

**Unit 3: Poetry & Inside Out and Back Again**  
**6th Grade ELA**  
**21 Class Meetings**

Written May 2024

**Essential Questions**

- How do authors communicate and convey multiple perspectives in poetry?
- How do challenging events reveal character?
- How do different genres of writing communicate the author or narrator's point of view?

**Enduring Understandings with Unit Goals**

- EU 1:** Poets use details and figurative language to develop the theme or central idea.
- Explore how specific stanzas and details relate to each other and the whole to develop theme.
  - Determine how the theme is conveyed through particular details.
- EU 2:** Poets use word choice and figurative language to convey meaning.
- Analyze words and phrases to discover figurative and connotative meanings.
  - Determine how word choice has an impact on meaning and tone.
- EU 3:** Poets develop point of view through the character's actions, thoughts and feelings.
- Explain how an author develops the point of view of a character or narrator.
  - Compare and contrast the relationship between characters.
  - Examine how authors create characters that develop and change throughout the text.

**Standards**

**Common Core State Standards**

- **RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- **RL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
- **RL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond to change as the plot moves toward resolution.
- **RL.6.4** 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.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RL.6.7** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and

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"hear" when reading the text to what they perceive when they listen or watch.

- **RL.6.9** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics
- **W. 6.3.d** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- **W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.6.5** With some guidance from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **SL.6.1** 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.
- **SL6.2** Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.

**ISAAC Vision of the Graduate Competencies**

**Competency 1:** Write effectively for a variety of purposes.

**Competency 2:** Speak to diverse audiences in an accountable manner.

**Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.

**Competency 4:** Analyze and solve problems independently and collaboratively.

**Competency 5:** Be responsible, creative, and empathetic members of the community.

**Unit Content Overview**

**1. Reading various poems and a novel in verse: *Inside Out and Back Again***

- Close Reading Strategies
- Form, Structure of the text, Stanzas
- Haiku, Sonnet, Free Verse

**2. Point of view, word choice and character development**

- Central idea, theme, tone and mood.
- Read text to determine how the writer conveys point of view.
- Compare and contrast poems, informational and literary text.

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**3. Character Analysis and Writing**

- Making Inferences and drawing conclusions
- Developing a Claim
- Supporting Evidence
- Reasons and Reflection

**Key Terms:** analysis, infer, inferences, visualize, interpretation, central idea, theme, stanza, simile, metaphor, rhyme, imagery, point of view, personification, tone, symbolism, mood, suggest, convey, figurative language, alliteration, narrator, speaker, compare and contrast, perspective, word choice, tone, line breaks, sentence, paragraph, section, free verse, form, rhyme scheme.

**Vocabulary:** Saigon, significant, vast, uprising, refugee, communism, discrimination, adaptation, assimilation, resilience, identity, exile, resilience, perseverance, deferred, push and pull factors

**Interdisciplinary Connection:**

- Humanities Immigration Unit

**Daily Learning Objectives with TWPS**

**Students will be able to...**

- Examine a variety of poems for common features.
  - *Do you like to read poetry and if so, how is it different from other styles of writing? Explain*
- Analyze how a line or phrase fits into the structure of the poem and contributes to the meaning.
  - *Does poetry follow any rules? Explain*
- Determine the central idea of a poem supported with text evidence.
  - *If you had to draft a poem right now, what would the central idea be?*
- Determine the meaning of words, figurative language and how they are used to convey meaning.
  - *After reading the text, what images symbols stand out to you?*
- Identify similes, metaphors, and personification in the poem and how they convey meaning.
  - *What has been your favorite poem we have read so far? Explain*
- Analyze how imagery and other literary devices affect the meaning and tone of the poem.
  - *What is the “best” line in the poem? Why did you choose that particular line?*
  - *What do you “visualize” when reading this poem?*
- Explain how an author develops the point of view of the narrator or speaker in a text.
  - *What are some common experiences or topics found in poetry?*
- Identify the theme in poetry and how the author develops the theme. \*\*
  - *How do we read poetry to find the theme? What strategies will we use? Explain*
- Infer the narrator’s point of view in the poem.

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- *What is the narrator's point of view? Do you agree with this point of view? Explain*
- Compare and contrast two different poems to identify common themes.
  - *How are the poems similar and different? Which do you prefer? Explain your answer.*
- Compare and contrast poetry and informational texts for common themes and topics.
  - *What are the common topics and themes in these texts?*
- Compare and contrast listening to an audio or video of a poem compared to reading.
  - *Which version of the poem did you like better? Why?*
- Write, edit and revise a poem(s) to include figurative language and communicate point of view.
- Explain how the character's point of view effect the plot.\*\*
  - *What is the character's point of view in the text?*
  - *Do all people view the same situation in the same way?*
- Analyze how characters respond to conflict and how their responses help build a deeper understanding of the character and the text.\*\*
  - *What challenges does the narrator or character face?*
  - *Would you want to be friends with the main character? Explain*
- Draw conclusions and make inferences about the character based on details in the text.
  - *What can we infer about the character based on the text?*
- Identify and trace how the character changes throughout the text.
  - *How has the character changed or grown throughout the story? How do you know?*
- Describe and explain how the character is shaped by their challenges and experiences.\*\*
  - *Which character do you most identify with? How are you similar? Explain*
  - *What were the character's biggest challenges? How did they respond to these challenges?*

**Instructional Strategies/Differentiated Instruction**

- Whole group instruction
- Small Group Instruction
- Guided notes
- Paragraph frames and sentence starters
- Think-Write-Pair-Share
- Student-led instruction
- Teacher modeling
- Written feedback
- Graphic organizers
- Brief Writes
- Accountable talk
- Homework
- Conferencing

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- Close reading with text-dependent questions
- Large font text
- Audiobooks
- Closed captioning/delayed playback speeds

**EL DIFFERENTIATED INSTRUCTION:**

- Small Group Instruction
- Explicit Modeling
- Sentence Starters
- Small Group Instruction
- Visuals
- Graphic Organizers
- Sentence Starters
- Key Vocabulary
- Graphic Organizers
- Word Walls

**Assessments**

**FORMATIVE ASSESSMENTS:**

- Vocabulary checks
- Brief Writes
- Text Dependent Questions
- Poetry analysis and reflections
- Venn Diagram
- Notebooks
- Grammar practice
- Exit tickets
- Graphic organizers

**SUMMATIVE ASSESSMENTS:**

- Quiz 1 on EU1
- Unit Task: Poetry Visual Literary Analysis (EU1, EU 2, EU3)
- Brief Write IAB Questions

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**Unit Task**

**Unit Task Name:** Poetry Visual Literary Analysis: Character Silhouette

**Description:** Students will read a variety of poems and select one to examine in more detail. They will complete a figurative language analysis page, combining text ideas and visuals.(EU1, EU2)  
Students will determine the central idea, narrator’s point of view, and theme. Students will write a summary of the poem, illustrate imagery and write a short analysis. (EU3)

**Evaluation:** Teacher-created scoring guide and 2023-2024 ISAAC Literacy Rubric

**Unit Resources**

- Inside Out and Back Again by Thanhha Lai
- “Where the Sidewalk Ends” by Shel Silverstein
- “The Clock Man” by Shel Silverstein
- “A Rose that Grew from Concrete” by Tupac
- “Dreams” and “Harlem” by Langston Hughes
- “Harlem” by Langston Hughes
- Close Reading Strategies Anchor Chart
- Graphic Organizers/Google Forms
- Video and audio adaptations
- Chromebooks
- [www.commonlit.org](http://www.commonlit.org)
- [www.readworks.com](http://www.readworks.com)
- Poetry Foundation
- Scholastic Action Magazine