

ENGPO: English- Poetry

Virtual Learning Academy Jefferson County Educational Service Center Academic Content Standards English -Poetry

Lesson 1:Narrative Poetry Personal Dialect

Narrative poetry Persona Dialect

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
D. Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary. (11-12)
04. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies). (11)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Apply reading comprehension strategies to understand grade-appropriate text. (11-12)
01. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. (11)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (11-12)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (11)
S04. Reading Applications: Informational, Technical and Persuasive Text
C. Critique the effectiveness and validity of arguments in text and whether they achieve the author's purpose. (11-12)
02. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience. (11)
E. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. (11-12)
05. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject. (11)
S05. Reading Applications: Literary Text
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific example of characters' thoughts, words and actions. (11)
C. Recognize and analyze characteristics of subgenres and literary periods. (11-12)
06. Recognize characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic. (11)

ENGPO: English- Poetry

D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (11)
S01. Writing Processes
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and (11)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (11)

Lesson 2: Repetition

Repetition

Standard Benchmark and Indicator

ENGPO: English- Poetry

cause and effect to advance word study. (11)
C. Explain the influence of the English language on world literature, communications and popular culture. (11-12)
03. Examine and explain the influence of the English language on world literature, communications and popular culture. (11)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Apply reading comprehension strategies to understand grade-appropriate text. (11-12)
01. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. (11)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (11-12)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (11)
C. Use appropriate self-monitoring strategies for comprehension. (11-12)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (11)
S04. Reading Applications: Informational, Technical and Persuasive Text
A. Analyze the features and structures of documents and critique them for their effectiveness. (11-12)
07. Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and usable. (11)
C. Critique the effectiveness and validity of arguments in text and whether they achieve the author's purpose. (11-12)
02. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience. (11)
E. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. (11-12)
05. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject. (11)
S05. Reading Applications: Literary Text
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
03. Explain how voice and narrator affect the characterization, plot and credibility. (11)
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific example of characters' thoughts, words and actions. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)

ENGPO: English- Poetry

05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. (11-12)
01. draw abstract comparisons between specific incidents and abstract concepts; (11)
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. provide a sense of closure to the writing. (11)
E. Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning. (11-12)
05. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinions, cause-effect reasoning). (11)
05. articulate a clear position; (11)

Lesson 3: Free Verse Prose

Free verse Prose

ENGPO: English- Poetry

A. Apply reading comprehension strategies to understand grade-appropriate text. (11-12)
01. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. (11)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (11-12)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (11)
C. Use appropriate self-monitoring strategies for comprehension. (11-12)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (11)
S04. Reading Applications: Informational, Technical and Persuasive Text
C. Critique the effectiveness and validity of arguments in text and whether they achieve the author's purpose. (11-12)
02. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience. (11)
D. Synthesize the content from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics. (11-12)
03. Analyze the content from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics. (11)
S05. Reading Applications: Literary Text
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
02. Analyze the historical, social and cultural context of setting. (11)
03. Explain how voice and narrator affect the characterization, plot and credibility. (11)
04. Evaluate the author's use of point of view in a literary text. (11)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)

ENGPO: English- Poetry

08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. provide a sense of closure to the writing. (11)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (11)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (11)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (11)
D. Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure. (11-12)
04. Write informational essays or reports, including research, that: (11)
04. provide a sense of closure to the writing. (11)
04. develop a controlling idea that conveys a perspective on the subject; (11)
04. create an organizing structure appropriate to purpose, audience and context; (11)
E. Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning. (11-12)
05. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinions, cause-effect reasoning). (11)
05. articulate a clear position; (11)
S04. Research
A. Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted. (11-12)

ENGPO: English- Poetry

01. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation. (11)
B. Compile, organize and evaluate information, take notes and summarize findings. (11-12)
02. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). (11)
03. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc). (11)

Lesson 4: Rhyme Internal Rhyme

Rhyme Internal rhyme

Standard Benchmark and Indicator

ENGPO: English- Poetry

02. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience. (11)
D. Synthesize the content from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics. (11-12)
03. Analyze the content from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics. (11)
S05. Reading Applications: Literary Text
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific example of characters' thoughts, words and actions. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. provide a sense of closure to the writing. (11)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (11)
C. Produce functional documents that report, organize and convey information

ENGPO: English- Poetry

and ideas accurately, foresee readers' problems or misunderstandings and include formatting techniques that are user friendly. (11-12)

03. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos and proposals) that: (11)

Lesson 5: Figures of Speech, Alliteration, Simile

Figures of speech, Alliteration, Simile

Standard Benchmark and Indicator

ENGPO: English- Poetry

beliefs about a subject. (11)
S05. Reading Applications: Literary Text
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
05. Analyze variations of universal themes in literary texts. (11)
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific example of characters' thoughts, words and actions. (11)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (11)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and

ENGPO: English- Poetry

relative pronouns). (11)
S02. Writing Applications
A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. (11-12)
01. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and (11)
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. provide a sense of closure to the writing. (11)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (11)
D. Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure. (11-12)
04. provide a sense of closure to the writing. (11)
04. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources; (11)
04. develop a controlling idea that conveys a perspective on the subject; (11)
04. create an organizing structure appropriate to purpose, audience and context; (11)
S04. Research
A. Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted. (11-12)
01. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation. (11)
B. Compile, organize and evaluate information, take notes and summarize findings. (11-12)
02. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). (11)
03. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc). (11)

Lesson 6: Narrative Poem Love Story

Narrative poem Love story

Standard Benchmark and Indicator

ENGPO: English- Poetry

(11-12)
01. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. (11)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (11-12)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (11)
C. Use appropriate self-monitoring strategies for comprehension. (11-12)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (11)
S04. Reading Applications: Informational, Technical and Persuasive Text
E. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. (11-12)
05. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject. (11)
S05. Reading Applications: Literary Text
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific example of characters' thoughts, words and actions. (11)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (11)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)

ENGPO: English- Poetry

11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. (11-12)
01. move from specific examples to generalizations about life. (11)
01. draw abstract comparisons between specific incidents and abstract concepts; (11)
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. provide a sense of closure to the writing. (11)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (11)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (11)
D. Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure. (11-12)
04. provide a sense of closure to the writing. (11)
04. develop a controlling idea that conveys a perspective on the subject; (11)
04. create an organizing structure appropriate to purpose, audience and context; (11)
E. Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning. (11-12)
05. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinions, cause-effect reasoning). (11)
05. support assertions using rhetorical devices including appeals to emotion or logic, personal anecdotes; and (11)
05. articulate a clear position; (11)

Lesson 7: Rhyme Scheme, Style, Symbol

ENGPO: English- Poetry

Rhyme Scheme, Style, Symbol

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
E. Use multiple resources to enhance comprehension of vocabulary. (11-12)
05. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars. (11)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Apply reading comprehension strategies to understand grade-appropriate text. (11-12)
01. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. (11)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (11-12)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (11)
C. Use appropriate self-monitoring strategies for comprehension. (11-12)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (11)
S04. Reading Applications: Informational, Technical and Persuasive Text
A. Analyze the features and structures of documents and critique them for their effectiveness. (11-12)
07. Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and usable. (11)
E. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. (11-12)
05. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject. (11)
S05. Reading Applications: Literary Text
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific example of characters' thoughts, words and actions. (11)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
03. Establish and develop a clear thesis statement for informational writing or a

ENGPO: English- Poetry

clear plan or outline for narrative writing. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. (11-12)
01. move from specific examples to generalizations about life. (11)
01. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and (11)
01. use personal experiences as a basis for reflection on some aspect of life; (11)
01. draw abstract comparisons between specific incidents and abstract concepts; (11)
06. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes. (11)
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (11)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (11)
D. Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure. (11-12)
04. provide a sense of closure to the writing. (11)

ENGPO: English- Poetry

04. develop a controlling idea that conveys a perspective on the subject; (11)
E. Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning. (11-12)
05. support assertions using rhetorical devices including appeals to emotion or logic, personal anecdotes; and (11)
05. articulate a clear position; (11)

Lesson 8: Lyric, Apostrophe

Lyric, Apostrophe

ENGPO: English- Poetry

A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
05. Analyze variations of universal themes in literary texts. (11)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. (11-12)
01. move from specific examples to generalizations about life. (11)
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of

ENGPO: English- Poetry

stylistic devices and effects created. (11-12)
02. provide a sense of closure to the writing. (11)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (11)
D. Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure. (11-12)
04. develop a controlling idea that conveys a perspective on the subject; (11)
E. Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning. (11-12)
05. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinions, cause-effect reasoning). (11)
05. articulate a clear position; (11)

Lesson 9: Personification

Personification

Standard Benchmark and Indicator

ENGPO: English- Poetry

has been read so far in text. (11)
S04. Reading Applications: Informational, Technical and Persuasive Text
E. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. (11-12)
05. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject. (11)
S05. Reading Applications: Literary Text
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
05. Analyze variations of universal themes in literary texts. (11)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and

ENGPO: English- Poetry

relative pronouns). (11)
S02. Writing Applications
A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. (11-12)
01. move from specific examples to generalizations about life. (11)
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. provide a sense of closure to the writing. (11)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (11)
D. Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure. (11-12)
04. develop a controlling idea that conveys a perspective on the subject; (11)
E. Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning. (11-12)
05. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinions, cause-effect reasoning). (11)
05. articulate a clear position; (11)

Lesson 10: Realism, Romanticism

ENGPO: English- Poetry

has been read so far in text. (11)
S04. Reading Applications: Informational, Technical and Persuasive Text
E. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. (11-12)
05. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject. (11)
S05. Reading Applications: Literary Text
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific example of characters' thoughts, words and actions. (11)
S01. Writing Processes
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (11)
E. Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert

ENGPO: English- Poetry

opinions or cause-effect reasoning. (11-12)
05. Write persuasive compositions that: (11)
05. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinions, cause-effect reasoning). (11)

romanticism

Lesson 11: Epitaph, Free Verse

Epitaph, Free verse

ENGPO: English- Poetry

01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific example of characters' thoughts, words and actions. (11)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (11)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. (11-12)
06. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes. (11)
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. provide a sense of closure to the writing. (11)

ENGPO: English- Poetry

Lesson 12: Local Color, Tone

R

Local Color, Tone

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
A. Verify meanings of words by the author's use of definition, restatement, example, comparison, contrast and cause and effect. (11-12)
01. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study. (11)
E. Use multiple resources to enhance comprehension of vocabulary. (11-12)
05. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars. (11)
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
A. Apply reading comprehension strategies to understand grade-appropriate text. (11-12)
01. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. (11)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (11-12)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (11)
C. Use appropriate self-monitoring strategies for comprehension. (11-12)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (11)
S04. Reading Applications: Informational, Technical and Persuasive Text
D. Synthesize the content from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics. (11-12)
03. Analyze the content from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics. (11)
E. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. (11-12)
05. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject. (11)
S05. Reading Applications: Literary Text

ENGPO: English- Poetry

A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text. (11-12)
02. Analyze the historical, social and cultural context of setting. (11)
03. Explain how voice and narrator affect the characterization, plot and credibility. (11)
04. Evaluate the author's use of point of view in a literary text. (11)
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific example of characters' thoughts, words and actions. (11)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)

ENGPO: English- Poetry

C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. provide a sense of closure to the writing. (11)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (11)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (11)
D. Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure. (11-12)
04. provide a sense of closure to the writing. (11)
04. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources; (11)
04. develop a controlling idea that conveys a perspective on the subject; (11)
E. Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning. (11-12)
05. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinions, cause-effect reasoning). (11)
05. articulate a clear position; (11)

Lesson 13: Parody, Hyperbole, Simile

Parody, Hyperbole, Simile

Standard Benchmark and Indicator

ENGPO: English- Poetry

and drawing conclusions. (11)
05. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). (11)
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (11-12)
02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (11)
C. Use appropriate self-monitoring strategies for comprehension. (11-12)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (11)
S04. Reading Applications: Informational, Technical and Persuasive Text
C. Critique the effectiveness and validity of arguments in text and whether they achieve the author's purpose. (11-12)
02. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience. (11)
E. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. (11-12)
05. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject. (11)
S05. Reading Applications: Literary Text
B. Explain ways characters confront similar situations and conflict. (11-12)
01. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific example of characters' thoughts, words and actions. (11)
C. Recognize and analyze characteristics of subgenres and literary periods. (11-12)
06. Recognize characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic. (11)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
10. Use available technology to compose text. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and

ENGPO: English- Poetry

eliminate inappropriate slang or informal language. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. (11-12)
06. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes. (11)
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. provide a sense of closure to the writing. (11)
02. identify and assess the impact of possible ambiguities, nuances and complexities within text; (11)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (11)
D. Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure. (11-12)
04. create an organizing structure appropriate to purpose, audience and context; (11)

Lesson 14: Figures of Speech

Figures of Speech

Standard Benchmark and Indicator

ENGPO: English- Poetry

C. Use appropriate self-monitoring strategies for comprehension. (11-12)
03. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. (11)
S04. Reading Applications: Informational, Technical and Persuasive Text
C. Critique the effectiveness and validity of arguments in text and whether they achieve the author's purpose. (11-12)
02. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience. (11)
E. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. (11-12)
05. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject. (11)
S05. Reading Applications: Literary Text
C. Recognize and analyze characteristics of subgenres and literary periods. (11-12)
06. Recognize characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic. (11)
D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning. (11-12)
08. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis. (11)
S01. Writing Processes
A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (11-12)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)

ENGPO: English- Poetry

14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. (11-12)
01. move from specific examples to generalizations about life. (11)
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. provide a sense of closure to the writing. (11)
02. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; (11)
02. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; (11)
D. Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure. (11-12)
04. provide a sense of closure to the writing. (11)
04. develop a controlling idea that conveys a perspective on the subject; (11)
04. create an organizing structure appropriate to purpose, audience and context; (11)
E. Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning. (11-12)
05. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinions, cause-effect reasoning). (11)
05. support assertions using rhetorical devices including appeals to emotion or logic, personal anecdotes; and (11)
05. articulate a clear position; (11)

Lesson 15: Free Verse, Cataloguing

ENGPO: English- Poetry

Standard Benchmark and Indicator
S02. Acquisition of Vocabulary
D. Apply knowledge of roots, affixes and phrases to aid understanding of content
04. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes
S03. Reading Process: Concepts of Print, Comprehension Strategies and Self-
A. Apply reading comprehension strategies to understand grade-appropriate text.
01. Apply reading comprehension strategies, including making predictions,
S04. Reading Applications: Informational, Technical and Persuasive Text
E. Analyze an author's implicit and explicit philosophical assumptions and beliefs
05. Examine an author's implicit and explicit philosophical assumptions and
S05. Reading Applications: Literary Text
A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of
04. Evaluate the author's use of point of view in a literary text. (11)
C. Recognize and analyze characteristics of subgenres and literary periods. (11-
06. Recognize characteristics of subgenres, including satire, parody and allegory,
S01. Writing Processes
C. Use a variety of strategies to revise content, organization and style, and to
06. Organize writing to create a coherent whole with an effective and engaging
10. Use available technology to compose text. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and
S02. Writing Applications
A. Compose reflective writings that balance reflections by using specific personal
06. Produce informal writings (e.g., messages, journals, notes and poems) for
D. Produce informational essays or reports that establish a clear and distinctive
04. provide a sense of closure to the writing. (11)
04. develop a controlling idea that conveys a perspective on the subject; (11)

ENGPO: English- Poetry

04. develop a controlling idea that conveys a perspective on the subject; (11)

Lesson 16: Dramatic Monologue

Dramatic monologue

Standard Benchmark and Indicator

ENGPO: English- Poetry

sentences and maintaining coherence across the whole through the use of parallel structures. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. (11-12)
06. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes. (11)
B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created. (11-12)
02. provide a sense of closure to the writing. (11)
02. advance a judgment that is interpretative, analytical, evaluative or reflective; (11)

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Lesson 17: Research

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01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. (11)
03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. (11)
04. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience. (11)
B. Select and use an appropriate organizational structure to refine and develop ideas for writing. (11-12)
02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys). (11)
05. Use organizational strategies (e.g., notes and outlines) to plan writing. (11)
C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. (11-12)
06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. (11)
07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). (11)
08. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures. (11)
09. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice. (11)
10. Use available technology to compose text. (11)
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. (11)
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts. (11)
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes. (11)
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice. (11)
D. Apply editing strategies to eliminate slang and improve conventions. (11-12)
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language. (11)
S03. Writing Conventions
A. Use correct spelling conventions. (11-12)
01. Use correct spelling conventions. (11)
B. Use correct punctuation and capitalization. (11-12)
02. Use correct capitalization and punctuation. (11)
C. Demonstrate understanding of the grammatical conventions of the English language. (11-12)
03. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns). (11)
S02. Writing Applications
A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life. (11-12)

ENGPO: English- Poetry

06. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes. (11)
C. Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and include formatting techniques that are user friendly. (11-12)
03. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos and proposals) that: (11)
03. anticipate readers' problems, mistakes and misunderstandings. (11)
03. report, organize and convey information accurately. (11)
03. use formatting techniques that make a document user-friendly. (11)
D. Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure. (11-12)
04. provide a sense of closure to the writing. (11)
04. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources; (11)
04. create an organizing structure appropriate to purpose, audience and context; (11)
E. Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning. (11-12)
05. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinions, cause-effect reasoning). (11)
05. support assertions using rhetorical devices including appeals to emotion or logic, personal anecdotes; and (11)
05. articulate a clear position; (11)
S05. Communications: Oral and Visual
F. Give presentations using a variety of delivery methods, visual displays and technology. (11-12)
09. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details. (11)

Lesson 18: Speech

Speech

Standard Benchmark and Indicator

ENGPO: English- Poetry

address the audience's concerns. (11-12)
10. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies). (11)
E. Give informational presentations that contain a clear perspective; present ideas from multiple sources in logical sequence; and include a consistent organizational structure. (11-12)
08. Deliver informational presentations (e.g., expository, research) that: (11)
08. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution); (11)
08. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and (11)
08. draw from and cite multiple sources including both primary and secondary sources and consider the validity and reliability of sources. (11)
08. present a clear and distinctive perspective on the subject; (11)
08. present events or ideas in a logical sequence; (11)
08. support the controlling idea with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; (11)
F. Give presentations using a variety of delivery methods, visual displays and technology. (11-12)
09. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details. (11)