



# Unit Planner: Poetry English 2

Tuesday, November 6, 2018, 9:36AM

High School > 2018-2019 > Grade 9 > English Language Arts >  
English 2 (C) > Week 40

Last Updated: [Wednesday, November 2, 2016](#)  
by John East

## Poetry

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- [Unit Planner](#)
- [Lesson Planner](#)

### Big Ideas / Enduring Understandings

Exposed to a variety of poetry and develop a love for it.

### Essential Questions

### Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 9-10

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Writing

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Responding to Literature

11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.
11. Create literary texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit.
- 11b. Identify, analyze, and use elements and techniques of various genres of literature.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

<b>Content</b> Engagement: spoken word poetry two poets (video).	<b>Skills / Strategies</b>
<b>Key Terms / Vocabulary</b>	
<b>Learning Plan &amp; Activities</b> <i>Please include Theatre Modalities when appropriate</i>	<b>Assessments</b> <a href="#">Depth of Knowledge (DOK) Levels</a>
<b>Resources</b>	



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