's ability to express ideas and information.

**ESSENTIAL QUESTIONS**
*Students will keep considering...*

How do strategic readers create meaning from informational and literary text?

What is this text really about?

How does what readers read influence how they should read it?

How does a reader's purpose influence how text should be read?

How does interaction with text provoke thinking and response?

### Knowledge and Skills Acquisition

| | Students will know… | Students will be skilled at… |
|---|---|---|
| | What facts and basic concepts should students know and be able to recall?<br><br>• Poets write poetry for various audiences and purposes.<br>• Readers of poetry make inferences and interpret figurative language.<br>• Poems can express similar/different points of view on the same topic.<br>• Poets use a variety of style techniques to describe an object, event, setting, etc.<br>• Poets use different structures to organize their writing.<br>• Central messages can be illustrated and supported by various parts of a poem.<br>• Connections can be made between what the text says explicitly and implicitly.<br>• Readers differentiate between poetry, drama, and prose.<br><br>VOCABULARY:<br><br>Alliteration, analyze, audience, author's point of view, central message, drama, figurative language, form, humor, hyperbole, idiom, mood, metaphor, personification, onomatopoeia, prose, point of view, poetry, proverb, rhyme, stanza, simile, speaker, style, structure, theme. | -Identifying if a poem is written to entertain, persuade, or inform.<br>-Identify types of figurative language and describe the meaning of specific examples.<br>-Recognize the poet's ideas, thoughts, and feelings on a topic.<br>-Explain how a poem is structured.<br>-Identifying what message, the poet was trying to communicate to the reader of the poem.<br>-Identifying a piece is written in poetry, drama, or prose. |

## Stage 2 – Evidence

| Evaluative Criteria | Assessment Evidence | |
|---|---|---|
| What criteria will be used in each assessment to evaluate attainment of the desired results? | PERFORMANCE TASK(S):<br>-Student will use a matching assessment to determine their ability to identify if a poem was written to inform, persuade or entertain.<br><br>-The teacher provides a list of figurative language examples the students will use to write a poem. At the end they will describe their use of figurative language by naming and explaining how they use it and its meaning withing their poem.<br><br>-Each student will develop a thesis and supporting reasons to argue their interpretation of a poet's ideas, thoughts, and ideas on a topic. They will participate in a paired debate.<br><br>-They will label a poem identifying the different parts of its structure. Students will complete an essay question to show their understanding of the poet's message/theme within a poem. | Differentiation Considerations:<br><br>-Student can use a chart with explanation and examples of inform, persuade, and entertain to determine purpose or poem.<br>-The teacher can pre-highlight different parts of the poem for students to label. |

| | | -Limit the amount of figurative language and/or give them specific examples they may use in their poem.<br>-Teacher could have poem "cut into pieces" students can put it back together and identify the different examples of figurative language the different pieces show.<br>-Teacher can give the students ideas the author might be showing, and the students can choose the one they think is best. |
|---|---|---|
| | -Students will do a matching activity where they match the piece to the way it is written (poetry, drama or prose). | |
| What criteria will be used in each assessment to evaluate attainment of the desired results? | OTHER EVIDENCE:<br><br>Reading journal, collection of student samples of poetry writing, dramatic reading of poems to illustrate tone, mood and use of different examples of figurative language. | Differentiation Considerations:<br><br>Show videos of dramatic readings of poems. |