Grade 9 - Unit 6 - Writing Poetry & Prose

Madison Public Schools

Unit Focus

Poetry is a rich genre and can help us connect and find meaning in our own experiences. During the book club unit, students read a wide range of poetry and prose. Shifting the lens from reader to writer, students will use what they learned about craft to write their own poetry that explores questions they have about themselves and the world.

Stage 1: Desired Results - Key Understandings

Standard(s)

Common Core
English Language Arts: 9-10
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. *CCSS.ELA-LITERACY.W.9-10.3.B*
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. *CCSS.ELA-LITERACY.W.9-10.3.D*
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *CCSS.ELA-LITERACY.W.9-10.4*
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. *CCSS.ELA-LITERACY.W.9-10.5*
- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. *CCSS.ELA-LITERACY.L.9-10.2.A*
- Use a colon to introduce a list or quotation. *CCSS.ELA-LITERACY.L.9-10.2.B*
- Spell correctly. *CCSS.ELA-LITERACY.L.9-10.2.C*
- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. *CCSS.ELA-LITERACY.L.9-10.5.A*

Transfer

T1 Generate and capture ideas (e.g., from mentor authors, personal experiences) to explore in writing.
T2 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Meaning

Understanding(s)

U1 Reading poetry expands understanding of the world, people, and oneself.
U2 Writers choose organizational patterns and techniques to elicit an intended response from the reader and to effectively convey a message.
U3 Writers write under the influence of mentor authors, using craft, style and organizational structures
U4 Writers use a cyclical process of planning, drafting, revising, editing, publishing and reflecting to make their writing better.

Essential Question(s)

Q1 How does poetry contribute to our understanding of self, others, and the world?
Q2 How do I use my writing to express my questions about myself and the view of the world?
Q3 How does the use of voice empower an individual?

Acquisition of Knowledge and Skill

Knowledge

K1 Vocabulary: poetry, prose, onomatopoeia, figurative language, parallel structure, shape, white space, line breaks, stanza breaks, alliteration, form/rhyme scheme

Skill(s)

S1 Analyzing language in a poem.
S2 Using mentor authors to create poems.
S3 Creating poetry using craft such as alliteration, onomatopoeia, figurative language, etc.
S4 Planning, drafting, revising, editing, and reflecting on their writing.

Stage 1: Desired Results - Key Understandings		
• Analyze nuances in the meaning of words with similar denotations. *CCSS.ELA-LITERACY.L.9-10.5.B* **Student Growth and Development 21st Century Capacities Matrix** *Creative Thinking* • Imagining: Students will be able to conceive of a novel approach to create a text, performance, solution, application, or inquiry. *MM.2.2* *Collaboration/Communication* • Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. *MM.3.2*		