



Marietta City Schools 2023-2024 District Unit Planner

Grade Level

Theme

Unit #3: Poetry - The Meaning Behind the Words

Suggested Duration

3 weeks

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

What enduring understandings will students gain from this unit? Poetry uses line breaks, rhythm, meter, form, and figurative language to communicate a strong feeling to the reader.

GSE Standards

ELA

ELAGSE3RL2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

ELAGSE3RL4 Determine the meaning of words and phrases in both literal and nonliteral language as they are used in the text.

ELAGSE3RL5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

ELAGSE3RL6: Distinguish their own point of view from that of the narrator or those of the characters.

ELAGSE3L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

ELAGSE3L5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

Essential Questions

Factual—

What are different types of poems?

What is a stanza?

What is a verse?

Inferential—

How do poets use capitalization and punctuation differently than authors who write in prose?

How are the structures of poems and songs similar and different?

Critical Thinking-

Is free verse more or less effective at communicating a message than rhyming poems?

Tier II Words- High Frequency Multiple Meaning

Tier III Words- Subject/ Content Related Words

figurative, literal, context, sequence, successive, nuances, meter, rhyme

stanza, verse, prose, poetry

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:

- Think Pair Share: Provide partners with a multi-stanza poem that has been cut apart and shuffled. Have partners work together to put the stanzas in order based on logical flow of ideas and transitional words/phrases.

ELAGSE3RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELAGSE3RL5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

- 3rd Poems Planner Summative adapted from district mini assessments

ELAGSE3RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELAGSE3RL4 Determine the meaning of words and phrases in both literal and nonliteral language as they are used in the text.

ELAGSE3RL5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Writing Task and Rubric:

- Use the section Types of Stanzaic Form on the [LitCharts](#) website to guide students toward writing their own couplets, tercets, quatrains, cinquains or sestets about a topic of their choice.

ELAGSE3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

ELAGSE3RL5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

ELAGSE3RI8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

	4	3	2	1
Accuracy		Adheres to chosen stanza form throughout the poem	Some misalignment with chosen stanza form	Does not adhere to chosen stanza form
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: Poetry ~ The Meaning Behind the Words	

Connected Structured Literacy Activities	<ul style="list-style-type: none">● Fluency Strategy: Poetry is an ideal tool to develop the prosody and rate aspects of fluency simultaneously. Refer to the Tool 7 handouts for guidance on implementing Tally Reading (pdf pg. 42, 56) and Repeated Reading (pdf pg. 44, 57). Differentiate for readiness by adjusting to what degree you hold students accountable for vocal expression in order to earn a tally.● Vocabulary Strategy: Use the Analogy Action strategy from Florida Center for Reading Research to have students think flexibly about how different words relate to one another on a literal and non-literal level.				
Connected Tier 1 Unit	CKLA: Listen, My Children (4th)				
Connected Writing Activities	Focus skill: Sentence Creation <ul style="list-style-type: none">● Topic Verb Finish (TVF)				
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					