Unit Title: Analyzing Nonfiction and Poetry

TEKS: 08NELA03 Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

C). explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.

08NELA04 Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.

A). compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).

08NELA07 Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.

A). analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.

08NELA08 Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.

A). explain the effect of similes and extended metaphors in literary text.

08NELA13 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

A). evaluate the role of media in focusing attention on events and informing opinion on issues.

B). interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message.

C). evaluate various techniques used to create a point of view in media and the impact on audience.

08NELA29 Figure 19: Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.

A). establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension.

B). ask literal, interpretive, evaluative, and universal questions of text.

C). reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing: making textual, personal, and world connections; creating sensory images).

D). make complex inferences about text and use textual evidence to support understanding.

E). summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts.

F). make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence.

Concepts:
Techniques – Diction, Repetition, Imagery, Sensory Detail, Simile, Metaphor, Non Literal Meaning, Hyperbole, Irony, Oxymoron, Aphorisms, Epigraphs
Purpose – Message

Key Understandings:
Authors use literary techniques in order to heighten interest, appeal to an audience, and effectively communicate a message.

- What techniques do authors/speakers use in speeches to communicate a message to an audience?
Concepts:
Techniques – Rhyme, Alliteration, Onomatopoeia, Refrain, Idiom, Poetic Techniques
Structures – Graphical Elements
Forms – Epic, Poetry, Narrative, Free Verse
Perspectives

Key Understandings:
Authors use techniques, structures, and forms in order to communicate new and different perspectives.
  • How do the characteristics of different forms of poetry communicate purpose?
  • How do poets convey perspective through poetry?

Concepts:
Perception – Ideas, Feelings
Interpretation – Connection, Clarification

Key Understandings:
Authors communicate ideas and feelings about their own lives and the world around them in order to connect with others and to clarify their own thinking.
  • How do authors develop personal narratives that communicate important ideas?

Concepts:
Interpretation – Connections
Perception – Thoughts

Key Understandings:
Readers use strategies to support interpretation of text.
  • How do the characteristics of different forms of poetry communicate purpose?
  • How can you use comprehension strategies to support your interpretation of speeches?

Concepts:
Interpretation – Vocabulary, Comprehension

Key Understandings:
Understanding new words and concepts enhances comprehension and oral and written communication.
  • How does knowledge of roots and affixes help you determine the meaning of unfamiliar words?
  • How can learning new words help as readers and writers?
  • What do effective readers do when they come across a word they do not know or understand?
  • How can a dictionary and other resources help you as a reader and a writer?

Performance Indicators:
08NELA04.1 Write multiple response entries including thoughts, connections, and/or strategies that deepen understanding of fiction, literary nonfiction, poetry, and media. Provide evidence from the text to support ideas. (8.Fig19A, 8.Fig19B, 8.Fig19C, 8.Fig19D, 8.Fig19E, 8.Fig19F; 8.17C) [ELPS] 1E; 4D, 4F, 4G, 4I, 4J, 4K; 5F, 5G  No Embedded Key Understandings�
08NELA13.1 Analyze passages in well-known speeches, focusing on the use of literary devices, word choice, and phrasing. Self-select one passage and create a poster that visually portrays the author’s message, providing examples of literary devices, word choice, and phrasing used in the text along with their significance to communicating the author’s message. (8.Fig19A, 8.Fig19B, 8.Fig19C, 8.Fig19D, 8.Fig19E; 8.7A; 8.8A) [ELPS] 1H; 4G, 4I, 4J, 4K; 5G  No Embedded Key Understandings
Lesson Activity 1: Reflection through Poetry

10/3:
1. Reading Appetizer: 3-5 minutes

2. Read aloud a short poem from the prepared collection.

3. Ask: **What is poetry? How do you know if you are reading a poem? Why do authors write poetry?** Discuss responses. Ask: **What is the purpose of this poem?** Discuss briefly.

4. Distribute the Handout: **Poetic Terms** to each student. Explain that an understanding of common poetic terms will help them when comparing and contrasting poems in upcoming Daily Lessons.

5. Discuss each poetic term briefly and provide examples as necessary. Students take notes on their Handout: Poetic Terms or in their Reader’s Notebook.

6. Using the poem read in step #2, discuss the characteristics of the poem using the Anchor Chart: **Poetic Terms**.
   1. Prepare to display a list of the themes and topics from the poetry collections in Shared Reading.

   2. Tell students that they will be choosing one of the themes or topics. Explain that in Reading they will be collecting poems centered on the selected theme or topic. Explain that they will also be writing original poems on their selected theme or topic.

   3. **Think Aloud** about the different themes and topics on the list. Discuss which ones are personally relevant.

   4. Select one theme or topic and record it in the Teacher Writer’s Notebook.

   5. Brainstorm ideas, words, and experiences about the theme or topic and record them in the Teacher Writer’s Notebook.

**Learning Applications**

1. Divide the class into groups of 2-3 students.

10/4:

2. Each group selects a poem from the collection.

3. Students read the poem aloud together and discuss its purpose.

4. Using their notes on the Handout: **Poetic Terms** or in their Reader’s Notebooks, students record the characteristics (e.g., rhyme, meter, stanzas, similes, etc.) of their poem in their Reader’s Notebook.

10/5:

1. Reading Appetizer: 3-5 minutes

2. Display the Anchor Chart: **Poetic Terms** from Daily Lesson 2. Review the different characteristics of poetry.

3. Display the Anchor Chart: **Analyzing Poetry: Purpose and Poetic Characteristics** from Daily Lesson 2. Review the poetic form that was explored including its purpose and characteristics.

4. Display and distribute the selected poem for modeling. Record the author and title on the Anchor Chart: **Analyzing Poetry: Purpose and Poetic Characteristics**. Introduce the new form of poetry and record on the chart as well. Remind students that different forms of poetry have certain characteristics that make them unique.

5. Ask students to think about the purpose and characteristics of the poem as it is being read. Read the poem aloud as students follow along.

6. Ask: **What was the purpose of the poem?** Discuss responses and record on the Anchor Chart: **Analyzing Poetry: Purpose and Poetic Characteristics**.

7. Ask: **What sound effects were in the poem?** Discuss responses and record on the Anchor Chart: **Analyzing Poetry: Purpose and Poetic Characteristics**. Students refer to the poetry terms on the Handout: **Poetic Terms** or in their Reader’s Notebook as necessary.

8. Ask: **What graphic elements were in the poem?** Discuss responses and record on the Anchor Chart: **Analyzing Poetry: Purpose and Poetic Characteristics**.
Poetry: Purpose and Poetic Characteristics. Students refer to the poetry terms on the Handout: Poetic Terms or in their Reader’s Notebook as necessary.


10. Ask: How do these characteristics relate to the purpose of the poem? Discuss responses.

1. Display the Anchor Chart: Poetic Terms from Shared Reading. Review the different characteristics of poetry.


3. Remind students that poets use poetic techniques (sound effects), figurative language, and graphic elements to create poetry that has meaning.

4. In the Teacher Writer’s Notebook, review the generated ideas on the selected theme/topic including the use of figurative language.

5. Think Aloud and select a form of poetry that would suit the theme/topic and the ideas wanting to be conveyed.

6. Refer to and read a grade-appropriate poem in the selected poetic form as a model text for writing a poem in the Teacher Writer’s Notebook.

7. Think Aloud and begin to draft a poem in the form of choice about the selected theme/topic in the Teacher Writer’s Notebook. Discuss the use of poetic techniques, figurative language, and graphic elements.

Learning Applications

1. Distribute one of the other selected poems to each student.

2. With a partner or in small groups, students read the poem with appropriate fluency. Students discuss the purpose of the poem and record the author, title, and purpose on the Handout: Analyzing Poetry: Purpose and Poetic Characteristics.

3. Students discuss the characteristics of the poem and record them on the Handout: Analyzing Poetry: Purpose and Poetic Characteristics.

4. Individually, students write a response in their Reader’s Notebook that describes the relationship between the purpose and the characteristics of their poem. Students provide text evidence to support their ideas.

1. In their Writer’s Notebook, students review the ideas generated on their selected theme/topic including the use of figurative language.

2. Students begin to draft a poem in their poetic form of choice. Students use poetic techniques, figurative language, and graphic elements. Students use model texts as resources for writing their poems.

3. Monitor and support students as necessary.

Closure

1. As a class, compare the selected poems for their purpose and characteristics. On the Anchor Chart: Analyzing Poetry: Purpose and Poetic Characteristics, make some generalizations about the purpose and characteristics of the selected poetry form.

2. Discuss and model writing a response in the Teacher Writer’s Notebook about how the purpose and characteristics of this form of poetry compare with the form of poetry explored in Daily Lesson 2.

3. Collect Reader’s Notebooks to assess student responses to determine who may need additional support.

10/6:

1. Display the Anchor Chart: Poetic Terms from Daily Lesson 2. Review the different characteristics of poetry.

2. Display the Anchor Chart: Analyzing Poetry: Purpose and Poetic Characteristics from Daily Lessons 2 and 3. Review the poetic forms that were explored including their purposes and characteristics.

Remind students that different forms of poetry have certain characteristics that make them unique.

4. Ask students to think about the purpose and characteristics of the poem as it is being read. Read the poem aloud as students follow along.

5. Ask: **What was the purpose of the poem?** Discuss responses and record on the Anchor Chart: Analyzing Poetry: Purpose and Poetic Characteristics.

6. Ask: **What sound effects were in the poem?** Discuss responses and record on the Anchor Chart: Analyzing Poetry: Purpose and Poetic Characteristics. Students refer to the poetry terms on the Handout: Poetic Terms or in their Reader’s Notebook as necessary.

7. Ask: **What graphic elements were in the poem?** Discuss responses and record on the Anchor Chart: Analyzing Poetry: Purpose and Poetic Characteristics. Students refer to the poetry terms on the Handout: Poetic Terms or in their Reader’s Notebook as necessary.

8. Ask: **What literary language and devices were in the poem?** Discuss responses and record on the Anchor Chart: Analyzing Poetry: Purpose and Poetic Characteristics. Students refer to the poetry terms on the Handout: Poetic Terms or in their Reader’s Notebook as necessary.

9. Ask: **How do these characteristics relate to the purpose of the poem?** Discuss responses.

   1. Display the Anchor Chart: Poetic Terms from Shared Reading. Review the different characteristics of poetry.

   2. Ask students for examples of sound effects, graphic elements, figurative language from the poems they started in Daily Lesson 3 Writing.


   4. Remind students that poets use poetic techniques (sound effects), figurative language, and graphic elements to create poetry that has meaning.

   5. In the Teacher Writer’s Notebook, review the generated ideas on the selected theme/topic including the use of figurative language.

   6. Reread the poem started in the Teacher Writer’s Notebook in Daily Lesson 3 Writing.

   7. Refer to and read another grade-appropriate poem in the selected poetic form as a model text for writing a poem in the Teacher Writer’s Notebook. Review the characteristics of the selected poetic form.

   8. **Think Aloud** and continue to draft a poem in the form of choice about the selected theme/topic in the Teacher Writer’s Notebook. Discuss the use of poetic techniques, figurative language, and graphic elements.

**Learning Applications**

1. Students work individually or in small groups to brainstorm as many words they can think of that contain the suffix. Students record the words in their Vocabulary Notebooks.

2. Record and display a list of the words students brainstorm. Students may add words to their own list.

3. Engage students in the **Interactive Process** in order to analyze each word and highlight the roots, prefixes, and suffixes using separate colors.

4. Discuss the effect of the suffixes on the meaning of each word and its part of speech.

   1. Distribute one of the other selected poems to each student.

   2. With a partner or in small groups, students read the poem with appropriate fluency. Students discuss the purpose of the poem and record the author, title, and purpose on the Handout: Analyzing Poetry: Purpose and Poetic Characteristics.

   3. Students discuss the characteristics of the poem and record them on the Handout: Analyzing Poetry: Purpose and Poetic Characteristics.

1. In their Writer’s Notebook, students review the ideas generated on their selected theme/topic including the use of...
2. Students continue to draft a poem in their poetic form of choice. Students use poetic techniques, figurative language, and graphic elements. Students use model texts as resources for writing their poems.

3. Monitor and support students as necessary.

**Engage in Small Group Instruction as appropriate.**

**Closure**
1. Identify grade-level vocabulary words from the list of words containing the suffix. Post words next to the suffix on the Word Wall.
2. As a class, compare the selected poems for their purpose and characteristics. On the Anchor Chart: Analyzing Poetry: Purpose and Poetic Characteristics, make some generalizations about the purpose and characteristics of the selected poetry form.

2. Individually, students write a response in their Reader’s Notebook that compares and contrasts the relationships between the purposes and characteristics of the poetic forms including the effectiveness of poetic techniques, figurative language, and graphic elements. Students include text evidence to support their ideas.

**10/7:**

1. Reading Appetizer: 3-5 minutes

2. Display the Anchor Chart: Poetic Terms. Review the different characteristics of poetry.

3. Display the Anchor Chart: Analyzing Poetry: Purpose and Poetic Characteristics from Daily Lessons 2 through 4. Review the poetic forms that were explored including their purposes and characteristics.

4. Display and distribute the selected poem for modeling. Record the author and title on the Anchor Chart: Analyzing Poetry: Purpose and Poetic Characteristics. Introduce the new form of poetry and record on the chart as well. Remind students that different forms of poetry have certain characteristics that make them unique.

5. Ask students to think about the purpose and characteristics of the poem as it is being read. Read the poem aloud as students follow along.

6. Ask: **What was the purpose of the poem?** Discuss responses and record on the Anchor Chart: Analyzing Poetry: Purpose and Poetic Characteristics.

7. Ask: **What sound effects were in the poem?** Discuss responses and record on the Anchor Chart: Analyzing Poetry: Purpose and Poetic Characteristics. Students refer to the poetry terms on the Handout: Poetic Terms or in their Reader’s Notebook as necessary.

8. Ask: **What graphic elements were in the poem?** Discuss responses and record on the Anchor Chart: Analyzing Poetry: Purpose and Poetic Characteristics. Students refer to the poetry terms on the Handout: Poetic Terms or in their Reader’s Notebook as necessary.

9. Ask: **What literary language and devices were in the poem?** Discuss responses and record on the Anchor Chart: Analyzing Poetry: Purpose and Poetic Characteristics. Students refer to the poetry terms on the Handout: Poetic Terms or in their Reader’s Notebook as necessary.

10. Ask: **How do these characteristics relate to the purpose of the poem?** Discuss responses.

1. Display the Anchor Chart: Poetic Terms from Shared Reading. Review the different characteristics of poetry.

2. Ask students for examples of sound effects, graphic elements, figurative language from the poems they have written in Daily Lessons 3-4 Writing.


4. Remind students that poets use poetic techniques (sound effects), figurative language, and graphic elements to create poetry that has meaning.

5. In the Teacher Writer’s Notebook, review the generated ideas on the selected theme/topic including the use of figurative language.

7. Refer to and read another grade-appropriate poem in the selected poetic form as a model text for writing a poem in the Teacher Writer’s Notebook. Review the characteristics of the selected poetic form.

8. **Think Aloud** and continue to draft a poem in the form of choice about the selected theme/topic in the Teacher Writer’s Notebook. Discuss the use of poetic techniques, figurative language, and graphic elements.

**Learning Applications**

1. Distribute one of the other selected poems to each student.

2. With a partner or in small groups, students read the poem with appropriate fluency. Students discuss the purpose of the poem and record the author, title, and purpose on the Handout: **Analyzing Poetry: Purpose and Poetic Characteristics**.

3. Students discuss the characteristics of the poem and record them on the Handout: **Analyzing Poetry: Purpose and Poetic Characteristics**.
   1. In their Writer’s Notebook, students review the ideas generated on their selected theme/topic including the use of figurative language.
   2. Students continue to draft a poem in their poetic form of choice. Students use poetic techniques, figurative language, and graphic elements. Students use model texts as resources for writing their poems.

3. Monitor and support students as necessary.

**Closure**

1. As a class, compare the selected poems for their purpose and characteristics. On the Anchor Chart: Analyzing Poetry: Purpose and Poetic Characteristics, make some generalizations about the purpose and characteristics of the selected poetry form.

2. Individually, students write a response in their Reader’s Notebook that compares and contrasts the relationships between the purposes and characteristics of the poetic forms including the effectiveness of poetic techniques, figurative language, and graphic elements. Students include text evidence to support their ideas

**10/10: NO SCHOOL**

**10/11:**

1. Display the Anchor Chart: Poetic Terms. Review the different characteristics of poetry.

2. Display the Anchor Chart: Analyzing Poetry: Purpose and Poetic Characteristics from Daily Lessons 2 through 5. Review the poetic forms that have been explored including their purposes and characteristics.

3. Display and distribute the selected poem for modeling. Record the author and title on the Anchor Chart: Analyzing Poetry: Purpose and Poetic Characteristics. Introduce the new form of poetry and record on the chart as well. Remind students that different forms of poetry have certain characteristics that make them unique.

4. Ask students to think about the purpose and characteristics of the poem as it is being read. Read the poem aloud as students follow along.

5. Ask: **What was the purpose of the poem?** Discuss responses and record on the Anchor Chart: Analyzing Poetry: Purpose and Poetic Characteristics.

6. Ask: **What sound effects were in the poem?** Discuss responses and record on the Anchor Chart: Analyzing Poetry: Purpose and Poetic Characteristics. Students refer to the poetry terms on the Handout: **Poetic Terms** or in their Reader’s Notebook as necessary.

7. Ask: **What graphic elements were in the poem?** Discuss responses and record on the Anchor Chart: Analyzing Poetry: Purpose and Poetic Characteristics. Students refer to the poetry terms on the Handout: **Poetic Terms** or in their Reader’s Notebook as necessary.

8. Ask: **What literary language and devices were in the poem?** Discuss responses and record on the Anchor Chart: Analyzing Poetry: Purpose and Poetic Characteristics. Students refer to the poetry terms on the Handout: **Poetic Terms** or in their Reader’s Notebook as necessary.
9. Ask: **How do these characteristics relate to the purpose of the poem?** Discuss responses.

1. Display the Anchor Chart: Poetic Terms from Shared Reading. Review the different characteristics of poetry.

2. Ask students for examples of sound effects, graphic elements, figurative language from the poems they written in Daily Lessons 3-5 Writing.


4. Remind students that poets use poetic techniques (sound effects), figurative language, and graphic elements to create poetry that has meaning.

5. Reread the poem written in the Teacher Writer’s Notebook in Daily Lessons 3-5 Writing.

6. Review the characteristics of the selected poetic form.

7. **Think Aloud** and discuss places to revise the poem in the Teacher Writer’s Notebook. Discuss the use of poetic techniques, figurative language, and graphic elements.

8. Model revising the poem in the Teacher Writer’s Notebook. Read the final version aloud.

9. In a separate paragraph, write a response that describes the relationship between the purpose and characteristic of the poem including the effectiveness of poetic techniques, figurative language, and graphic elements. Include text evidence to support ideas.

**Learning Applications**

1. Students work individually or in small groups to brainstorm as many words they can think of that contain the root. Students record the words in their Vocabulary Notebooks.

2. Record and display a list of the words students brainstorm. Students may add words to their own list.

3. Engage students in the **Interactive Process** in order to analyze each word and highlight the roots, prefixes, and suffixes using separate colors.

4. Discuss how the root gives meaning to each word.

   1. Distribute one of the other selected poems to each student.

   2. With a partner or in small groups, students read the poem with appropriate fluency. Students discuss the purpose of the poem and record the author, title, and purpose on the Handout: **Analyzing Poetry: Purpose and Poetic Characteristics**.

   3. Students discuss the characteristics of the poem and record them on the Handout: **Analyzing Poetry: Purpose and Poetic Characteristics**.

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**Lesson Activity 2: Reflection through Speeches**

10/12:

1. Reading Appetizer: 3-5 minutes

2. Ask: **How does media affect how we learn about the world around us? How does media affect how we form opinions about the world around us?** Discuss responses.

3. Explain that they are going to watch a media clip of a speech. Ask: **Why do people give speeches? Why do people listen to speeches?** Discuss responses.

4. Instruct students to think about the information they are learning from the speech and how that information is helping them form an opinion about the issue/topic.

5. If necessary, provide background information about the historical or cultural context of the speech and/or the
person giving the speech in the selected media clip.

6. Play the selected media clip of the speech. Model taking notes on chart paper as the speech is being played.

7. Ask: **What questions did you have before, during, or after viewing the speech?** Discuss responses including how questioning helps us understand the message in the media clip.

8. After the media clip of the speech is concluded, ask: **What information did we learn about the issue/topic? Did the information affect your opinion of the issue/topic? What was the message of the speech?** Discuss responses and refer to the notes on the chart as necessary.

9. Ask: **What visual and sound techniques we used in the speech that influenced the message?** Discuss responses.

10. Ask: **How did those techniques create a particular point of view and how does that impact an audience?** Discuss responses.

1. Explain they will begin the process of writing a personal narrative. Explain that a personal narrative is an expressive literary piece written in first person that centers on a particular event in the author’s life and may contain vivid description as well as personal commentary and observations. The purpose of a personal narrative is to entertain but can also be used to express, teach or inform.

2. Ask: **How can you use brainstorming to determine your topic for a personal narrative?** Discuss responses.

3. Display the following prompt: **Write a personal narrative about an event in life that had a significant impact.**

4. Remind students that the first step of the writing process is prewriting, or brainstorming.

5. **Think Aloud** and record significant personal events in the Teacher Reader’s Notebook. It may be helpful to record these events on a timeline.

6. **Think Aloud** about which of the events would make the best personal narrative and tell why.

7. Ask the following self-reflective question: **What do I want my audience to know and understand about this significant event in my life?** **Think Aloud** about the thesis or controlling ideas for the personal narrative and record a thesis statement in the Teacher Writer’s Notebook.

**Learning Applications**

1. Tell students they are going to watch another media clip of a speech. This time they will discuss their responses with a partner.

2. If necessary, provide background information about the historical context of the speech and/or the person giving the speech in the selected media clip.

3. Play the selected media clip of the speech. Students take notes about the information being given. While the students are watching the clip write the questions from steps #6, 7, and 8 on chart paper.

10/13:

1. Review the purpose of speeches in media.

2. Explain that they are going to watch another media clip of a speech. Instruct students to think about the information they are learning from the speech and how that information is helping them form an opinion about the issue/topic.

3. If necessary, provide background information about the historical or cultural context of the speech and/or the person giving the speech in the selected media clip.

4. Play the selected media clip of the speech. Model taking notes on chart paper as the speech is being played.
5. Discuss the selected media clip and model writing a response in the Teacher Reader’s Notebook on the following questions:
   - What information did I learn about the issue/topic?
   - Did the information affect my opinion of the issue/topic?
   - What was the message of the speech?
   - What visual and sound techniques did we use in the speech that influenced the message?
   - How did these techniques create a particular point of view and how does that impact an audience?

1. Writing Appetizer: 3-5 minutes

2. Discuss and review the topic selected for modeling a personal narrative in the Teacher Writer’s Notebook. Read the thesis statement from Daily Lesson 7.

3. Display a variety of graphic organizers (e.g., timeline, outline, web, story map, etc.) that would be helpful in planning a personal narrative.

4. Think Aloud and choose one of the graphic organizers for planning the personal narrative. Draw the selected graphic organizer in the Teacher Writer’s Notebook.

5. Model planning the ideas/events in the personal narrative on the selected graphic organizer. Think Aloud about how each event connects to the thesis statement.

Learning Applications
1. Students create the same four-column chart in their Vocabulary Notebook. Tell students that they will only be completing the first three columns.

2. Provide each student with a copy of the text and a highlighter.

3. Students read the text individually or with a partner.

4. When students come to an underlined word, they look for and highlight context clues to help them determine the meaning of the word.

5. Students record the words, clues, and inferred meaning on the chart
   1. Tell students they are going to watch another media clip of a speech. This time they will write a response in their Reader’s Notebook using the questions from the Mini Lesson.

2. If necessary, provide background information about the historical context of the speech and/or the person giving the speech in the selected media clip.

3. Students view the media clip and write a response using the questions from the Mini Lesson.

10/14:
1. Display the Anchor Chart: Literary Devices. Review the definitions and examples of literary devices.

2. Discuss with students that authors use literary techniques in order to heighten interest, appeal to an audience, and efficiently communicate their message in speeches.

3. Display and distribute the selected well-known speech.

4. If necessary, provide background information about the historical or cultural context of the speech and/or the person who gave the speech.

5. Read the speech aloud as students follow along. Instruct students to think about the message of the speech and the intended audience.

6. Ask: What was the message of the speech? Who was the intended audience? Discuss responses.

7. Reread a selected passage from the speech. Use a highlighter to identify important literary devices and powerful word choice.
8. Ask: **How do the literary devices and/or the word choice affect the message and appeal to the audience?** Discuss responses.

9. With students, discuss how the person’s values or beliefs were influenced by the historical or cultural setting of the speech.
   1. Writing Appetizer: 3-5 minutes

2. Ask: **What is a verb in present tense? What is a verb in past tense? What is a verb in future tense?** Discuss responses and provide examples.

3. Display the Anchor Chart: Verb Tenses: Perfect and Progressive. Discuss the different tenses and ask students to visualize what is happening when moving to different tenses.

4. Using a regular tense verb (e.g., *jump, yell, open*), conjugate the verb with students into the different tenses.

5. Ask: **Why is it important for writers/authors to be careful about verb tense?** Discuss responses including *making their writing make sense* and *to help the reader visualize when and how things are happening.*

6. Display the graphic organizer used to plan the personal narrative in the Teacher Writer’s Notebook in Daily Lesson 8.

7. Discuss the plan including talking about how the events/ideas develop the thesis statement.

8. In the Teacher Writer’s Notebook, begin drafting the personal narrative using the plan from Daily Lesson 8. Be very explicit in selecting words and phrases that reflect on decisions, actions, and/or consequences.

9. Ask: **What verb tense(s) is (are) being used in the modeled personal narrative?** Discuss responses.

**Learning Applications**

1. Instruct students to analyze a different passage of the speech with a partner.

2. Students reread the assigned passage and highlight important literary devices and powerful word choices.

10/17:
   1. Reading Appetizer: 3-5 minutes

2. Display the Anchor Chart: Literary Devices. Review the definitions and examples of literary devices.

3. Introduce *aphorism* and provide a definition and examples of popular aphorisms.

4. Review that authors use literary techniques in order to heighten interest, appeal to an audience, and efficiently communicate their message in speeches.

5. Display and distribute the selected well-known speech.

6. If necessary, provide background information about the historical or cultural context of the speech and/or the person who gave the speech.

7. Read the speech aloud as students follow along. Instruct students to think about the message of the speech and the intended audience.

8. Ask: **What was the message of the speech? Who was the intended audience?** Discuss responses.

9. Reread a selected passage from the speech. Use a highlighter to identify important literary devices and powerful word choice including any aphorisms.

10. Ask: **How do the literary devices and/or the word choice affect the message and appeal to the audience?** Discuss responses.

11. With students, discuss how the person’s values or beliefs were influenced by the historical or cultural setting of the
1. Display the personal narrative plan and the thesis statement developed in the Teacher Writer’s Notebook from Daily Lesson 8.

2. Reread what was drafted in the Teacher Writer’s Notebook in Daily Lesson 9.

3. In the Teacher Writer’s Notebook, continue drafting the personal narrative using the plan from Daily Lesson 8. Be very explicit in selecting words and phrases that reflect on decisions, actions, and/or consequences. Include personal thoughts and feeling to communicate the message more clearly.

**Learning Applications**

1. Students select a text from the collection and read the text individually or with a partner.

2. When students come to an unfamiliar word, they look for context clues to help them determine the meaning of the word. Students record the word, the clues, and an inferred meaning on the chart in their Vocabulary Notebook.

1. Instruct students to analyze a different passage of the speech with a partner.

2. Students reread the assigned passage and highlight important literary devices and powerful word choices including any aphorisms.

3. Students discuss how the literary devices and/or the word choice affect the message and appeal to the audience.

10/18:

1. Display the Anchor Chart: Literary Devices. Review the definitions and examples of literary devices.

2. Introduce *epigraph* and provide a definition and examples of epigraphs.

3. Review that authors use literary techniques in order to heighten interest, appeal to an audience, and efficiently communicate their message in speeches.

4. Display and distribute the selected well-known speech.

5. If necessary, provide background information about the historical or cultural context of the speech and/or the person who gave the speech.

6. Read the speech aloud as students follow along. Instruct students to think about the message of the speech and the intended audience.

7. Ask: **What was the message of the speech? Who was the intended audience?** Discuss responses.

8. Reread a selected passage from the speech. Use a highlighter to identify important literary devices and powerful word choice including any epigraphs.

9. Ask: **How do the literary devices and/or the word choice affect the message and appeal to the audience?** Discuss responses.

10. With students, discuss how the person’s values or beliefs were influenced by the historical or cultural setting of the speech.

1. Writing Appetizer: 5 minutes

2. Display the Teacher Resource: *Reviewing Conventions (Unit 02)* or the Anchor Chart: Reviewing Conventions. Review simple, compound, and complex sentences including phrases and different verb tenses.

3. Ask: **Why do writers/authors use a variety of sentences in their writing?** Discuss responses.


5. Display and read the personal narrative draft in the Teacher Writer’s Notebook. Finish drafting the narrative if necessary.

6. **Think Aloud** about the variety of sentences used in the narrative and revise any as necessary. Ask for student
input and feedback. Continually refer back to the thesis statement to be sure that the revisions still match the message of the personal narrative.

**Learning Applications**

1. Instruct students to analyze a different passage of the speech with a partner.

2. Students reread the assigned passage and highlight important literary devices and powerful word choices including any epigraphs.

10/19:

1. **Reading Appetizer: 3-5 min**

2. Display the Anchor Chart: Literary Devices. Review the definitions and examples of literary devices including aphorisms and epigraphs.

3. Review that authors use literary techniques in order to heighten interest, appeal to an audience, and efficiently communicate their message in speeches.

4. Display and distribute the selected well-known speech.

5. If necessary, provide background information about the historical or cultural context of the speech and/or the person who gave the speech.

6. Read the speech aloud as students follow along. Instruct students to think about the message of the speech and the intended audience.

7. Ask: **What was the message of the speech? Who was the intended audience?** Discuss responses.

8. Reread a selected passage from the speech. Use a highlighter to identify important literary devices and powerful word choice.

9. Ask: **How do the literary devices and/or the word choice affect the message and appeal to the audience?** Discuss responses.

10. With students, discuss how the person’s values or beliefs were influenced by the historical or cultural setting of the speech.

   1. Ask a: **How can you improve your writing through revision?** Discuss responses.

   2. Display the following questions: **What is the message of my personal narrative? Who is my intended audience?**

   3. **Think Aloud** and discuss the answers to the displayed questions using the personal narrative in the Teacher Writer’s Notebook.

4. Display and read the personal narrative in the Teacher Writer’s Notebook. **Think Aloud** about places to revise for coherence, consistent point of view, and the effective use of conventions based on the answers to the displayed questions.

**Learning Applications**

1. Students use the chart of unfamiliar words in their Vocabulary Notebook from Daily Lessons 10 and 12.

2. Students find the words on the chart in the dictionary and confirm the meaning of the words. If a word has multiple definitions, students choose the one that fits the context in which the word was used. Students record the definition in the fourth column of the chart.

1. Instruct students to analyze a different passage of the speech with a partner.

2. Students reread the assigned passage and highlight important literary devices and powerful word choice.

3. Students discuss how the literary devices and/or the word choice affect the message and appeal to the audience.

10/20:

1. **Display the Anchor Chart: Literary Devices. Review the definitions and examples of literary devices.**
2. Explain that they will select a passage from one of the previously read speeches. Instruct students to analyze the author's use of literary devices and word choice. Tell students that they will create a poster that visually represents the message of the speech and the literary devices used to appeal to the intended audience.

10/21:
1. Explain that they will finish creating their posters that visually portrays the author’s message.

1. Students work individually to complete a poster that visually portrays the author’s message, providing examples of literary techniques used in the text along with their significance to communicating the author’s message.

2. Monitor and support students as necessary.
1. Students work independently to make final revisions to their personal narratives.

2. Students publish either their narratives, handwritten or using a word processor.

3. As students work on their final drafts, the teacher confers with individual students or small groups on specific trouble areas, such as writer's craft, grammar, and mechanics.

   **Engage in Small Group Instruction as appropriate.**

**Closure**
1. Students share their word and the dictionary information with a partner.

1. Students share their posters with the class through a **Gallery Walk**.

2. Collect students' posters for assessment.

**Lesson Activity 3: Date-Date** Engage or Explore or Explain or Elaborate or Evaluate

**Very brief explanation of the student activity...**

Student Responsibility, Date:

Student Responsibility, Date:

Student Responsibility, Date:

**Lesson Activity 4: Date-Date** Engage or Explore or Explain or Elaborate or Evaluate

**Very brief explanation of the student activity...**

Student Responsibility, Date:

Student Responsibility, Date:

Student Responsibility, Date:

**Lesson Activity 5: Date-Date** Engage or Explore or Explain or Elaborate or Evaluate

**Very brief explanation of the student activity...**

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Student Responsibility, Date:

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