



Marietta City Schools 2023-2024 District Unit Planner

Second Grade

Topic Title:

Unit #7 Word Choice within Poetry

Unit Duration

2 weeks

Mastering content and skills through KNOWLEDGE-BUILDING (establishing the purpose of the unit):

What enduring understandings will students gain from this unit? Authors choose specific words and phrases to create a desired experience for their readers.

GSE Standards

ELA

ELAGSE2RL1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2RL4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

ELAGSE2RL10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELAGSE2L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

ELAGSE2L5 Demonstrate understanding of word relationships and nuances in word meanings.

Essential Questions

Factual—

What are different types of poems?

What is alliteration?

What is repetition?

Inferential—

How are rhythm and beats in poetry similar to and different from rhythm and beats in music?

How does an author use literary devices to both describe a subject and set a mood for the reader?

Critical Thinking-

Is alliteration or rhyming easier to incorporate when writing a poem?

Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
rhythm, beats, rhyme, phrases, context	alliteration

Assessments- 3rd-5th Social Studies and Science assessments are available through AMP. Please see your instructional coach for support if needed.

Transfer of Integrated Skills:

- Categories**

Read *Soccrverse* aloud and provide students with a Literary Devices chart as shown below and have them record titles or lines from poems that use each literary device.

Regular Beats	Alliteration	Rhymes	Repeated Lines

ELAGSE2RL4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

ELAGSE2RL10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELAGSE2L5 Demonstrate understanding of word relationships and nuances in word meanings.

● **2nd Poem Planner Summative**

- ELAGSE2RL1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- ELAGSE2RL4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- ELAGSE2L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- ELAGSE2L5 Demonstrate understanding of word relationships and nuances in word meanings.

Writing Task and Rubric:

Use the learning and application progression from [The Haiku Foundation](#) to guide students toward writing their own haiku that incorporates specific elements from this unit.

- ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.
- ELAGSE2RL4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- ELAGSE2L5 Demonstrate understanding of word relationships and nuances in word meanings.

	4	3	2	1
Word Choice	Adheres to haiku syllable structure and incorporates multiple literary devices (alliteration, rhyme, repetition)	Adheres to haiku syllable structure and incorporates alliteration, rhyme, or repetition	Adheres to haiku syllable structure	Does not adhere to haiku syllable structure
Coherence	Each line relates to a different aspect of the chosen topic	Every line relates to the chosen topic	Some lines do no relate to the chosen topic	None of the lines relate to the chosen topic

Objective or Content	Learning Experiences	Differentiation Considerations
Daily Lessons for Text Comprehension	10-Day Plan: Word Choice within Poetry	
Additional Planning Resources		

MCS K-5 KBU Overview	KBU as a 15-day Plan (Template)	MCS Structured Literacy Repository	Berger Framework for Comprehension (Template)	The Writing Revolution (Templates)
Additional Instructional Resources				
Suggested High Quality Complex Texts				
Suggested Experiential Resources				