**Key Learning**: Authors of poetry use different techniques, forms and structures to express their ideas.

**UEQ**: How do authors express their ideas differently in poetry than prose?

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| **Launch Activate PK on idioms, personification, simile, hyperbole** |  | **Structures**  **RL5** | **Forms**  **RL5** | **Sound devices**  **RL4** | **Figurative Language**  **RL4, L5** | **Culminating Activity Recite a poem** | **Review Units 1,2,3,4,5** |
| LEQ1 | How does the author use structure to convey meaning? | How does a poem’s form help a reader understand the poem? | How do sound devices impact the meaning/tone? | How does figurative language impact/influence the meaning/tone |
| AP topics  (skill break-down) | 1. Identify characteristics of structures 2. Analyze impact of structures on meaning | 1. Identify forms 2. Analyze how form impacts on meaning | 1. Identify sound devices 2. Analyze how sound devices impact the meaning/tone | 1. Identify figurative language in a poem 2. Analyze how figurative language impacts meaning |
| Possible ETs | Abstracting  (find general patterns in poems) | Abstracting | Classify terms | Classify examples of figurative language |
| Assignment (on grade level text) | Read \_\_\_\_\_\_\_ and analyze the structure. | Read \_\_\_\_\_\_ and explain how the form helps the reader understand the poem |  | Read \_\_\_\_ and analyze how figurative language impacts meaning. |
| Vocabulary | Stanza, couplet, soliloquy, meter, iambic pentameter, syllable, rhyme scheme, verse | Ballad, free verse, sonnet | Assonance, alliteration, tone | Metaphor, double meanings, mood, pun, allusions, connotations, denotation |
| Suggested resources |  |  |  |  |  |