

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p style="text-align: center;"><b>Unit 2</b> <b>Figurative Language</b></p> <p style="text-align: center;"><b>19 Days</b></p>	<p><b>Overarching learning goals:</b></p> <ul style="list-style-type: none"> <li>- I can identify literary devices, figurative language, and sound devices in poetry and other texts</li> <li>- I can evaluate the author’s purpose for using literary devices and the overall effect it has on the text</li> </ul> <p><b>Overarching language goals:</b></p> <ul style="list-style-type: none"> <li>- I can write to create literary devices, figurative language, and sound devices</li> </ul>	<ul style="list-style-type: none"> <li>• In English II Textbook:               <ul style="list-style-type: none"> <li>○ “There Will Come Soft Rains” by Sara Teasdale</li> <li>○ “Meeting at Night” by Robert Browning</li> <li>○ “I dwell in Possibility” by Emily Dickinson</li> <li>○ “Christmas Sparrow” by Billy Collins</li> <li>○ “Tonight I Can Write...” by Pablo Neruda</li> <li>○ “Sonnet 18” by William Shakespeare</li> <li>○ “Ballad” by Gabriela Mistral</li> <li>○ “Midwinter Blues” by Langston Hughes</li> </ul> </li> </ul>
<p><b>PASS Content Standards</b></p>	<ul style="list-style-type: none"> <li>- <b>1.0 Vocabulary-</b> Roots, prefixes, and suffixes to determine word meaning; word origins; reference materials; connotative and denotative meaning; context clues</li> <li>- <b>2.1.c Literal Understanding-</b> monitoring and self-correcting methods (re-reading, slowing down, subvocalizing, consulting resources, questioning)</li> <li>- <b>3.1 Literary Genres-</b> demonstrate a knowledge of and an appreciation of various forms of literature</li> <li>- <b>3.2. d Literary Elements-</b> Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.</li> <li>- <b>3.3.a Figurative Language-</b> Identify and use figurative language such as analogy, hyperbole, metaphor, personification, and simile.</li> <li>- <b>3.3.b Figurative Language-</b> Identify and use sound devices such as rhyme, alliteration, and onomatopoeia.</li> <li>- <b>3.3.c Figurative Language-</b> Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.</li> <li>- <b>3.1.i Standard English Usage-</b> Use correct forms of positive, comparative, and superlative adjectives</li> <li>- <b>3.1.j Standard English Usage-</b> use correct form of conjunction (coordinating, correlating, or subordinating).</li> <li>- <b>3.3.c Sentence Structure-</b> Correct run-on sentences</li> <li>- <b>3.3.d Sentence Structure-</b> correct fragments</li> <li>- <b>3.3.e Sentence Structure-</b> correct comma splices</li> </ul> <p>- <b>Writing 2.1-</b> Compose fictional, biographical, or autobiographical narratives or short stories that:</p> <ol style="list-style-type: none"> <li>a. establish and develop dynamic and static characters including character motivation, gestures, and feelings.</li> <li>b. establish and develop a plot that effectively communicates the overall theme and establishes significant events.</li> <li>c. establish and maintain a consistent point of view especially third person limited or omniscient point of view.</li> <li>d. establish and develop a setting within a narrative that is relevant to the overall meaning of</li> </ol>	

	<p>the work.</p> <p>e. use a range of narrative devices such as dialogue, interior monologue, suspense, foreshadowing, characterization, flashback, and symbolism.</p> <p>f. present action segments to accommodate changes in time and mood.</p>				
<p><b>PASS Plus</b>  <b>(when mastering the above PASS standards, these PASS Plus standards are also mastered)</b></p>	<p><b>RL 10.2 Determine a theme or central idea</b> of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined 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.</p> <p><b>RL 10.4 Determine the meaning of words and phrases</b> as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>				
<p><b>Possible Learning Activities</b></p>		<p><b>Possible Assessments</b></p>		<p><b>Essential Questions</b></p>	
<ul style="list-style-type: none"> <li>• Anticipation Guides</li> <li>• Exit Tickets</li> <li>• Think/Pair/Share</li> <li>• Poem Annotation</li> <li>• Poem analysis</li> <li>• Graphic Organizer</li> </ul>		<ul style="list-style-type: none"> <li>• Poem Reflections</li> <li>• Poetry Analysis</li> <li>• Graphic Organizers                             <ul style="list-style-type: none"> <li>○ Figurative Language</li> <li>○ Imagery</li> <li>○ TP-CASTT</li> <li>○ SOAPStone</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Where do you find poetry?</li> <li>• What purpose does poetry have in the expression of thoughts and ideas? What are its benefits over prose?</li> </ul>	
<p><b>Academic Vocabulary/Concepts</b></p>		<p><b>Proficiency Scales</b></p>			
<ul style="list-style-type: none"> <li>• Alliteration</li> <li>• Analogy</li> <li>• Allegory</li> <li>• Assonance</li> <li>• Consonance</li> <li>• Figurative Language</li> <li>• Free Verse</li> <li>• Hyperbole</li> <li>• Imagery</li> <li>• Irony</li> <li>• Line</li> <li>• Lyric</li> <li>• Metaphor</li> <li>• Narrative</li> <li>• Onomatopoeia</li> <li>• Personification</li> <li>• Prose</li> <li>• Repetition</li> <li>• Rhyme</li> <li>• Simile</li> <li>• Sonnet</li> <li>• Stanza</li> <li>• Symbolism</li> <li>• Tone</li> </ul>					