

**Formative Assessment Lesson Planning (Part 1 Template)
Seventh Grade Poetry Unit – Close Reading of Literary Text**

English Language Arts - Common Core State Standards

R. 7. 5: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Big Idea

In literary works, the form and structure of the text contributes to the author’s meaning. Proficient readers use what they know about literary forms to understand the author’s intent and meaning.

Learning goal(s)

Students will be able to:

- Accurately identify the structure of a sonnet including the rhyme scheme and meter
- Understand author’s central idea from a sonnet
- Describe the structure of a sonnet and how the structure contributes to the author’s meaning
- Cite appropriate evidence from text to support analysis

Success criteria

Students can:

- Identify a sonnet by its structural elements
- Label the structural parts of a sonnet including the rhyme scheme and meter
- Explain the meaning of figurative language in the sonnet
- Describe to others how the sonnet form contributes to the meaning of the text using explicit and inferred details for evidence
- Write a paragraph distinguishing the structure of the sonnet and how this structure supports the author’s meaning using evidence from the sonnet to support analysis

Student friendly learning goals

I will be able to:

- Identify the form of a sonnet
- Understand what the author means in the sonnet
- Demonstrate in a paragraph how the different parts of the sonnet help show what the author means
- Cite examples from the sonnet to explain the author’s meaning

Student friendly success criteria

I can:

- Document the parts of a sonnets including the rhyme scheme and meter
- Rewrite the sonnet in my own words showing that I understand what the figurative language in the sonnet means
- Talk about what the sonnet means and why the form of the sonnet contributes to the meaning of the poem
- Write a paragraph that uses examples from the sonnet to explain what the sonnet means

Misconceptions students are likely to have as they work on the unit learning goals

- Multiple meanings of vocabulary
- Use of figurative language and literary allusion
- Use of complex sentence construction

Strategies to share learning goals and success criteria with student

Whole group instruction, read-aloud, shared reading, small group and pair work, peer assessment

**Formative Assessment Lesson Planning (Part 2 Template
Seventh Grade Poetry Unit – Close Reading of Literary Text**

Big Idea	
In literary works, the form and structure of the text contributes to the author’s meaning. Proficient readers use what they know about literary forms to understand the author’s intent and meaning.	
Unit Learning Goal(s):	
<ul style="list-style-type: none"> • Accurately identify the structure of a sonnet including the rhyme scheme and meter • Understand author’s central idea from a sonnet • Describe the structure of a sonnet and how the structure contributes to the author’s meaning • Cite appropriate evidence from text to support analysis 	
Level 4	<p><i>At level 4, the student demonstrates knowledge and application that goes beyond what was explicitly taught in this unit.</i></p> <ul style="list-style-type: none"> • Create original sonnet using the central idea of the author • Compare and contrast the structure of two poems and analyze how the differing structure of each poem contributes to its meaning
Level 3 <u>Proficient level</u>	<p><i>At level 3, the student demonstrates the knowledge and skills expected for the unit learning goals.</i></p> <ul style="list-style-type: none"> • Explain the meaning of figurative language in the sonnet • Interpret the author’s meaning using explicit and inferred details for evidence • Demonstrate how the structure of the sonnet contributes to the author’s meaning
Level 2	<p><i>At level 2, the student has mastered simpler knowledge, skills, and processes that serve as building blocks for the unit learning goals.</i></p> <ul style="list-style-type: none"> • Use inference to understand metaphor • Interpret the author’s meaning only using explicit details for evidence • Analyze how a particular element of a sonnet fits into the overall structure of a sonnet and contributes to the development of the author’s meaning
Level 1	<p><i>At level 1, the student shows partial understanding of some simpler knowledge, skills, and processes, but may require more structure, scaffolding, and support to do independent work.</i></p> <ul style="list-style-type: none"> • Understand that poetry can be categorized into different forms and structural elements • Comprehend subordinate sentence construction • Recognize figurative language • Explain major differences between poems, drama, and prose, and refer to the structural elements of each when speaking about a text
Possible misconceptions	<p><i>List typical misconceptions students might have about this unit learning goal.</i></p> <ul style="list-style-type: none"> • Multiple meanings of vocabulary • Use of figurative language and literary allusion • Use of complex sentence construction