

Poetry Out Loud - Nebraska ELA Standards Alignment

LESSON PLAN: Poems Put to Use

Objective:

NE ELA Standard / Indicator(s):

Listen to poems being recited, and to the commentaries of the performers.

LA 12.3.2.a-Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).

Find passages in poems which they find striking or memorable

LA 12.1.4.b Adjust reading strategies to persevere through text of increasing length and/or complexity.
*LA 12.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.
LA 12.1.6.b Analyze and evaluate literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).

Imagine situations in which those passages may be put to use, whether to console, encourage, taunt, flatter, or otherwise make an impact on a listener.

*LA 12.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood).
LA 12.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.

Write short stories, letters, or speeches in which at least three passages could be quoted effectively to move another character or the listener/recipient.

**LA 12.2.a Communicate information and ideas effectively in narrative, informative, descriptive, and argumentative modes to multiple audiences using a variety of media and formats.
**LA 12.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

*Assessed on NeSA-R

<http://www.education.ne.gov/FineArts/>

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LESSON PLAN: The Tabloid Ballad

Objective:	NE ELA Standard / Indicator(s):
Listen to the sounds of several ballads being spoken.	LA 12.3.2.a-Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).
Listen to how ballads tell stories.	LA 12.1.4.b Adjust reading strategies to persevere through text of increasing length and/or complexity. *LA 12.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to <u>analyze the impact of specific word choices on meaning and tone</u> , aid in comprehension, and improve writing. LA 12.1.6.b Analyze and evaluate literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).
Learn to hear, and to write, the typical rhythms of the four-line ballad stanza, with optional variations.	*LA 12.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood). LA 12.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.
Write a comic ballad themselves, using those rhythms and narrative structures.	**LA 12.2.a Communicate information and ideas effectively in narrative, informative, descriptive, and argumentative modes to multiple audiences using a variety of media and formats. **LA 12.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
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Poetry Out Loud - Nebraska ELA Standards Alignment

LESSON PLAN: The Tone Map

Objective:

NE ELA Standard / Indicator(s):

Listen to poems being recited, with an ear to how the performer has adopted different tones of voice over the course of the performance.

LA 12.3.2.a-Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).

Mark, visually, where and when those shifts of tone occurred.

LA 12.1.4.b Adjust reading strategies to persevere through text of increasing length and/or complexity.
*LA 12.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.
LA 12.1.6.b Analyze and evaluate literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).

Use a rich and varied tone vocabulary to name each shift in tone, looking up the words they do not know.

*LA 12.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood).
LA 12.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.

Practice "mapping" a poem on their own, in a precised and nuanced way. Then, write instructions to a classmate on how they should recite the poem, with evidence to support why this series of tone and voice is correct.

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Poetry Out Loud - Nebraska ELA Standards Alignment

LESSON PLAN: Poetry, Celebrity, and the Power of Connotation

Objective:

NE ELA Standard / Indicator(s):

Read and discuss poems that invoke Abraham Lincoln.

LA 12.3.2.a-Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).

Decide which associations with that name are relevant to the poem (there will not be a single “right answer,” but several).

LA 12.1.4.b Adjust reading strategies to persevere through text of increasing length and/or complexity.
*LA 12.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.
LA 12.1.6.b Analyze and evaluate literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).

Learn several contrasting rhetorical “moves” that poets make by invoking famous figures.

*LA 12.1.6.c Analyze the function and critique the effects of the author’s use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood).
LA 12.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.

Find, present, and discuss comparable “name-dropping” poems from the Poetry Out Loud website. Then, write a “name-dropping” poem themselves, using one or more of the rhetorical moves they have learned.

**LA 12.2.a Communicate information and ideas effectively in narrative, informative, descriptive, and argumentative modes to multiple audiences using a variety of media and formats.
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Poetry Out Loud - Nebraska ELA Standards Alignment

LESSON PLAN: Golden Shovel

Objective:

NE ELA Standard / Indicator(s):

Read and select one of the following: A wide range of poems from the Poetry Out Loud website, a Poetry Out Loud poem, along with an original poem for his/her classmates in a supportive environment, or read and discuss sample “Golden Shovel” poems.

LA 12.3.2.a-Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).

Discuss what makes language interesting and surprising (i.e., what makes a “striking line”) and discuss the importance of word choice in poetry and what makes an intriguing or memorable word choice.

LA 12.1.4.b Adjust reading strategies to persevere through text of increasing length and/or complexity.
*LA 12.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.
LA 12.1.6.b Analyze and evaluate literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).

Learn a new poetic form—the Golden Shovel and learn and apply public speaking skills.

*LA 12.1.6.c Analyze the function and critique the effects of the author’s use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood).
LA 12.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.

Apply a “borrowed” line from a poem to create one’s own Golden Shovel poem.

**LA 12.2.a Communicate information and ideas effectively in narrative, informative, descriptive, and argumentative modes to multiple audiences using a variety of media and formats.
**LA 12.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

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Poetry Out Loud - Nebraska ELA Standards Alignment

LESSON PLAN: In Another's Voice

Objective: NE ELA Standard / Indicator(s):

Analyze the poet's characterization of the speaker in each poem. LA 12.3.2.a-Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).

Analyze the ways in which the poet suggests a dramatic situation or narrative for its speaker. LA 12.1.4.b Adjust reading strategies to persevere through text of increasing length and/or complexity.
*LA 12.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.
LA 12.1.6.b Analyze and evaluate literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).

Adapt his/her speech to the task of recitation. *LA 12.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood).
LA 12.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.

Write an effective persona poem of their own and compare two persona poems, making a claim that is true of both poems and supporting that claim with textual evidence. **LA 12.2.a Communicate information and ideas effectively in narrative, informative, descriptive, and argumentative modes to multiple audiences using a variety of media and formats.
**LA 12.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

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Poetry Out Loud - Nebraska ELA Standards Alignment

LESSON PLAN: Keeping Score

Objective:	NE ELA Standard / Indicator(s):
Make inferences about the central ideas and themes of poems.	LA 12.3.2.a-Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).
Choose key details and significant words and phrases to elicit the meaning of poems.	LA 12.1.4.b Adjust reading strategies to persevere through text of increasing length and/or complexity. *LA 12.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to <u>analyze the impact of specific word choices on meaning and tone</u> , aid in comprehension, and improve writing. LA 12.1.6.b Analyze and evaluate literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).
Practice close reading by considering the connotation of individual words within poems.	*LA 12.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood). LA 12.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.
Think about the role of punctuation in the pacing and the meaning of poems.	**LA 12.2.a Communicate information and ideas effectively in narrative, informative, descriptive, and argumentative modes to multiple audiences using a variety of media and formats. **LA 12.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
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Poetry Out Loud - Nebraska ELA Standards Alignment

LESSON PLAN: Poetry as Ceremony

Objective: NE ELA Standard / Indicator(s):

Analyze the poet's purpose for using ritual in each poem. LA 12.3.2.a-Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).

Analyze the ritualistic elements in each poem. LA 12.1.4.b Adjust reading strategies to persevere through text of increasing length and/or complexity.
*LA 12.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.
LA 12.1.6.b Analyze and evaluate literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).

Adapt his/her speech to the task of performance. *LA 12.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood).
LA 12.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.

Write their own effective poem of ritual and compare two poems, making a claim that is true of both poems and supporting that claim with textual evidence. **LA 12.2.a Communicate information and ideas effectively in narrative, informative, descriptive, and argumentative modes to multiple audiences using a variety of media and formats.
**LA 12.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

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LESSON PLAN: Visualizing Voice

Objective:	NE ELA Standard / Indicator(s):
<p>Select and read a poem from the Poetry Out Loud website.</p>	<p>LA 12.3.2.a-Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).</p>
<p>Visualize the actions of the poem and understand how words suggest various characters, settings, and activities.</p>	<p>LA 12.1.4.b Adjust reading strategies to persevere through text of increasing length and/or complexity. *LA 12.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to <u>analyze the impact of specific word choices on meaning and tone</u>, aid in comprehension, and improve writing. LA 12.1.6.b Analyze and evaluate literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).</p>
<p>Identify language patterns within a poem.</p>	<p>*LA 12.1.6.c Analyze the function and critique the effects of the author’s use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood). LA 12.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.</p>
<p>Use their voices as interpretive instruments, constructing and revealing meaning through the choices they make in performance.</p>	<p>**LA 12.2.a Communicate information and ideas effectively in narrative, informative, descriptive, and argumentative modes to multiple audiences using a variety of media and formats. **LA 12.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p>
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Poetry Out Loud - Nebraska ELA Standards Alignment

LESSON PLAN: Line Dancing

Objective:

NE ELA Standard / Indicator(s):

Explore the relationship between line length and the subject matter of the poem.

LA 12.3.2.a-Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).

Practice close reading by considering the line as a unit of meaning.

LA 12.1.4.b Adjust reading strategies to persevere through text of increasing length and/or complexity.
*LA 12.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.
LA 12.1.6.b Analyze and evaluate literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).

Choose a favorite line from a poem they will read with the class and use it to inspire an original poem of their own.

*LA 12.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood).
LA 12.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.

Take a piece of recent writing (not necessarily poetry) and recast a section of that piece with new line breaks.

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