

Unit 3: The Power of Poetry
Honors 7th 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.

- Research and present background information of a poet to make connections between their life and their work.

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

EU 3: Students will recognize and understand that poetry is written in a specific structure and every aspect of a poem has a purpose.

- Write original poems using a variety of different forms of poetry.

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

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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 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. Types of Poetry

- Learn to write various styles of poetry: tanka, epistolary, dictionary, two-voice, sensory, concrete, and free verse.

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20 Class Meetings

Updated March 2026

4. Figurative Language and Sound Devices

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

5. Vocabulary: elevate, confrontational, ignite, taunt, revise, calamity, irritated, crimson, opulent, precious, solemn, churlish, anticipate, profusely, incident, estranged

6. Grammar

- Dangling and Misplaced Modifiers

Interdisciplinary Connection:

- Social Studies
- Art

Daily Learning Objectives with TWPS

Students will be able to...

- Read closely to develop an understanding of the author and a novel in verse.
 - *What poem do you think will win it all? Why did you choose that poem?*
- Analyze how word choice affects meaning.
 - *Who knows you better than anyone else? Explain*
- Analyze how an author develops a character in a text.
 - *Do you have a nickname? If so, who gave it to you? If not, would you want one? Explain.*
- Determine word meanings from context clues.
 - *Have you ever had the feeling that things are “going too well”? Does this make you nervous about the future or is it a good feeling? Explain.*
- Evaluate how a particular scene contributes to the conflict.
 - *Josh’s mom is the assistant principal at his school. Would you like to have a parent or a family member be an administrator at your school? Why or why not?*
- Interpret and analyze how imagery adds meaning to a poem.
 - *Do you have siblings? Describe your relationship.*
- Examine a character’s motivation and how it affects the action in a story.
 - *Are you willing to get in trouble for one of your siblings, even if you didn’t do anything wrong? Why or why not?*
- Compose an original poem that mimics the author’s style. ***
 - *What are the factors that led to Josh losing his temper on the court? Would you have done what Josh did? Explain.*
- Assess the function and effect of figurative language and sound devices on a reader.
 - *Have you ever had a bad fight with your sibling or a close friend? Explain the situation.*
- Interpret how a character’s choices influence the plot.
 - *What do you think it is going to take for JB to forgive Josh? What would it take if you were in JB’s shoes?*

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Honors 7th Grade Language Arts

20 Class Meetings

Updated March 2026

- Analyze how a poem's structure contributes to its meaning.
 - *In what ways has Chuck Bell's fear of the doctors and hospitals impacted his life?*
- Compare and critique the graphic novel version of the text to the novel in verse we are reading.
 - *Why do you think that Josh doesn't want to be called Filthy anymore?*
- Interpret how a poem's structure contributes to its meaning.
 - *If you were in the twins' shoes, what would you do? Would you have gone to the game like Josh, or skipped the game like JB? Explain.*
- Analyze poetry using close reading strategies to gain a deeper understanding of the meaning of the poem.
 - *Do you think Josh made the right decision to play in the finals? Explain.*
- Create a book of poetry. *
 - *Which poem are you most proud of? Why?*
- Analyze and interpret poems independently.
 - *Have you ever had the feeling that things are going "too well"? Does this make you nervous about the future or is it a good feeling? Explain.*

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, facilitate higher level thinking skills
- Explicit modeling
- Guided and independent practice
- Small group instruction
- Strategic grouping
- Key Vocabulary
- Graphic organizers
- KWL charts
- Venn diagrams
- Sequence writing

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- Reinforcing contextual definition
- Providing correct pronunciation by repeating student's response
- Predicting and inferring
- Directed reading-thinking activities (DR-TA)
- Glossaries
- Chunk and Chew
- 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- Student Created Book of Poems (EU1, EU2, EU3)
 - Poetry Project Scoring Guide

SUMMATIVE ASSESSMENTS:

- Poet Research Poster (EU1)
- Dangling/Misplaced Modifier Quiz
- Pear Assessment: Poetry Unit Test (EU2, EU3)
- Performance Task: Student Created Book of Poems (EU1, EU2, EU3)
- FIAB: Write and Revise Argumentative Text

Unit Task

Unit Task Name: We are all poets!

Description: As students read the novel in verse, *The Crossover*, they will have an understanding and knowledge in recognizing that poetry has artistic expression and that different types of poetry have different structures. Students will be creating ten original poems that mimic the author's varied style of poetry. Students will use multiple elements of figurative language to create a two-voice, dictionary, list, because, epistolary, tanka, concrete, text, and free verse poems. They will use their personal experiences to write, publish, and present their work to their peers. (EU1, EU2, EU3)

Evaluation: Poetry Project Scoring Guide

Unit 3: The Power of Poetry
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20 Class Meetings

Updated March 2026

Unit Resources

- *The Crossover* by Kwame Alexander
- “Sick” Shel Silverstein
- “Oranges” Gary Soto
- “In the Hood” Marilyn Singer
- “Foul Shot” Edwin Hoey
- “Mother to Son” Langston Hughes
- “Pretty Ugly” Abdullah Shoaib
- “Hanging Fire” Audre Lorde
- “Abuelito Who” Sandra Cisneros
- “The Road Not Taken” Robert Frost
- “Where the Sidewalk Ends” Shel Silverstein
- Internet Databases
- Worksheets
- Laptops
- SBAC Prep Online
- Pear Assessment