

**Unit 3: The Power of Poetry**  
**7<sup>th</sup> Grade Language Arts**  
20 Class Meetings

*Updated March 2026*

**Essential Questions**

- How does poetry contribute to our understanding of self, others, and the world?
- How does poetry spark emotion?

**Enduring Understandings with Unit Goals**

**EU 1:** Poetry delves into universal experiences, emotions, and attributes of the human condition in a symbolic and literal way.

- Analyze how specific devices contribute to a poem's message.

**EU 2:** Poets communicate through specific word choices and poetic devices to create meaning and convey messages.

- Identify how word choices and poetic devices are used within a poem.

**EU 3:** Readers develop a deeper understanding through reflection of text.

- Summarize and reflect on poems to develop their own understanding.

**Standards**

**Common Core State Standards:**

- **RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- **RL.7.5** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
- **W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.7.6** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- **W.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under

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study.

- **SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- **SL.7.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- **L.7.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- **L.7.1.C** Phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- **L.7.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- **L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.7.4** I can determine or clarify the meaning of unknown and multiple meaning words using many strategies.
- **L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**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. Various Poets**

- Read biographies of poets to learn about their life and compare them to their poetry.

**2. Elements of Poetry**

- Learn about lines, stanzas, rhyme scheme, connotation, denotation, tone and mood and how to identify them in poetry.

**3. Figurative Language and Sound Devices**

- Read poetry to identify and interpret similes, metaphors, hyperbole, onomatopoeia, personification, alliteration, assonance, consonance, and imagery.

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**4. Grammar**

- Dangling and Misplaced Modifiers

**Interdisciplinary Connection:**

- Social Studies
- Dance
- Art

**Daily Learning Objectives with TWPS**

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

- Evaluate the structure of a poem and analyze how it adds to the meaning of a poem. \*
  - *Which poem/poet do you predict will win the poetry bracket challenge? Why did you choose that poem?*
- Compare and contrast a poem to its filmed version.
  - *Are you a sports fan? If yes, what's your favorite sport? What do you enjoy about it? If not, why not? Explain.*
- Analyze how word choice affects meaning.
  - *Who knows you better than anyone else? Describe that relationship.*
- Read closely to develop an understanding of the author and a novel in verse.
  - *What one possession means the most to you?*
- Choose and interpret figurative language within a poem. \*
  - *If you could have one superpower, what would it be? (Make it into a simile!)*
- Analyze and interpret how imagery adds meaning to a poem. \*
  - *Why are memories important? How do they shape our lives? How would our lives be different without memories? Explain.*
- Assess the author's choice of words to show the elements of memory.
  - *How do you think our brains decide which moments and experiences to remember and which to forget? What do you think makes something more likely to become a strong, clear memory?*
- Investigate how symbolism is used by the author to make connections.
  - *Think of a memory that stands out in your mind—a moment or experience you can recall clearly. Describe this memory with vivid detail and imagery.*
- Evaluate and interpret a character's memories.
  - *In "Who We Are and What We Love," ZJ talks about what he and his friends LOVE. What do you love? What makes you, you? And how does it feel when you are doing what you love? Explain.*
- Determine the central idea of a text.
  - *Put yourself in ZJ's shoes. Would you feel like playing football was worth it, or would you have regrets? Explain.*
- Analyze the author's style/structure and its impact on the reader.
  - *In "Memory Like a Song," ZJ expresses how music makes him feel. How does music make you feel? Explain. If you want, explain a specific song, why you love it, and how it makes you feel.*

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- Analyze political cartoons to understand the impact of CTE in the NFL.
  - *Is football too dangerous a sport? Is it worth the risk? Explain your opinion, relating it to what ZJ and his family are going through.*
- Analyze poetry using close reading strategies to gain a deeper understanding of the meaning of the poem. \*
  - *Why do you think this poem should win the bracket challenge? Explain.*
- Write a reflective response about the impact of a poem.
  - *Be a snowman who is melting. Describe your experience.*
- Apply all strategies to comprehend, interpret, evaluate and appreciate poems. \*\*
  - *Why did you choose this poem for your one-pager project?*

**Instructional Strategies/Differentiated Instruction**

- Whole group instruction
- Small group instruction
- Guided notes
- Modeling
- Student-led instruction
- Anchor charts
- Think-Pair-Share
- Journaling
- Graphic Organizer
- Accountable Talk
- Homework
- Word walls with visuals
- Audiobooks

**EL Differentiation Instruction:**

- Verbal: Prompting, questioning, elaborating, facilitating higher level thinking skills
- Explicit modeling
- Guided and independent practice
- Small group instruction
- Strategic grouping
- Key Vocabulary
- Graphic organizers
- KWL charts
- Venn diagrams
- Reinforcing contextual definition
- Predicting and inferring
- Directed reading-thinking activities (DR-TA)
- Glossaries
- Chunk and Chew

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- Sentence starters
- Word banks
- Google Translate

**Assessments**

**FORMATIVE ASSESSMENTS:**

- Journal responses
- Exit slips
- Accountable Talk Discussions
- Do Now
- Poetry analysis and reflections
- Grammar practice
- Graphic organizers
- Homework
- Performance Task- Poetry One Pager Project
  - Poetry Project Scoring Guide

**SUMMATIVE ASSESSMENTS:**

- Dangling/Misplaced Modifier Quiz
- Pear Assessment: Poetry Unit Test (EU1, EU2, EU3)
- Performance Task: Poetry one pager project (EU1, EU2, EU3)
- FIAB: Write and Revise Argumentative Text

**Unit Task**

**Unit Task Name:** Poetry One-Pager Project

**Description:** Throughout the unit, students are reading and analyzing poems in the book *Before the Ever After*. Each student will choose one of the poems from the book to create a Poetry One-Pager Project. Students will creatively showcase their chosen poem using a collage style demonstration to analyze imagery, symbols, quotes, themes, connections, summary, and poetic devices used. (EU1, EU2, EU3)

**Evaluation:** Poetry Project Scoring Guide

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**Unit Resources**

- *Before the Ever After* Jacqueline Woodson
- “Sick” Shel Silverstein
- “Oranges” Gary Soto
- “Foul Shot” Edwin Hoey
- “In the Hood” Marilyn Singer
- “Mother to Son” Langston Hughes
- “Pretty Ugly” Abdullah Shoaib
- “Hanging Fire” Audre Lorde
- “Abuelito Who” Sandra Cisneros
- “Stopping by Woods on a Snowy Evening” Robert Frost
- “Fire and Ice” Robert Frost
- “Casey at the Bat” Ernest Lawrence Thayer
- Internet Databases
- Worksheets
- Laptops
- SBAC Prep Online
- Pear Assessment