Unit Summary
In this unit, students will analyze poetry by Langston Hughes and Newyorican poets to identify their message and understand their use of poetic devices. By studying these poets, students will perform and write their own poetry that celebrates their own identity and passion. A word study of root words and subject-verb agreement is also included.

Content Standards and Learning Expectations
Listening/Speaking
L/S.7.1 Listens and responds during a read aloud from a variety of fiction and nonfiction to comprehend, generalize, relate to character and setting, and make connections to text.

Reading
R.7.6 Identifies imagery and the elements of poetry.
R.7.2 Applies context clues, reference sources, and other vocabulary expansion strategies to assess word meaning using prior knowledge to relate to new meaning; uses prefixes, suffixes, and root words to determine the meaning of unfamiliar, multiple-meaning, and compound words.

Writing
W.7.2 Applies the parts of speech; identifies the subjects and objects in sentences; uses correct subject-verb agreement.
W.7.4 Uses poetry and sensory elements to develop simple poems.

Big Ideas/Enduring Understandings:
• Our home country influences who we are through its language, culture, and customs.
• People write poetry to release emotion and capture an essence.
• Words are powerful and can make readers connect emotionally to the writer.
• Figurative language is used in poems to strengthen their essence and convey a message to the listener or reader.

Essential Questions:
• What does it mean to be Puerto Rican?
• How do writers use words to capture an experience?
• Why write poetry?
• How is poetry a celebration?

Content (Students will know...)
• That poetry is organized into stanzas and lines
• Different forms of poetry (free verse, rhyming, ode)
• The difference between a simile and metaphor
• Sensory language (sight, sound, taste, touch, feel, smell)
• Root Words (e.g. equa-, hydro-, arch-, -graph, -morph, -nym, scrib-, spec-, -spire, terr-, theo-)
• Subject-Verb agreement (e.g. I eat, she/he/it eats, you eat, they eat, we eat, everyone

Skills (Students will be able to...)
• Listen and respond during a read aloud from a variety of poems to make connections to text
• Apply context clues, reference sources, and other vocabulary expansion strategies to assess the meaning of unknown words
• Identify imagery (through sensory language, and figurative language) and elements of poetry such as repetition, rhythm, stanzas, and lines
• Use poetry and sensory elements to develop simple poems
• Identify root words to determine the meaning of unfamiliar, multiple-meaning, and
### 7.3 Poetry: Ode to Puerto Rico

**Subject: ESL**  
**Length: 5 weeks**

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<thead>
<tr>
<th>Content Vocabulary</th>
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<tbody>
<tr>
<td>Stanza</td>
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<td>Subject-verb agreement</td>
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<td>compound words</td>
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<tr>
<td>Use correct subject-verb agreement in writing</td>
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### Stage 2 - Assessment Evidence

**Performance Tasks:**

**Class Poetry Book**

Have students write and publish two original poems for a class poetry book. Poems must have:
- Figurative Language (a simile or metaphor)
- Sensory Language (description using the senses)
- Organization into lines and stanzas
- Rhythm when read aloud
- Have students peer edit work for subject verb agreement and poetic devices
- Have students have a “Poetry Slam” where they select a poem from the book they would like to read aloud. Student must practice poem to read with rhythm, fluency, and intonation.

**Revise and edit “Who I am” Poem from Unit 7.1**

Poem must:
- Include figurative Language (a simile or metaphor)
- Include sensory Language (description using the senses)
- Be organized into lines and stanzas
- Have a rhythm when read aloud
- Be peer edited for subject verb agreement and poetic devices

**Other Evidence:**

- Inference chart for vocabulary from word wall (See Attachment: 7.3 Other Evidence – Vocabulary Inference Chart)
- Word Detective: Select Seven vocabulary words from a text and have students complete a Word Detective Organizer for each one (See Attachments: 7.3 Other Evidence – Word Detective Organizer and 7.3 Other Evidence – Word Detective Example)
- Weekly root word quiz (for this unit) (See Attachment: 7.3 Other Evidence – Root Word Quiz)
- Subject –Verb Quiz (See Attachment: 7.3 Other Evidence – Subject-Verb Quiz)
- Poetry Assessment (See Attachment: 7.3 Other Evidence – Poetry Assessment)
- Figurative Language Assessment (See Attachment: 7.3 Other Evidence – Figurative Language Assessment)
- Poetry Unit Reflection (See Attachment: 7.3 Other Evidence – Poetry Unit Reflection)
Ode to Puerto Rico Posters
Writing an Ode poem to Puerto Rico and illustrating its imagery (See Attachment: 7.3 Performance Task – Ode to Puerto Rico Posters)
• Include figurative language and sensory language
• Have peer edit work for subject verb agreement and poetic devices
• Proofread poem with a partner
• Perform poem in front of class with accuracy, fluency, and intonation

Learning Activities

Poetry
• Introduce unit as a celebration of Puerto Rico through rhythm and words. Have students discuss and free write on the topic “Why do people write poetry?” Read aloud “Here” and “Not Neither” by Sandra Maria Esteves (See Attachment: 7.3 Text – Newyorican Poetry) to discuss question “Why do people write poetry?” and come up with a group definition why: Identity? Emotion? Expression? Celebration?
• Analyze the poetry of Langston Hughes for a variety of poetic devices: onomatopoeia, figurative language, simile, metaphor, rhythm, and message (See Attachment: 7.3 Text – Langston Hughes).
• Once students are comfortable with poetic devices and analyzing the speaker’s message of poetry, have them self select poetry (See Attachment: 7.3 Text – Newyorican Poetry) to analyze for message and poetic devices.
• Have students find examples of sensory language in poetry (See Attachment: 7.3 Graphic Organizer – Sensory Language)
• Cut up a poem (Suggested Poem: “Juan” by Margarita Engle) and have students organize the words into lines and stanzas to infer where pauses would create rhythm and emphasis (See Attachment: 7.3 Learning Activity – Lines and Stanzas).
• Find poetry in everyday life by having students select a song and analyze song lyrics for poetic devices for sound: rhyme, pattern, alliteration, repetition.
• Perform a poem (See Attachment: 7.3 Text – Newyorican Poetry) with fluency, accuracy, and intonation.

Root Words
• Select six root words a week to review with students. Add them to the word wall and have them find examples of these root words in reading, dictionaries (See Attachment: 7.3 Resource – Root Words List)
• Create root word trees from the root words with a partner or by themselves (See Attachment: 7.3 Graphic Organizer – Root Word Trees)
• Create word cards of words that use the root words and have students find their pairs (example: spec- and –tacle create spectacle).
• Brainstorm words they already know that use the root words as a class and create posters or drawings that represent the root word.
• Search for words that come from the root words from the reading to add to a class chart and keep...
### 7.3 Poetry: Ode to Puerto Rico

A list in their journals.

#### Subject-Verb Agreement
- Explain how subject-verb agreement means that the number of subjects determines what tense the verb is (e.g., one brother finds a dollar, two brothers find a dollar). A singular subject has no “s” on the end, but a singular verb has an “s,” whereas the opposite is true for plural subjects and verbs. Have students write down a sentence with the word “everyone” Discuss if everyone is singular or plural.
- Write a paragraph on the board or overhead that has mistakes with subject-verb agreement. Have students find the mistakes and fix them. Have them explain what clue helped them find the mistake.
- Find examples of subject-verb agreement in poetry.

#### Sample Lessons
- Lesson on analyzing an ode poem (See Attachment: 7.3 Sample Lesson – The Elements of Poetry)
- Lessons on subject-verb Agreement (See Attachment: 7.3 Sample Lesson – Subject-Verb)
- Lessons on teaching root words (See Attachment: 7.3 Sample Lesson – Teaching Root Words)
- Lessons on teaching figurative language through similes (See Attachment: 7.3 Sample Lesson – Similes)

#### Additional Resources
- Reading poetry aloud (See Attachment: 7.3 Resource – Reading Poetry Aloud)
- Subject-verb agreement (See Attachment: 7.3 Resource – Subject-Verb Agreement)

#### Literature Connections
- Boricuas: Influential Puerto Rican Writings - An Anthology by Roberto Santiago
- The poet slave of Cuba: a biography of Juan Francisco Manzano by Margarita Engle
- Neighborhood Odes by Gary Soto
- Honey, I Love by Eloise Greenfield
- Hip Hop Speaks to Children by Nikki Giovanni
- Poetry Matters by Ralph Fletcher