

Subject: English I
 Unit: Voice
 Conceptual Lens: Patterns
 Unit Length: 6 weeks
 Grading Period: 4

Just as you can tell the type of tree by the pattern of structure on a single leaf, one can rely on patterns in language to supplement or reinforce what is communicated. Language, like a patchwork quilt, is often varied and cluttered, but by recognizing the patterns the beauty and significance become apparent. In this unit, we will examine patterns in language and how it applies to the writer's voice.

<p>Key topic/concepts/subconcepts <i>Literary Concepts:</i> Poetic devices-rhyme, meter, alliteration, assonance, consonance <i>Writer's Craft:</i> conventions, voice, presentation, word choice <i>Speaking/listening:</i> Oral interpretation <i>Poetry:</i> haiku, rhyming, blank verse, free verse</p>
<p>Generalizations</p> <ol style="list-style-type: none"> 1. Patterns may affect voice 2. Voice may be created by presentation, word choice, and writing conventions 3. Poetic devices such as rhyme, meter, alliteration, assonance, and consonance may create patterns in written and oral texts.
<p>Guiding questions</p> <ol style="list-style-type: none"> 1. How do patterns affect voice? 2. How is voice created in writing? 3. How does the use of poetic devices affect written and oral texts? 4. How are oral text different from written texts? 5. Is it ever acceptable to break a pattern? 6. Why are patterns used/useful? 7. Why should writer's consider voice? 8. How do patterns differ among different forms of writing? 9. How do patterns affect the perception of oral texts? 10. How does word choice affect poetic structures?
<p>Critical Content (know)</p> <ol style="list-style-type: none"> 1. understand literary forms and terms such as author, drama, biography, autobiography, myth, tall take, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read
<p>Key Skills (Do)</p> <ol style="list-style-type: none"> 1. listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances of scripts 2. use effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact. 3. analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture and eye contact. 4. make valid interpretations of literary texts such as telling stories, interpreting poems, stories, or essays 5. analyze characteristics of text, including its structure, word choices, and intended audience 6. use elements of text to defend his/her own responses and interpretations 7. read world literature, including classic and contemporary works 8. read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover

<p>models to us in his/her own writing</p> <ol style="list-style-type: none"> 9. establish a purpose for reading such as to discover, interpret, and enjoy 10. recognize the theme (general observation about life or human nature) within a text 11. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate 12. identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language 	
TEKS/TAKS	TEKS/ 3.01A, 7A, 8A, 8C, 10B, 11A, 11H, 12A, 15A, 15B, 17D, 18A, 18B
<p>Suggested Instructional activities</p> <ol style="list-style-type: none"> 1. Read selected poetry 2. Locate examples of literary devices in texts 3. poetry writing 4. oral interpretation 5. peer evaluation 6. music-literature connections: analyze contemporary song for poetic devices 7. create posters for each poetic device 8. peer teach poetic devices 9. paraphrase texts 10. Complete short answer comprehension questions using textual evidence in responses 	
<p>Assessments</p> <p>Quiz, daily exercises, poetry writing, oral interpretation, peer instruction, culminating performance activity</p>	

CULMINATING ACTIVITY

Unit: Voice
Conceptual Lens: Patterns
Grading Period: 4

WHAT: Investigate how patterns affect voice.

WHY: In order to understand that poetic devices such as rhyme, meter, alliteration, assonance, and consonance may create patterns in written and oral texts that affect voice.

HOW: You are a nominee for poet laureate. You must prepare and deliver a presentation to your peers on a poem of your choice (may be one you have written or not). The presentation must identify the patterns and poetic devices in the selected poem, explain the poet's voice as it pertains to these patterns and incorporate multimedia technology. The selected poem may not be one we have studied in this class. You will be judged on the accuracy and completeness of your information, the oral presentation and use of technology.

Unit: Voice
Conceptual Lens: Patterns
Grading Period: 4

Student: _____

You are a nominee for poet laureate. You must prepare and deliver a presentation to your peers on a poem of your choice (may be one you have written or not). The presentation must identify the patterns and poetic devices in the selected poem, explain the poet's voice as it pertains to these patterns and incorporate multimedia technology. The selected poem may not be one we have studied in this class. You will be judged on the accuracy and organization of your information, the oral presentation and use of technology.

Criteria:

- Knowledge**
- 4 – Presentation presents a strong understanding of concepts and is presented in accurate and relevant language.
 - 3 – Presentation presents a strong understanding of concepts and is presented in fairly accurate language.
 - 2 – Presentation presents a general understanding of concepts and is presented in fairly accurate language.
 - 1 – Presentation does not present an understanding of concepts and/or is not presented accurately.
- Presentation**
- 4 – Presentation is strong and clear showing evidence of rehearsal and preparation demonstrating strong non-verbal communication skills.
 - 3 – Presentation is strong and shows some evidence of preparation. Non-verbal communication skills are evident.
 - 2 – Presentation is some what clear with little or no evidence of preparation. Few non-verbal skills are evident.
 - 1 – Presentation is unclear and shows no evidence of preparation. Non-verbal communication skills are not evident.
- Organization**
- 4 – Organization is complete and supports a clear connection between sample poem and concepts.
 - 3 – Organization is sufficiently complete to illustrate a connection between sample poem and concepts.
 - 2 – Organization is sufficiently clear to support a general understanding of concepts.
 - 1 – Organization is vague or insufficiently clear to

Performance level:
4 – Expert
3 – Proficient
2 – Beginner
1 - Novice

Criteria Standard: 3
Total standard: 12

Total Performance Score:

Unit: Voice
Conceptual Lens: Patterns
Grading Period: 4

Student: _____

support a general understanding of concepts.

Technology

- 4 – Technology is seamlessly integrated into presentation to support ideas and clearly illustration concepts.
- 3 – Technology is used effectively to present ideas and illustrate concepts.
- 2 – Technology is used minimally to present ideas and illustrate Concepts.
- 1 – Technology is not used or its use interferes with the presentation of ideas.

1A. Patterns may affect voice.

1B. Patterns of language may create rhythm and tone that evoke specific mood in the reader.

1C. By manipulating the patterns of language one uses, he may create a desired voice in his writing.

2A. Voice may be affected by a writer's style.

2B. Voice may be created by presentation, word choice, and writing conventions.

2C. By selecting specific words and/or employing specific writing conventions, one may create a desired voice.

3A. Poetic devices may create patterns.

3B. Poetic devices such as rhyme, meter, alliteration, assonance, and consonance may create patterns in written and oral texts.

3C. By employing specific poetic devices, one may create desired patterns in written and oral texts.