

CURRICULUM MAP

Poetry

***Poet Focuses are not meant to be used as complete lists for each time period.**

| Week 1-3 | Weeks 4-6 | Weeks 7-10 | Weeks 11-13 | Weeks 14-16 | Weeks 17-18 |
|--|---|--|--|---|--|
| <p>Pre-assessment and review of basic skills: Writing Conventions</p> <ul style="list-style-type: none"> • English language rules • Language appropriate for audience <p>Elements of literature</p> <ul style="list-style-type: none"> • Characterization • Importance of setting • Conflict/plots/subplots <p>Narrative writing Formal/Informal descriptive presentations</p> <p>Writing Applications</p> <ul style="list-style-type: none"> • Informal writings (journals, etc) • Reflective writing <p>Transference of personal experience, abstract comparisons, specific to generalizations about life</p> <p>Communication Skills</p> <p>(Old-Middle English: 449-1485) Poets of related time period</p> | <p>Early Modern English/The Renaissance/17th Century: 1485-1667</p> <p>Poet Focus: Dunbar, Skelton, Wyatt, Spenser, Shakespeare, Barclay, Marlowe, Jonson, Donne, Bradstreet</p> <p>Literary Text</p> <ul style="list-style-type: none"> • Mood vs. Tone • Figurative language • Characters and conflict • Historical context • Universal themes • Choice of genre • Metaphors, Similes • Allusion <p>Writing Applications</p> <ul style="list-style-type: none"> • Responses to literature • Informal Writings • Reflective Compositions • Analysis of stylistic devices and their effects • Interpretive, analytical, evaluative, reflective judgments. • References to text of authors that support key ideas | <p>Augustans (1667-1780) and Romantics (1780-1830)</p> <p>Poet Focus: Marvell, Pope, Swift, Watts, Johnson, Blake, Burns, Wordsworth, Coleridge, Moore, Lord Byron, Scott, Shelley, Keats, Barrett Browning, Poe</p> <p>Literary Text</p> <ul style="list-style-type: none"> • Analyzing historical, social, cultural context of setting • Point of View • Universal themes • Motivations of literary characters <p>Writing Applications</p> <ul style="list-style-type: none"> • Responses to literature • Informal Writings <p>Listening strategies</p> <ul style="list-style-type: none"> • Peer group process • Evaluation of choice of language • Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. | <p>Victorians (1833-1903)</p> <p>Poet Focus: Browning, Longfellow, Tennyson, Poe, Bronte, Arnold, Rossetti, Meredith, Carroll, Whitman, Fitzgerald, Wilde, Swinburne, Dickinson, Yeats, Hardy</p> <p>Repetition of Reading Applications – Weeks 4-10 – Literary Text</p> <p>Literary Text</p> <ul style="list-style-type: none"> • Organizational patterns • Motivation <p>Responses to Literature</p> <ul style="list-style-type: none"> • Author’s use of stylistic devices • Anticipate varied interpretations • Interpretive, analytical, evaluative, reflective judgment • Support key ideas with accurate and detailed references • Recognize ambiguities <p>Writing Applications</p> <ul style="list-style-type: none"> • Reflective Writing • Persuasive Compositions • Responses to literature • Informal Writings | <p>Georgians (1903-1920) and Moderns (1920-1960)</p> <p>Poet Focus: Wilde, Joyce, Pound, Frost, Sandburg, Eliot, Doolittle, Lawrence, Hopkins, Moore, Hughes, Johnson, Milne, Auden, Beckett, Thomas, Williams</p> <p>Continuation of Reading Applications – Weeks 4-13 – Literary Text</p> <p>Literary Text</p> <ul style="list-style-type: none"> • Direct/indirect characterization • Historical influences • Analogical statements • Cause and effect • Irony • Foreshadowing/Flashback <p>Writing Applications</p> <ul style="list-style-type: none"> • Informal writings • Responses to literature | <p>Post-Moderns (1960-Present)</p> <p>Poet Focus: Plath, Frost, Sexton, Atwood, Angelou, Bishop, Rich</p> <p>Continuation of Reading Applications – Weeks 4-16 – Literary Text</p> <p>Writing Applications</p> <ul style="list-style-type: none"> • Responses to literature • Informal Writings • Formal Pieces <p>Informal Descriptive Presentations</p> <ul style="list-style-type: none"> • Clear perspective • Logical sequence • Consistent organizational structure • Support for controlling idea • Visual materials • Multiple sources |

Embedded throughout the curriculum are the following:

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
3. 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.
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

Writing Process:

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
4. 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.
5. Use organizational strategies (e.g., notes and outlines) to plan writing.
6. 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.
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).
8. 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.
9. 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.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
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.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.
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.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.