



<p>Week 1</p>	<ul style="list-style-type: none"> • Have students explore the anthologies and choose poems to memorize. • Read and discuss poems in class. • Model effective and ineffective recitation techniques for the students. 	<p><u>LA 10/12.1.4.a</u> Adjust reading strategies to persevere through text of increasing length and/or complexity.</p> <p><u>LA 10/12.1.5.c</u> Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.</p> <p><u>LA 10/12.1.5.e</u> Verify meaning and pronunciation of words or phrases using print and/or digital materials when appropriate.</p> <p><u>LA 10/12.1.6.k</u> Select text for a particular purpose (e.g. accomplish a task) citing evidence to support analysis, reflection, or research.</p> <p><u>LA 10/12.1.6.l</u> Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.</p> <p><u>LA 10.1.5.d</u> Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.</p> <p><u>LA12.1.5.d</u> 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.</p> <p><u>LA 10/12.1.6 Comprehension:</u> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.</p> <p><u>LA 10.1.6.a</u> Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, and contextual influences.</p> <p><u>LA 10/12.1.6.b</u> Analyze and evaluate the relationships between elements of literary text (e.g. characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).</p> <p><u>LA10.1.6.c</u> Analyze the function and critique the effects of the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, dialect, tone, mood).</p> <p><u>LA12.1.6.c</u> 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).</p> <p><u>LA10/12.1.6.g</u> Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective.</p> <p><u>LA 10/12.1.6.m</u> Self-monitor comprehension and independently apply appropriate strategies to understand complex text.</p> <p><u>LA 10/12.3</u> Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.</p> <p><u>LA10/12.3.1.a</u> Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.</p> <p><u>LA 10/12.3.1.b</u> Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.</p> <p><u>LA10/12.3.2</u> Students will develop and apply active listening skills across a variety of settings.</p> <p style="text-align: right;"><i>(continued next pg.)</i></p>
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<p>Week 2</p>	<ul style="list-style-type: none"> Have students practice their poems with different partners each day. Hold practice contests. Implement the lesson plans and writing exercises.* Hold classroom recitation contests at the end of the week. 	<p><u>LA 10/12.1.5.e</u> Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.</p> <p><u>LA 10/12.1.6.1</u> Build background knowledge and activate prior knowledge to clarify text, deepen understanding and make connections while reading complex text.</p> <p><u>LA 12.1.6. m</u> Self-monitor comprehension and independently apply appropriate strategies to understand complex text.</p> <p><u>LA 10/12 1.6.p</u> Analyze multiple interpretations of a story, drama, or poem (e.g. recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p> <p><u>LA 10/12.3.1 Speaking:</u> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</p> <p><u>LA 10/12.3.1.b</u> Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.</p> <p><u>LA 10/12.3.2 Listening:</u> Students will develop and apply active listening skills across a variety of situations.</p> <p><u>LA 10/12.3.2.a</u> 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><u>LA 10/12.3.1.e</u> Ask pertinent questions to acquire or confirm information.</p> <p><u>LA 10/12.3.3.d</u> Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.</p> <p><u>LA 10/12.3.3.c</u> Apply conversation strategies to recognize, consider, and justify new information presented by others in relationship to one's own ideas.</p> <p><u>LA 10/12.3.3</u> Reciprocal Communication: Students will develop, apply and adapt reciprocal communication skills.</p> <p><u>LA10/12.3.1.e</u> Ask pertinent questions to acquire or confirm information.</p> <p><u>LA 10/12.3.3.a</u> Integrate professional etiquette and social protocols when communicating.</p> <p>* Optional <i>Poetry Out Loud</i> lesson plans are aligned with the Nebraska ELA Standards and include additional reading, writing, speaking and listening and multiple literacies components.</p> <p><u>LA 10/12.3</u> Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.</p> <p><u>LA 10/12.3.1.b</u> Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.</p> <p><u>LA 10/12.3.2.a</u> 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>Week 3</p>	<ul style="list-style-type: none"> Hold the school-wide recitation contest at the end of the week. 	<p><u>LA 10/12.3</u> Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.</p> <p><u>LA 10/12.3.1.b</u> Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.</p> <p><u>LA 10/12.3.2.a</u> 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>

Sources:

poetryoutloud.org/teaching-resources/lesson-plans

http://www.education.ne.gov/read/PDF/2014_Updated_ELA_Standards