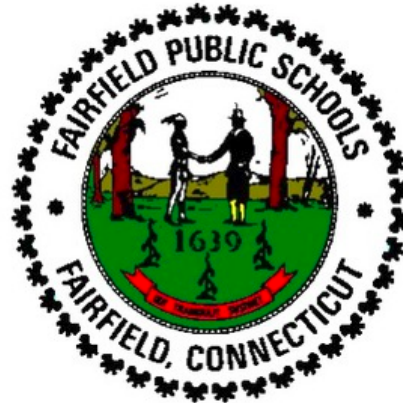


Fairfield Public Schools

English Curriculum

Reading, Writing, Speaking and Listening, Language

Poetry



Poetry: Description

The course focuses on writing, reading, and listening to poetry as well as reading and writing about poetry. Students will learn the elements of poetry (imagery, metaphor, meter, allusion, rhyme, rhythm, sound, structure and form) to become poets themselves. Assessments will ask students to utilize forms, elements, and devices of poetry and identify them when writing about poetry. This course is based on a writing-workshop model, allowing students a weekly forum to discuss their own poetry with their writing groups. Students will informally respond to poetry by writing journals; they will also formally respond to poetry by writing critical essays. Major projects will include a research project on the life and work of a major poet and a culminating portfolio.

Poetry: Overview

Central Understandings	Course Essential Questions
<ul style="list-style-type: none"> • Students analyze and respond in literal, critical, and evaluative ways to a variety of complex texts that are read, viewed, and heard. • Students apply the principles of literary theory to deepen their comprehension of texts. • Students express, develop, and substantiate ideas and experiences through their own writing, artistic productions, and researched presentations. • Students write routinely over extended time frames and shorter time frames to develop and strengthen their writing. • Students contribute to classroom discourse by listening actively, synthesizing the ideas of others, and responding critically. • Students write with clarity and accuracy by adhering to the language and conventions of Standard English. 	<ul style="list-style-type: none"> • How do we need to “see” to be poets? • How does poetic sensibility translate into other genres of writing and ways of being? • How can being a part of a writing group inspire, challenge, and instruct an individual as a poet? • Why is revision so integral to poetry – a genre of precision? • How can metaphors help us see ourselves in the world in more symbolic, abstract, and complex ways? • In what ways are metaphor and imagery inextricably connected? • What are the qualities of poignant and fresh imagery and metaphor? • How does a writer create a unified poem using imagery and metaphor? • How does a writer choose exacting language and detail to develop imagery successfully? • What other kinds of figurative language contribute to the creation of a compelling poem? • How does the close reading of a poem yield a more intimate understanding of the poem? • What is the power and purpose in choosing the sounds of a poem? • How can a writer control meaning through choices in style, structure, and punctuation? • How does a writer design a poem that has balances elements to achieve an intended purpose?

Poetry: Overview

Grammar, Usage, Mechanics, and Vocabulary

By the end of 11th grade, it is expected that students are able to demonstrate a mastery of grammar, usage, and mechanics concepts to be exhibited in 12th grade composition. Therefore, composition and grammar expectations are reviewed individually with students. Students are expected to follow MLA formatting rules for all formal writing.

Vocabulary study in all of our English elective courses is systematic, designed by teachers, and embedded into each unit. Vocabulary focus is on Tier 2 words – wide ranging words of high utility for literate language users. These are words that are more characteristic of written language and not so common in oral language/conversation (Hayes & Ahrens 1988). Further, students review advanced ““word attack”” strategies that include using context clues and reviewing appropriate Greek or Latin affixes and roots to determine the meaning of a word. Vocabulary study also includes Tier 3 words – domain specific words that are germane to the study of literature and literary theory. Lists of these Tier 3 words are developed before each unit.

Teacher Resources

Image Grammar, 2nd Edition by H. Noden

Words, Words, Words Teaching Vocabulary 4-12 by J. Allen

Bringing Words to Life: Robust Vocabulary Instruction by I. Beck, M. McKeown, and L. Kucan

A Poetry Handbook – M. Oliver

Essential Literary Terms: A Norton Anthology by S. Hamilton

The Making of a Poem: A Norton Anthology of Forms by E. Boland

Poetry: Year-at-a-Glance				
Unit Title	Reading Focus	Writing Focus	Grammar/Usage/ Mechanics Focus	Summative Assessments
Introduction to the <i>Writerly Life</i>	<ul style="list-style-type: none"> Identify central ideas Read poems about poetry Apply poetry terminology, starting with figurative language 	<ul style="list-style-type: none"> Exploratory journal entries, writing from poems Read and discuss essays and poems about the writing of poetry Select and examine poetry of their choosing for response in reading journals Use poetic prose to begin to write a discuss etiquette and expectations for writing groups 	<ul style="list-style-type: none"> Review of major 11^h grade concepts: comma splice; consistent voice; punctuate restrictive and non-restrictive clauses 	<ul style="list-style-type: none"> 1 original poem per week with corresponding entry in a graded writer's journal Write 1 page responses to at least 4 poems for the reading journal
Metaphors Abound	<ul style="list-style-type: none"> Read poems in focus areas (imagery, sound devices, etc.) 	<ul style="list-style-type: none"> Continue with weekly poems brought to writing groups Employing terms students are learning in their work Begin Poet Research Project 	<ul style="list-style-type: none"> Demonstrate sophistication of style by appropriately varying sentence structure in writing (subordination and coordination, use of the sentence fragment, 	<ul style="list-style-type: none"> Terms assessments <ul style="list-style-type: none"> Draft of Research paper In-class close reading Poetry to Art Project

			etc.). <ul style="list-style-type: none"> Individual review of composition and grammar concepts and expectations 	
Artful Choices	<ul style="list-style-type: none"> Continue with poetic devices as guided by The Poetry Handbook Focus on style and structure of poetry Reading related to research paper and personal essay 	<ul style="list-style-type: none"> Continue with weekly poems brought to writing groups Employing terms students are learning in their work 	<ul style="list-style-type: none"> Individual review of composition and grammar concepts and expectations 	<ul style="list-style-type: none"> 1 original poem per week with corresponding entry in a graded Writer's Journal Write 1 page responses to at least 4 poems for the Reading Journal "Poetry Terminology" assessment – quiz 1-2 Literary Analysis in-class essays Final draft of Poet's Research Project (5-7 pages)
A Life's Work	<ul style="list-style-type: none"> Continuing work with terminology - more advanced terms, Begin reflective work and reading around for the Portfolio 	<ul style="list-style-type: none"> Continue with weekly poems brought to writing groups, Develop Writing from focused on close readings 	<ul style="list-style-type: none"> Individual review of composition and grammar concepts and expectations 	<ul style="list-style-type: none"> A close reading of a poem - in-class literary analysis Portfolio

Introduction to the *Writerly Life*

Overview

By the end of this unit, students will be able to respond to the following questions:

- Why do human beings write and read poetry?
- Where and how is poetry “born?”
- How do we need to “see” to be poets?
- How does poetic sensibility translate into other genres of writing and ways of being?
- How can the act of constructing a poem enable the poet to construct a more thoughtful and fulfilling existence?
- How can being a part of a writing group inspire, challenge, and instruct an individual as a poet?
- Why is revision so integral to poetry?

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus
<ul style="list-style-type: none">• Annotating texts during close reading to deepen interpretation of texts and gather evidence to support ideas in writing• Identification of central ideas• Read and discuss essays and poems about the writing of poetry• Select and examine poetry of their choosing for response in reading journals	<ul style="list-style-type: none">• Exploratory journal entries, writing from poems• Read and discuss essays and poems about the writing of poetry• Select and examine poetry of their choosing for response in reading journals• Use poetic prose to begin to write a discuss etiquette and expectations for writing groups	<ul style="list-style-type: none">• Review of major 11th grade concepts• Demonstrate sophistication of style by appropriately varying sentence structure in writing (subordination and coordination, use of the sentence fragment, etc.)• Individual review of composition and grammar concepts and expectations• Unit-specific vocabulary

Common Core Standards Emphasized in the Unit

READING

Key Ideas and Details:

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure:

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas:

RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

WRITING

Text Types and Purposes:

W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences,

events, and/or characters.

W.11-12.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing:

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SPEAKING & LISTENING

Comprehension and Collaboration:

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1.b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1.c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1.d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies

among the data.

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas:

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

Conventions of Standard English:

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1.a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1.b Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2.a Observe hyphenation conventions.

L.11-12.2.b Spell correctly.

Knowledge of Language:

L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3.a Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use:

L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- L.11-12.4.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- L.11-12.4.c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- L.11-12.4.d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.11-12.5.a** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- L.11-12.5.b** Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Metaphors Abound

Overview

By the end of this unit, students will be able to respond to the following questions:

- How can metaphors help us see ourselves in the world in more symbolic, abstract, and complex ways?
- How can metaphors give us a heightened sensitivity to the subtleties of life?
- In what ways are metaphor and imagery inextricably connected?
- What are the qualities of poignant and fresh imagery and metaphor?
- How does a writer create a unified poem using imagery and metaphor?
- How does a writer choose exacting language and detail to develop imagery successfully?
- What other kinds of figurative language contribute to the creation of a compelling poem?
- What is the relationship between a poet's life and a poet's work?

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus
<ul style="list-style-type: none">• Participate in a read-around in which they share their own revised poetry• Develop more sophisticated feedback and questions in writers' groups incorporating knowledge gained in this unit• Select and investigate the work of a poet of their choice• Pose an exploratory question about the writing style the major themes, historical perspective, or critical evaluation of a major poet	<ul style="list-style-type: none">• Demonstrate acquisition of "Core Terminology" through written and oral discourse about class readings (essays, published poems, and student generated poems)• Write four poems focusing on use of figurative language and imagery and write one-two form poems• Revise one-two poems using teacher feedback, writers' group feedback, and knowledge acquired from class work• Use observations of visual art (paintings,	<ul style="list-style-type: none">• Demonstrate sophistication of style by appropriately varying sentence structure in writing (subordination and coordination, use of the sentence fragment, etc.)• Individual review of composition and grammar concepts and expectations• Unit-specific vocabulary

<ul style="list-style-type: none"> • Research scholarly essays (literary criticism) about the life and work of a chosen poet • Analyze a given poem for specific literary devices 	<p>photography) to express ideas using imagery that is concrete and rich with sensory details</p> <ul style="list-style-type: none"> • Organize research information and write a three-four page first draft of a research paper • Use language effectively to convey the personal meaning derived from life events • Organize thinking for audience. • Use a strong and consistent voice in writing 	
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Common Core Standards Emphasized in the Unit

READING

Key Ideas and Details:

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure:

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas:

RL.11-12.7 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. (Include at least one play by Shakespeare and one play by an American dramatist.)

Key Ideas and Details:

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure:

RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

WRITING

Text Types and Purposes:

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2.a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the

relationships among complex ideas and concepts.

W.11-12.2.d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing:

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge:

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a

problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING & LISTENING

Comprehension and Collaboration:

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1.b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1.c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1.d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas:

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance

understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

Conventions of Standard English:

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1.a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1.b Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2.a Observe hyphenation conventions.

L.11-12.2.b Spell correctly.

Knowledge of Language:

L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3.a Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use:

L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.11-12.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

L.11-12.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

L.11-12.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5.a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

L.11-12.5.b Analyze nuances in the meaning of words with similar denotations.

L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Artful Choices

Overview

By the end of this unit, students will be able to respond to the following questions:

- How does the close reading of a poem yield a more intimate understanding of the poem?
- What is the power and purpose in choosing the sounds of a poem?
- How can a writer control meaning through choices in style, structure, and punctuation?
- How does a writer design a poem that has balances elements to achieve an intended purpose?
- What experiences and knowledge can inspire creative experimentation and poetic innovation?

Reading Focus

- Demonstrate acquisition of advanced terminology through written and oral discourse about class readings (essays, published poems, and student generated poems)
- Participate in a read-around in which they share their own revised poetry
- Identify gaps in the research conducted for the Poet's Research Project draft based on feedback from peers and teacher conferences
- Analyze a given poem for specific literary devices in the form of timed, in-class prompts

Writing Focus

- Write 4 poems focusing on use of sound (meter, rhyme, sound devices), style, punctuation, and structure (line and stanza breaks, line variation, poem length)
- Write one-two form poems
- Revise one-two poems using teacher feedback, writers' group feedback, and demonstrating an advanced understanding of the craft of poetry
- Participate in writing groups in which they draw upon concepts from the course to give fluid and insightful feedback, demonstrate apt use of poetic language, and connect elements of style

Grammar, Usage, Mechanics, and Vocabulary Focus

- Demonstrate sophistication of style by appropriately varying sentence structure in writing (subordination and coordination, use of the sentence fragment, etc.)
- Individual review of composition and grammar concepts and expectations
- Unit-specific vocabulary

	<p>and structure to meaning</p> <ul style="list-style-type: none"> • Write a five-seven page revised Poet’s Research Project • Revise and edit work carefully to eliminate errors and communicate ideas clearly and concisely 	
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Common Core Standards Emphasized in the Unit

READING

Key Ideas and Details:

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure:

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas:

RL.11-12.7 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. (Include at least one play by Shakespeare and one play by an American dramatist.)

Key Ideas and Details:

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure:

RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

WRITING

Text Types and Purposes:

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2.a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2.d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing:

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge:

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING & LISTENING

Comprehension and Collaboration:

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1.b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1.c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1.d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas:

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

Conventions of Standard English:

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1.a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1.b Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2.a Observe hyphenation conventions.

L.11-12.2.b Spell correctly.

Knowledge of Language:

L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3.a Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use:

L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.11-12.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

L.11-12.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

L.11-12.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5.a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

L.11-12.5.b Analyze nuances in the meaning of words with similar denotations.

L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

A Life's Work

Unit Overview

By the end of this unit, students will be able to respond to the following questions:

- How can reading and writing poetry serve as a vehicle for self-reflection and personal growth?
- What experiences (in class, outside of class, academic, and personal) have been instrumental in shaping me as a poet?
- How does a more developed awareness of craft lead to richer vision of one's work, world, and self?

Reading Focus

- Continue to demonstrate acquisition of advanced terminology through written and oral discourse about class readings (essays, published poems, and student generated poems)
- Participate in a read-around in which they share their ode or elegy

Writing Focus

- Write one-two free form poems.
- Write an ode and/or elegy demonstrating their reflection on their personal experiences as they near graduation
- Revise one-two poem using teacher feedback, writers' group feedback, and demonstrating an advanced understanding of the craft of poetry
- Participate in writing groups in which they draw upon concepts from the course to give fluid and insightful feedback, demonstrate apt use of poetic language, and connect elements of style and structure to meaning
- Document their growth throughout the semester by creating a poetry portfolio

Grammar, Usage, Mechanics, and Vocabulary Focus

- Demonstrate sophistication of style by appropriately varying sentence structure in writing (subordination and coordination, use of the sentence fragment, etc.)
- Individual review of composition and grammar concepts and expectations
- Unit-specific vocabulary

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|--|--|--|
| | <ul style="list-style-type: none"> • Share portfolio with classroom community or other community. | |
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Common Core Standards Emphasized in the Unit

READING

Key Ideas and Details:

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure:

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas:

RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

WRITING

Text Types and Purposes:

W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-

structured event sequences.

W.11-12.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing:

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SPEAKING & LISTENING

Comprehension and Collaboration:

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1.b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1.c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1.d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue;

resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas:

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

Conventions of Standard English:

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1.a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1.b Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2.a Observe hyphenation conventions.

L.11-12.2.b Spell correctly.

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L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3.a Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use:

- L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.
- L.11-12.4.a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.11-12.4.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- L.11-12.4.c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- L.11-12.4.d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.11-12.5.a** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- L.11-12.5.b** Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.