

Module 1 Unit 1 –

- **Topic:** Analyzing Changes in Jack's Character
- **Task:** Students read a new poem, answer selected response questions about it, and write a summary of it (mid-unit assessment). Students participate in a text-based discussion about how Jack's feelings about poetry have changed (end of unit assessment).

Big Ideas & Guiding Questions

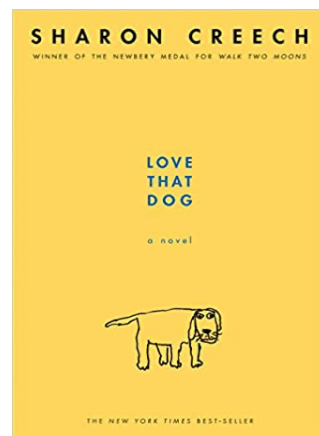
- **What makes a poem a poem?**

Poetry has characteristics that are unique and distinct from prose.

- **What inspires writers to write poetry?**

Writers draw inspiration from many places, including the work of other writers and their own lives.

Paired Text: *Love That Dog* by Sharon Creech



Module 1 Unit 2 -

- **Topic:** What inspires writers to write poetry?
- **Task:** Students write an informative paragraph in response to *Love That Dog* (mid-unit assessment). Students revise their draft of a four-paragraph informative essay (end of unit assessment).

Big Ideas & Guiding Questions

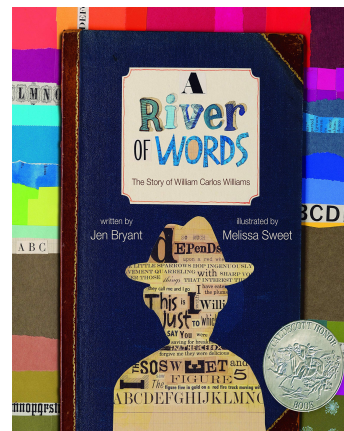
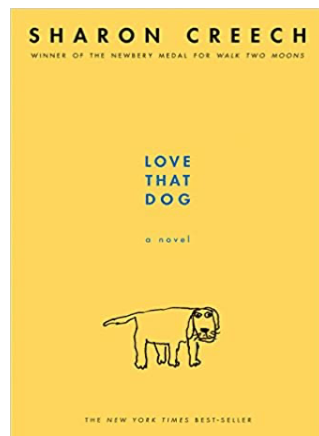
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Paired Text: *Love That Dog* by Sharon Creech and *A River of Words* by Jen Bryant, expert group poet biographies written by El Education for instructional purposes



Module 1 Unit 3 -

- **Topic:** Students will write poetry.
- **Task:** Students revise their original poems (mid-unit assessment).
Students read an excerpt of a new poem aloud (end of unit assessment).

Big Ideas & Guiding Questions

- **What makes a poem a poem?**

Poetry has characteristics that are unique and distinct from prose.

- **What inspires writers to write poetry?**

Writers draw inspiration from many places, including the work of other writers and their own lives.

Paired Texts

“Breathing Fire” model presentation written by El Education for instructional purposes