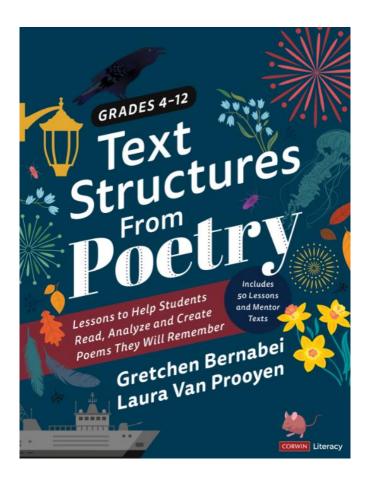
by Gretchen Bernabei and Laura Van Prooyen



TEKS Alignment by Gina Graham

(TEKS as amended 6/2019)

#### Dear Teachers,

Gretchen Bernabei and Laura Van Prooyen have taken the study of poetry to a new level. Gretchen and Laura have gathered together an array of poems that are thought-provoking and timeless. Students will want to read the poems and will use the poems as mentor texts for their own writing.

The lessons in this book contain 4 steps: WRITE, READ, GET THE STRUCTURE, and WRITE. Students use these steps to unlock the work done by poets. Once students have had time to comprehend the poems, each poem then serves as a mentor text for student writing.

Pages 1 and 2 of the ELAR TEKS Alignment outlines a foundational template for all lessons. Teachers can use these pages to scaffold the learning/understanding of each poem. Students begin by writing their thoughts and ideas related to the topic addressed in the poem. Students read and discuss the poem noticing how their thoughts and ideas could be expressed through poetry. Next, the text structure is revealed by chunking the poem. Then magic happens – students write their own poems!

Pages 3-75 of the ELAR TEKS Alignment offers opportunities to study the unique elements of each poem. The TEKS listed on these pages align to Step 2: READ & Notice. Students can see how poets use literary techniques in their writing. At the heart of poetry is the understanding that poets use literary elements and compelling text structures to communicate big ideas in the fewest words possible.

Get ready for great things to happen as students discover their inner poet!

Gina Graham

### **TEKS Alignment - All Lessons**

				Wı	rite						
				Grade Le	evel TEKS						
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV		
				Stra	nd 6						
•	istening, speakir iple texts that ar	-		•	~ .		nt uses the writi	ng process recur	sively to		
particular topic, range of strateg	11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping  10(A) plan a first draft by selecting a genre appropriate for various purposes and audience by generating ideas through a range of strategies such as discussion, background reading, and personal interests  9(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing										
				Re	ad						
				Grade Le	evel TEKS						
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV		
				Stra	nd 2						
	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:										
5(A) establish p	urpose for reading	g assigned and self	f-selected texts			4(A) establish p	urpose for reading	gassigned and self	-selected texts		

#### **TEKS Alignment - All Lessons**

	· = · · · · · · · · · · · · · · · ·											
	Get the Structure											
				Grade Lev	vel TEKS							
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV			
				Strar	nd 5							
Author's pur	pose and craft: li	istening, speaking	g, reading, writin	g, and thinking ι	using multiple text	s. The student	uses critical inq	uiry to analyze th	ne authors'			
choices and	how they influen	ice and communic	cate meaning wi	thin a variety of	texts. The student	analyzes and	applies author's	craft purposeful	ly in order			
to develop h	to develop his or her own products and performances. The student is expected to:											
10(B) explain h	ow the use of	10(B) analyze	9(B) analyze ho	w the use of text :	structure	8(B) analyze (	use of text	8(B) evaluate us	e of text			
text structure c		how the use of	contributes to t	the author's purpo	ose	structure to a		structure to ach				
the author's purpose text structure author's purpose author's purpose author's purpose												
contributes to the author's												
the author's												
		purpose										
				Wri	te							
				Grade Lev	vel TEKS							
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV			
				Strar	nd 6							
•				using multiple to	extsgenres. The	student uses g	genre characteri	stics and craft to	compose			
multiple texts	that are meanin	gful. The student	is expected to:									
12(A) compose	literary texts	12(A) compose	11(A) compose	literary texts such	n as personal	10(A) compo	se literary texts s	uch as fiction and	poetry using			
such as persona	al narratives and	literary texts	narratives, ficti	on, and poetry usi	ing genre	genre charac	teristics and craft					
poetry using ge		such as	characteristics	and craft								
characteristics	and craft	personal										
		narratives,										
		fiction, and										
		poetry using genre										
	characteristics											
		and craft										

#### **Lesson 1: Love Waltz with Fireworks**

				Rea	nd				
				Grade Lev	el TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
-		reading, writing, an propriate conventio		·		student uses the v	vriting process rec	cursively to comp	ose multiple
11(D) edit drafts including:	using standard Engl	lish conventions,	10(D) edit drafts including:	using standard Eng	ish conventions,	9(D) edit drafts u English conventi	· ·	9(D) edit drafts t command of star conventions usin appropriate	
(viii) coordinating conjunctions to form compound subjects, predicates, and sentences conjunctions to form complex sentences			(vi) subordinating form complex se correlative conju either/or and ne	ntences and nctions such as					
(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) (x) punctuation punctuation marks, including apostrophes in contractions and compound and compound sentences and items in a		either/or and neither/nor  (viii) (viii) punctuation punctuation, including commas to set commas in complex phrases, and sentences, transitions, and introductory elements  (vii) (viii) (vi) punctuation, including commas in punctuation, including commas in off words, commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses			(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

Lesson 2: At the Lake

				Read						
				Grade Level	TEKS					
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
				Strand 2	2					
Comprehension skil comprehension of i				ing multiple texts	s. The student us	es metacognitive	skills to both de	evelop and deepen		
6(D) create mental in	nages to deepen und	derstanding	5(D) create mental	images to deepen (	understanding	4(D) create menta	al images to deepe	en understanding		
				Strand 6	5					
Composition: listen texts that are legible	le and uses approp	priate conventions.	. The student is exp	pected to:		1	- '		·	
11(D) edit drafts usir including:	ng standard English (	conventions,								
including: including: English conventions, including: command of standard English conventions using a style gu										

1st Grade: D (vii) – capitalization of the first letter in a sentence and name

#### **Lesson 3: I am Offering This Poem**

	Read													
	Grade Level TEKS													
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV					
				Strar	nd 4									
5.6 li: 1	1	1	1,	10.1	<b></b>									
	s: listening, speakin	· · · · ·		•	~	_	, ,	specific characteris	stics, structures,					
and purposes w	vithin and across inc	reasingly complex	traditional, conte	emporary, ciassica	ii, and diverse tex	is. The student is	expected to:							
9(B) explain	9(B) explain	9(B) explain	8(B) analyze	8(B) analyze the	8(B) analyze	7(B) analyze	7(B) analyze	7(B) analyze	7(B) analyze					
rhyme	figurative	the use of	the effect of	effect of rhyme	the effect of	the structure,	the effects of	relationships	the effects of					
scheme,	language such	sound devices	meter and	scheme, meter,	graphical	prosody, and	metrics; rhyme	among	sound, form,					
sound devices,	as <b>simile</b> ,	and figurative	structural	and graphical	elements such	graphic	schemes;	characteristics	figurative					
and structural	metaphor, and	language and	elements such	elements such	as punctuation	elements such	types of	of poetry,	language,					
elements such	personification	distinguish	as line breaks	as punctuation	and line length	as line length	rhymes such as	including	graphics, and					
as stanzas in a	that the poet	between the	in poems	and	in poems	and word	end, internal,	stanzas, line	dramatic					
variety of	uses to create	poet and the	across a variety	capitalization in	across a variety	position in	slant, and eye;	breaks, speaker,	structure in					
poems	images	speaker in	of poetic forms	poems across a	of poetic forms	poems across a	and other	and sound	poetry across					
		poems across		variety of	such as epic,	variety of	conventions in	devices in	literary time					
		a variety of		poetic forms	lyric, and	poetic forms	poems across	poems across a	periods and					
		poetic forms			humorous		a variety of	variety of poetic	cultures					
					poetry		poetic forms	forms						

#### Strand 5

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

10(D) describe	10(D)	10(D)	9(D) describe how the author's	9(D) describe	8(D) analyze	8(D) analyze	8(D) evaluate	8(D) critique
how the	describe	describe	use of figurative language such	how the	how the	how the	how the	and evaluate
author's use of	how the	how the	as <b>metaphor</b> and personification	author's use of	author's use	author's use	author's use	how the
imagery, literal	author's use	author's	achieves specific purposes	figurative	of language	of language	of language	author's use
and figurative	of imagery,	use of		language such	achieves	informs and	informs and	of language
language such	literal and	imagery,		as extended	specific	shapes the	shapes the	informs and
as <b>simile</b> , and	figurative	literal and		metaphor	purposes	perception of	perception of	shapes the
sound devices	language	figurative		achieves		readers	readers	perception of
such as	such as	language		specific				readers
onomatopoeia	simile and	such as		purposes				
achieves	metaphor,	simile and						
specific	and sound	metaphor,						
purposes	devices	and sound						
	such as	devices						
	alliteration	achieves						
	and	specific						
	assonance	purposes						
	achieves							
	specific							
	purposes							

#### **Lesson 4: Possums**

	Read  Grade Level TEKS												
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV				
Strand 4													
Multiple genres: lis					_	_		pecific characteris	stics, structure				
rhyme fi scheme, la sound devices, a and structural elements such p as stanzas in a variety of u	e(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create mages	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic,	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of	7(B) analyze the effects of metrics; rhyme schemes; types of rhymessuch as end, internal, slant, and eye; and other conventions in	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across				

#### Strand 5

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

and performances. The stadent is expected to:										
10(C) explain the author's use of print and graphic features to achieve specific purposes	10(C) analyze the print and graphic achieve specific p	features to	9(C) analyze the author's use of pri features to achieve specific purpos		8(C) evaluate the specific purpose	e author's use of pri	nt and graphic featu	res to achieve		
10(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	10(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	10(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	9(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	8(D) analyze how the author's use of language achieves specific purposes	8(D) analyze how the author's use of language informs and shapes the perception of readers	8(D) evaluate how the author's use of language informs and shapes the perception of readers	8(D) critique and evaluate how the author's use of language informs and shapes the perception of readers		

**Lesson 5: I Remember** 

				Re	ead								
	Grade Level TEKS												
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV				
	Strand 4												
9(C) discuss	9(C) explain struc	ture in drama	8(C) analyze how	playwrights	8(C) analyze	7(C) analyze the f	unction of	7(C) analyze	7(C) analyze				
elements of drama such as	such as character scenes, and stage	_	develop characte dialogue and stag	_	how playwrights	dramatic convent asides, soliloquies		how the relationships	and evaluate how the				
characters, dialogue,					develop dramatic action	and satire		among dramatic	relationships among the				
setting, and					through the			elements	dramatic				
acts					use of acts and scenes			advance the plot	elements advance the				
					SCETTES			piot	plot				

#### **Anaphora**

Often used in political speeches and occasionally in prose and poetry, anaphora is the repetition of a word or words at the beginning of successive phrases, clauses, or lines to create a sonic effect.

#### Lesson 6: My Mother's Tortilla

Read												
				Gr	ade Le	vel TEKS						
3	4	5	6	7	1	8	En	g. l	Eng. II	Eng. III	Eng. IV	
Composition: listeni			_				The student	uses th	e writing process	recursively to com	pose multiple	
11(D) edit drafts using including:	conventions using a style guide as appropriate; and  (ii) past, present, and (ii) past tense of irregular (ii) consistent, appropriate use of verb (ii) consistent, appropriate use of verb tense and active											
(ii) past, present, and (ii) past tense of irregular future verb tense verbs (iii) consistent, appropriate use of verb tense and active and passive voice												
across increasingly c  8(C) analyze plot elements, including the sequence of events, the conflict, and the resolution	8(C) analyze pelements, inconcentration, climate action, and re	olot luding rising k, falling	7(C) analyze plot elements, including rising action, climax, falling action, resolution, and non- linear	7(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot	7(C) a non- I develo such a flashb foresh subplo parall struct comp linear	inalyze linear plot opment as backs, hadowing, ots, and el plot cures and are it to	6(C) analyze non- linear p developmen such as flashbacks, foreshadowi subplots, an parallel plot structures at compare it t linear plot developmen	6(lot iso	(C) analyze olated scenes nd their ontribution to ne success of the lot as a whole	6(C) evaluate how different literary elements shape the author's portrayal of the plot	6(C) critique and evaluate how complex plot structures such as subplots contribute to and advance the action	
			elements such as flashback									

8(D) explain the influence of the setting on the plot.	8(D) explain the influence of the setting, including historical and cultural settings, on the plot	8(D) analyze the influence of the setting, including historical and cultural settings, on the plot	7(D) analyze how the setting, including historical and cultural settings, influences character and plot development	7(D) analyze how the setting influences character and plot development	how the setting influence values ar beliefs of characte	th in es the th nd f	(D) analyze how ne setting offluences the neme	6(D) analyze how historical and cultural settings influence characterization, plot, and theme across texts	6(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme	6(D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme
					Strand (	6				
	- ·		writing, and thinki conventions. The			ng process	s. The student us	es the writing proc	ess recursively to co	ompose multiple
11(C) revise drafts structure and word combining, and rea and clarity	choice by adding,	, deleting,		or clarity, developme and sentence variety		d a o	and sentence effect	ization, style, diction, iveness, including use ions and placement of	and sentence flue	nization, style, diction, ncy, both within and
• -		_			_	nres. The	_	zes and analyzes ge ent is expected to:	nre-specific charac	teristics, structures,
8(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	8(B) explain figurative language such a simile, metaphor, and personification that the poet uses to create images	use of device figurat langua disting betwe poet a speake	sound effect of and street ive element as line poems variety forms en the stacross a coordinate of the stacross a coordinate in the stacross and the stacross a coordinate in the stacross and the stac	of meter effect of scheme and grate breaks in across a of poetic of poetic poems	of rhyme  ch, meter, phical ts such tuation it zation in across a of poetic if h	7(B) analyze effect of graphical elements sures punctuation of line lenger poems across variety of poetic forms such as epic, yric, and numorous poetry	structure, prosody, a graphic ion elements s gth as line leng rross and word position in s poems acr	the effects of metrics; rhyroschemes; typoschemes; typoschemes; typoschemes; typoschemes; the send, internal, slar and eye; and other	f relationships me among characteristics poetry, includ stanzas, line breaks, speak and sound devices in poe in across a variet s a of poetic form	ng language, graphics, and dramatic structure in poetry across y literary time

Lesson 7: Still Life With Summer Sausage, a Blade, and No Blood

				Re	ad				
				Grade Le	evel TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
				Stra	nd 4				
	<u> </u>	ng, reading, writing ional, contempora		•	•		gnizes and analyze	es literary element	s within and
8(C) analyze plot elements, including the sequence of events, the conflict, and the resolution	8(C) analyze plot elements, including the rising action, climax, falling action, and resolution	8(C) analyze plot elements, including rising action, climax, falling action, and resolution	7(C) analyze plot elements, including rising action, climax, falling action, resolution, and non- linear elements such as flashback	7(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot	7(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development	6(C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development	6(C) analyze isolated scenes and their contribution to the success of the plot as a whole	6(C) evaluate how different literary elements shape the author's portrayal of the plot	6(C) critique and evaluate how complex plot structures such as subplots contribute to and advance the action
8(D) explain the influence of the setting on the plot	8(D) explain the influence of the setting, including historical and cultural settings, on the plot	8(D) analyze the influence of the setting, including historical and cultural settings, on the plot	7(D) analyze how the setting, including historical and cultural settings, influences character and plot development	7(D) analyze how the setting influences character and plot development	7(D) explain how the setting influences the values and beliefs of characters	6(D) analyze how the setting influences the theme.	6(D) analyze how historical and cultural settings influence characterizatio n, plot, and theme across texts	6(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme	6(D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme

#### Strand 4

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

	1				1		1		
8(B) explain	8(B) explain	8(B) explain the use	7(B) analyze	7(B) analyze	7(B) analyze	6(B) analyze	6(B) analyze	6(B) analyze	6(B) analyze
rhyme	figurative	of sound devices	the effect of	the effect of	the effect of	the structure,	the effects of	relationships	the effects of
scheme,	language such	and figurative	meter and	rhyme	graphical	prosody, and	metrics; rhyme	among	sound, form,
sound	as <b>simile</b> ,	language and	structural	scheme,	elements such	graphic	schemes; types	characteristics	figurative
devices, and	metaphor, and	distinguish	elements	meter, and	as	elements such	of rhymes such	of poetry,	language,
structural	personification	between the poet	such as line	graphical	punctuation	as line length	as end,	including	graphics, and
elements	that the poet	and the speaker in	breaks in	elements such	and line	and word	internal, slant,	stanzas, line	dramatic
such as	uses to create	poems across a	poems across	as punctuation	length in	position in	and eye; and	breaks,	structure in
stanzas in a	images	variety of poetic	a variety of	and	poems across	poems across	other	speaker, and	poetry across
variety of		forms	poetic forms	capitalization	a variety of	a variety of	conventions in	sound devices	literary time
poems				in poems	poetic forms	poetic forms	poems across a	in poems across	periods and
				across a	such as epic,		variety of	a variety of	cultures
				variety of	lyric, and		poetic forms	poetic forms	
				poetic forms	humorous				
					poetry				

Note: Repetition and rhythm are explicit in Strand 4, Multiple genres (above) grades K, 1:

Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>
8(B) discuss rhyme and rhythm in nursery rhymes and a	8(B) discuss rhyme, rhythm, repetition, and alliteration in a	8(B) explain visual patterns and structures in a variety of
variety of poems	variety of poems	poems

#### **Lesson 8: Chorus, Venable Elementary**

				Re	ad						
				Grade Le	evel TEKS						
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV		
				Stra	nd 4						
	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:										
8(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems  8(B) explain the rhyme scheme, figurative language and variety of poems  8(B) explain the rhyme scheme, figurative language and as stanzas in a variety of poetic forms  8(B) explain the rhyme scheme, figurative language such as simile, metaphor, and poems across a variety of poetic forms  8(B) explain the use of sound devices, and structural elements such as simile, metaphor, and poems across a variety of poetic forms  8(B) explain the use of sound devices and figurative effect of rhyme scheme, sound devices and figurative language and distinguish poems across a variety of poetic forms  8(B) explain the use of sound devices and figurative effect of rhyme scheme, meter, and graphical elements such as punctuation and line length in poems across a variety of poetic forms  8(B) explain the use of sound devices and figurative elements such as simile, metaphor, and distinguish poems across a variety of poetic forms  8(B) explain the use of sound devices and figurative elements such as punctuation and line length in poems across a variety of poetic forms  8(B) explain the use of sound devices and figurative elements such as punctuation and line length in poems across a variety of poetic forms  8(B) explain the effect of rhyme effect of scheme, meter, and graphical elements such as punctuation as punctuation and line length in poems across a variety of poetic forms  8(B) explain the effect of rhyme effect of scheme, meter, and graphical elements such as punctuation as punctuation and line length in poems across a variety of poetic forms  8(B) explain the effect of rhyme effect of structure, prosody, and graphical elements such as punctuation as line length in poems across a variety of poetic forms  8(B) explain the effect of rhyme effect of structure, prosody, and as line length as line length in poems across a variety of poetic forms  8(B) explain the effect of rhyme effect of rhyme such as line length as line leng											
					nd 6						
-	stening, speaking, gible and uses app			•	riting process. The	student uses the	writing process re	ecursively to comp	ose multiple		
11(D) edit drafts u including:	ısing standard English	n conventions,	10(D) edit drafts u including:	sing standard English	conventions,	9(D) edit drafts us English convention	•	9(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate			
(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as				

items in a series	dialogue and commas in compound and complex sentences	elements		parentheses		appropriate				
Strand 2  Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:										
6(D) create mental	images to deepen understanding	5(D) create mental	images to deepen u	nderstanding	4(D) create mental	images to deepen u	nderstanding			

#### **Lesson 9: Snow in North Jersey**

				Read					
				Grade Level	TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
				Strand	4				
		aking, reading, writing, a increasingly complex tr						-specific characteris	tics, structures,
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative langua such as simile, metaphor, and personification ti the poet uses to create images	devices and figurative	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymessuch as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures
				Strand 6	5				
-		g, reading, writing, and appropriate conventions		· ·	g process. The stu	dent uses the w	riting process	recursively to comp	ose multiple
11(D) edit drafts using standard English conventions, including:			10(D) edit dra including:	10(D) edit drafts using standard English conventions, including:			9(D) edit drafts using standard English conventions, including:		monstrate a rd English style guide as
(viii) coordinating form compound spredicates, and s	subjects,	(viii) subordinating conjunctions to form complex sentences	form complex	ting conjunctions to sentences and njunctions such as					

			either/or	and neither/nor	nd neither/nor			
(ix) capitalization of official titles of people, holidays, and geographical names and places	(ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities	(ix) capitalization of abbreviations, initials, acronyms, and organizations	(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations	iv) correct capitali	ization			
(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate	

1st Grade: D (vii) – capitalization of the first letter in a sentence and name

Lesson 10: Draw

				Rea	ad				
				Grade Le	vel TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
•	: listening, speaking, ed. The student is ex	<u> </u>	and thinking using	Strar g multiple texts. T		nds to an increasi	ngly challenging v	ariety of sources t	hat are read,
6(H) respond orally or in writing with appropria register, vocabulary, tone, and voice					appropriate	5(H) respond oral with appropriate vocabulary, <b>tone</b> , <b>and voice</b>	register,	5(H) respond orally or in writing with appropriate register and effective vocabulary, tone, and voice	5(H) respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice
	s: listening, speaking	J. J.		~	genres. The stude	_		specific characteri	stics, structures,
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

Note: Repetition and rhythm are explicit in Strand 4, Multiple genres: 9(B)

#### **Lesson 11:** *Nighthawks* by Edward Hopper

				Re	ad							
				Grade Le	vel TEKS							
3	3 4 5 6 7 8 Eng. I Eng. II Eng. III Eng. IV											
	Strand 4											
Multiple genre	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures,											
and purposes w	ithin and across inc	reasingly complex	traditional, conte	emporary, classica	l, and diverse tex	ts. The student is	expected to:					
9(B) explain	9(B) explain	9(B) explain	8(B) analyze	8(B) analyze	8(B) analyze	7(B) analyze	7(B) analyze	7(B) analyze	7(B) analyze			
rhyme	figurative	the use of	the effect of	the effect of	the effect of	the structure,	the effects of	relationships	the effects of			
scheme,	language such as	sound devices	meter and	rhyme scheme,	graphical	prosody, and	metrics; rhyme	among	sound, <b>form</b> ,			
sound devices,	simile,	and figurative	structural	meter, and	elements such	graphic	schemes;	characteristics	figurative			
and structural	metaphor, and	language and	elements such	graphical	as punctuation	elements such	types of	of poetry,	language,			
elements such	personification	distinguish	as line breaks	elements such	and line length	as line length	rhymes such as	including	graphics, and			
as stanzas in a	that the poet	between the	in poems	as punctuation	in poems	and word	end, internal,	stanzas, line	dramatic			
variety of	uses to create	poet and the	across a	and	across a	position in	slant, and eye;	breaks,	structure in			
poems	images	speaker in	variety of	capitalization in	variety of	poems across a	and other	speaker, and	poetry across			
		poems across a	poetic forms	poems across a	poetic forms	variety of	conventions in	sound devices	literary time			
		variety of		variety of	such as epic,	poetic forms	poems across	in poems across	periods and			
		poetic forms		poetic forms	lyric, and		a variety of	a variety of	cultures			
					humorous		poetic forms	poetic forms				
					poetry							

#### Lesson 12: Full Capacity

				Rea	ad				
				Grade Le	vel TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
				Strar	nd 4				
Multiple genre	s: listening, speaking	g, reading, writing	, and thinking usir	ng multiple texts	genres. The stude	ent recognizes an	d analyzes genre-s	specific characteri	stics, structures
	ithin and across inc		_		_	_			
9(B) explain	9(B) explain	9(B) explain the	8(B) analyze the	8(B) analyze the	8(B) analyze	7(B) analyze the	7(B) analyze the	7(B) analyze	7(B) analyze the
rhyme scheme,	figurative	use of sound	effect of meter	effect of rhyme	the effect of	structure,	effects of	relationships	effects of sound
sound devices,	language such as	devices and	and structural	scheme, meter,	graphical	prosody, and	metrics; rhyme	among	form, figurative
and structural	simile, metaphor,	figurative	elements such	and graphical	elements such	graphic	schemes; types	characteristics of	language,
elements such	and	language and	as line breaks in	elements such	as punctuation	elements such	of rhymes such	poetry, including	graphics, and
as stanzas in a	personification	distinguish	poems across a	as punctuation	and line length	as line length	as end, internal,	stanzas, line	dramatic
variety of	that the poet	between the	variety of	and	in poems across	and word	slant, and eye;	breaks, speaker,	structure in
poems	uses to create	poet and the	poetic forms	capitalization in	a variety of	position in	and other	and sound	poetry across
	images	speaker in		poems across a	poetic forms	poems across a	conventions in	devices in	literary time
		poems across a		variety of	such as epic,	variety of	poems across a	poems across a	periods and
		variety of poetic		poetic forms	lyric, and	poetic forms	variety of poetic	variety of poetic	cultures
		forms		•	humorous	•	forms	forms	
					poetry				
				Strar	nd 5				
Authoric nurno	a and araft, listanin	a speaking readi	na uwitina and th	inking using mult	inle toute. The stu	idantiisas seitiaa	l inquiru ta analuz	the authoral chai	ioos and how
	se and craft: listenin				•				
•	ind communicate m	-	irlety of texts. The	e student analyzes	s and applies autr	ior's craft purpos	efully in order to d	levelop his or her	own products
and performan	ces. The student is e	expected to:							
10(D) describe	10(D)	10(D)	9(D) describe how	the author's use	9(D) describe	8(D) analyze	8(D) analyze	8(D) evaluate	8(D) critique
how the	describe	describe	of figurative langua	age such as	how the	how the	how the	how the	and evaluate
author's use	how the	how the	metaphor and pers	sonification	author's use of	author's use	author's use	author's use	how the
of <b>imagery</b> ,	author's use	author's use	achieves specific p	urposes	figurative	of language	of language	of language	author's use
literal and	of <b>imagery</b> ,	of <b>imagery</b> ,			language such	achieves	informs and	informs and	of language
figurative	literal and	literal and			as extended	specific	shapes the	shapes the	informs and
language such	figurative	figurative			metaphor	purposes	perception of	perception of	shapes the
as simile, and	language	language			achieves		readers	readers	perception of
sound devices	such as	such as			specific				readers
such as	simile and	simile and			purposes				
onomatopoeia	metaphor,	metaphor,			l · ·		1		

achieves	and sound	and sound			
specific	devices such	devices			
purposes	as	achieves			
	alliteration	specific			
	and	purposes			
	assonance				
	achieves				
	specific				
	purposes				

#### **Lesson 13: Because of Libraries We Can Say These Things**

				Re	ead				
				Grade Le	evel TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
				Stra	and 5				
they influence	and communicate		variety of texts.		•			yze the authors' cho o develop his or he	
10(E) identify use of literary devices, including first- or <b>third-</b> <b>person</b> point of view	10(E) identify and use of literary dev first- or <b>third-pers</b>	rices, including	9(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	9(E) identify the use of literary devices, including subjective and objective point of view	9(E) identify and analyze the use of literary devices, including multiple points of view and irony	8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes	8(E) analyze the use of literary devices such as irony, sarcasm and motif to achieve specific purposes	8(E) evaluate the devices such as pa and allegory imag specific purposes	aradox, satire ge to achieve
•		eaking, reading, w	_	ing using multiple	and 2 texts. The student	uses metacogni	tive skills to both	develop and deepe	n
6(D) create menta	al images to deepen	understanding	5(D) create m	nental images to dee	epen understanding	4(D) create m	ental images to dee	pen understanding	

#### Lesson 14: Letter to a Cockroach, Now Dead and Mixed into a Bar of Chocolate

				Re	ad				
				Grade Le	evel TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
they influence		e meaning within	a variety of texts.	d thinking using m	and 5 nultiple texts. The s zes and applies au				
10(E) identify use of literary devices, including first- or third- person point of view	10(E) identify and understand the use of literary devices, including first- or <b>third-person</b> point of view  10(E) identify and understand the use of literary devices, including first- or <b>third-person</b> point of view  10(E) identify and understand the use of literary the use of literary devices such as paradox, satire and analyze the use of literary devices such as irony, including devices, including devices, and oxymoron and oxymoron sarcasm and								
(G) identify and explain the use of hyperbole	(G) identify and explain the use of anecdote	(G) explain the purpose of hyperbole, stereotyping, and anecdote	(G) explain the differences between rhetorical devices and logical fallacies	(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning	(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments	(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies	(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood	(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood

#### Strand 4

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

9(B) explain	9(B) explain	9(B) explain	8(B) analyze	8(B) analyze the	8(B) analyze	7(B) analyze	7(B) analyze	7(B) analyze	7(B) analyze
rhyme	figurative	the use of	the effect of	effect of rhyme	the effect of	the structure,	the effects of	relationships	the effects of
scheme,	language such	sound devices	meter and	scheme, meter,	graphical	prosody, and	metrics; rhyme	among	sound, form,
sound devices,	as <b>simile</b> ,	and figurative	structural	and graphical	elements such	graphic	schemes;	characteristics	figurative
and structural	metaphor, and	language and	elements such	elements such	as punctuation	elements such	types of	of poetry,	language,
elements such	personification	distinguish	as line breaks	as punctuation	and line length	as line length	rhymes such as	including	graphics, and
as stanzas in a	that the poet	between the	in poems	and	in poems	and word	end, internal,	stanzas, line	dramatic
variety of	uses to create	poet and the	across a variety	capitalization in	across a variety	position in	slant, and eye;	breaks, speaker,	structure in
poems	images	speaker in	of poetic forms	poems across a	of poetic forms	poems across a	and other	and sound	poetry across
		poems across		variety of	such as epic,	variety of	conventions in	devices in	literary time
		a variety of		poetic forms	lyric, and	poetic forms	poems across	poems across a	periods and
		poetic forms			humorous		a variety of	variety of poetic	cultures
					poetry		poetic forms	forms	

#### Lesson 15: Parting

				Rea	ıd				
				Grade Lev	el TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
				Stran	d 6				
		reading, writing, and propriate conventions			ing process. The	student uses the	writing process re	cursively to comp	ose multiple
11(D) edit drafts using standard English conventions, including:			10(D) edit drafts including:	using standard Engl	ish conventions,	9(D) edit drafts English convent	· ·	command of sta	to demonstrate a ndard English ng a style guide as
(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		
				Stran	d 4	1		1	
		ng, reading, writing, a acreasingly complex tr						pecific characteri	stics, structures,
8(B) explain rhyme scheme, sound devices, and	8(B) explain figurative language such as simile, metaphor, and	8(B) explain the use of sound devices and figurative language and distinguish	7(B) analyze the effect of meter and structural elements	7(B) analyze the effect of rhyme scheme, meter, and	7(B) analyze the effect of graphical elements such as	6(B) analyze the structure, prosody, and graphic elements such	6(B) analyze the effects of metrics; rhyme schemes; types of rhymessuch	6(B) analyze relationships among characteristics of poetry.	6(B) analyze the effects of sound, form, figurative language,
structural elements	personification that the poet	between the poet and the speaker in	such as line breaks in	graphical elements such	punctuation and line	as line length and word	as end, internal, slant,	including stanzas, line	graphics, and dramatic

such as	uses to create	poems across a	poems across	as punctuation	length in	position in	and eye; and	breaks,	structure in
stanzas in a	images	variety of poetic	a variety of	and	poems across	poems across	other	speaker, and	poetry across
variety of		forms	poetic forms	capitalization	a variety of	a variety of	conventions in	sound devices	literary time
poems				in poems	poetic forms	poetic forms	poems across a	in poems across	periods and
				across a	such as epic,		variety of	a variety of	cultures
				variety of	lyric, and		poetic forms	poetic forms	
				poetic forms	humorous				
					poetry				

Note: Repetition and rhythm are explicit in Strand 4, Multiple genres (above) grades K, 1:

Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>
8(B) discuss rhyme and rhythm in nursery rhymes and a	8(B) discuss rhyme, rhythm, repetition, and alliteration in a	8(B) explain visual patterns and structures in a variety of
variety of poems	variety of poems	poems

#### **Definition of Enjambment:**

Enjambment, derived from the French word *enjambment*, means to step over, or put legs across. In poetry it means moving over from one line to another without a terminating <u>punctuation</u> mark. It can be defined as a thought or sense, <u>phrase</u> or <u>clause</u>, in a line of poetry that does not come to an end at the <u>line break</u>, but moves over to the next line. In simple words, it is the running on of a sense from one <u>couplet</u> or line to the next without a major pause or syntactical break.

#### **Lesson 16: The Falcon**

				Rea	ad				
				Grade Le	vel TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
they influence	ose and craft: lister and communicate performances. The	meaning within a	variety of texts. T		ultiple texts. The s				
products and performances. The student is expected to:  10(E) identify use of literary devices, including devices, or third-person point of view  10(E) identify and understand the use of literary devices, including first- or third-person point of view  10(E) identify and understand the use of literary devices, including first- or third-person point of view  10(E) identify and understand the use of literary devices, including the use of literary devices, including literary devices, including omniscient and limited point of view, to achieve a specific purposes  10(E) identify and understand the use of literary devices, including the use of literary devices such and analyze the use of literary devices such as irony and as irony, as including oxymoron to achieve a specific purposes  8(E) analyze the use of literary devices such as irony and and allegory image to specific purposes  8(E) analyze the use of literary devices such as irony and as irony oxymoron to achieve specific purposes							radox, satire		
• -	s: listening, speakin ithin and across inc		-		-genres. The stud	_		specific characteris	stics, structures,
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

Strand 2
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen
comprehension of increasingly complex texts. The student is expected to:

6(D) create mental images to deepen understanding

5(D) create mental images to deepen understanding

4(D) create mental images to deepen understanding

Note: The TEKS do not include second-person point of view

#### **Lesson 17: Fixing on the Next Star**

				Re	ad				
				Grade Le	vel TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
they influence	and communicate	e meaning within a	a variety of texts. 1	l thinking using m	•			ze the authors' cho develop his or her	
products and performances. The student is expected to:  10(E) identify use of literary devices, including devices, including first- or third-person point of view of v							aradox, satire		
•	stening, speaking, gible and uses app			multiple textsw	nd 6 riting process. Th	e student uses th	e writing process	recursively to comp	oose multiple
	rafts into a focuse ece of writing by:	d, structured,	' '	afts into a focuse ece of writing by:	d, structured,	(B) 9(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:			
(ii) developing an engaging idea with relevant <b>details</b> (ii) developing an engaging idea reflecting depth of thought with specific facts and <b>details</b>		(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts, details and examples	(ii) developing an engaging idea reflecting depth of thought with reflecting depth of t		of thought with rhetorical devices,		

11(D) edit drafts using s including	11(D) edit drafts using standard English conventions, including		10(D) edit drafts using standard English conventions, including			9(D) edit drafts using standard English conventions, including		9(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(ii) past, present, and future verb tense					(ii) consistent, appropriate use of verb tense and active and passive voice				
marks, ma including apostrophes in contractions cor and possessives and commas in compound quo	x) punctuation marks, including apostrophes in ontractions and commas in ompound entences and in dialogue verbs  (x) punctuation marks, including apostrophes in possessives, commas in compound marks, including quotation marks in dialogue verbs  (x) punctuation (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in		(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

#### Lesson 18: What I learned This Week

	Read											
	Grade Level TEKS											
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV			
Strand 4												
• -	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:											
8(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	8(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	8(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	7(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	7(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	7(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous	6(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	6(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	6(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	6(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures			

#### **Definition of Enjambment**

Enjambment, derived from the French word *enjambment*, means to step over, or put legs across. In poetry it means moving over from one line to another without a terminating <u>punctuation</u> mark. It can be defined as a thought or sense, <u>phrase</u> or <u>clause</u>, in a line of poetry that does not come to an end at the <u>line break</u>, but moves over to the next line. In simple words, it is the running on of a sense from one <u>couplet</u> or line to the next without a major pause or syntactical break.

#### Lesson 19: Maria

	Read												
	Grade Level TEKS												
3	3 4 5 6 7 8 Eng. I Eng. II Eng. III Eng. IV												
•	Strand 6  Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:												
12(A) compose li as personal narra using genre chara craft	terary texts such	12(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	` '	iterary texts such a n, and poetry using nd craft	•	10(A) compose characteristics	•	as fiction and poetr	y using genre				

#### **Lesson 20: On the Shoreline**

	Read											
				Grade Lev	vel TEKS							
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV			
	Strand 3											
Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:												
6(J) defend or 5(J) defend or challenge the authors' <b>claims</b> using relevant text												
challenge the evidence.												
	authors' claims											
	using relevant text											
					evidence.							
				Strar	nd 4							
	: listening, speakin	· · ·	·	•	~	_		pecific characteris	stics, structures,			
and purposes wi	ithin and across inc	reasingly complex	traditional, conte	emporary, classica	ll, and diverse tex	ts. The student is	expected to:					
9(B) explain	9(B) explain	9(B) explain	8(B) analyze	8(B) analyze the	8(B) analyze	7(B) analyze	7(B) analyze	7(B) analyze	7(B) analyze			
rhyme	figurative	the use of	the effect of	effect of rhyme	the effect of	the structure,	the effects of	relationships	the effects of			
scheme, sound devices,	language such as <b>simile</b> ,	sound devices and figurative	meter and structural	scheme, meter, and graphical	graphical elements such	prosody, and graphic	metrics; rhyme schemes;	among characteristics	sound, form, figurative			
and structural	metaphor, and	language and	elements such	elements such	as punctuation	elements such	types of	of poetry,	language,			
elements such	personification	distinguish	as line breaks	as punctuation	and line length	as line length	rhymes such as	including	graphics, and			
as stanzas in a	that the poet	between the	in poems	and	in poems	and word	end, internal,	stanzas, line	dramatic			
variety of	uses to create	poet and the	across a variety	capitalization in	across a variety	position in	slant, and eye;	breaks, speaker,	structure in			
poems	images	speaker in	of poetic forms	poems across a	of poetic forms	poems across a	and other	and sound	poetry across			
		poems across		variety of	such as epic,	variety of	conventions in	devices in	literary time			
		a variety of		poetic forms	lyric, and	poetic forms	poems across	poems across a	periods and			
		poetic forms			humorous		a variety of	variety of poetic	cultures			
					poetry		poetic forms	forms				

#### Lesson 21: As Always, Thirty Year between Us

				Rea	ad					
				Grade Lev	vel TEKS					
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
Strand 4										
	s: listening, speakir ithin and across in	· · · · · · · · · · · · · · · · · · ·		•	~	_		specific characteris	stics, structures,	
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures	
Strand 2  Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:										
6(D) create menta	6(D) create mental images to deepen understanding  5(D) create mental images to deepen understanding  4(D) create mental images to deepen understanding									

Strand 6  Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:										
11(B) develop drafts into a focuse and coherent piece of writing by:	d, structured,		rafts into a focused ece of writing by:	d, structured,	B) 9(B) develop drafts into a focused, structured, and coherent of writing in timed and open-ended situations by:					
(ii) developing an engaging idea with relevant <b>details</b>	(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts, details and examples	(ii) developing an engaging idea reflecting depth of thought with specific <b>details</b> , examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary				

#### **Definition of Enjambment**

Enjambment, derived from the French word *enjambment*, means to step over, or put legs across. In poetry it means moving over from one line to another without a terminating <u>punctuation</u> mark. It can be defined as a thought or sense, <u>phrase</u> or <u>clause</u>, in a line of poetry that does not come to an end at the <u>line break</u>, but moves over to the next line. In simple words, it is the running on of a sense from one <u>couplet</u> or line to the next without a major pause or syntactical break.

**Lesson 22: Postcard from Texas** 

	Read											
	Grade Level TEKS											
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV			
				Strar	nd 4							
Multiple genres	: listening, speakin	g, reading, writing	, and thinking usi	ng multiple texts	genres. The stude	ent recognizes and	d analyzes genre-s	pecific characteris	stics, structures,			
and purposes wi	ithin and across inc	reasingly complex	traditional, conte	emporary, classica	l, and diverse tex	ts. The student is	expected to:					
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic,	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of	7(B) analyze the effects of metrics; rhyme schemes; types of rhymessuch as end, internal, slant, and eye; and other conventions in	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time			
		a variety of poetic forms		poetic forms	lyric, and humorous poetry	poetic forms	poems across a variety of poetic forms	poems across a variety of poetic forms	periods and cultures			

#### **Definition of Enjambment**

Enjambment, derived from the French word *enjambment*, means to step over, or put legs across. In poetry it means moving over from one line to another without a terminating <u>punctuation</u> mark. It can be defined as a thought or sense, <u>phrase</u> or <u>clause</u>, in a line of poetry that does not come to an end at the <u>line break</u>, but moves over to the next line. In simple words, it is the running on of a sense from one <u>couplet</u> or line to the next without a major pause or syntactical break.

**Lesson 23: One of Those Days** 

				Rea	nd							
	Grade Level TEKS											
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV			
				Strar	nd 4							
Multiple genres	: listening, speakin	g, reading, writing	, and thinking usi	ng multiple texts	genres. The stude	ent recognizes and	d analyzes genre-s	pecific characteris	stics, structures,			
and purposes w	ithin and across inc	creasingly complex	traditional, conte	emporary, classica	l, and diverse text	ts. The student is	expected to:					
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a	9(B) explain figurative language such as simile, metaphor, and personification that the poet	9(B) explain the use of sound devices and figurative language and distinguish between the	8(B) analyze the effect of meter and structural elements such as line breaks in poems	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and	8(B) analyze the effect of graphical elements such as punctuation and line length in poems	7(B) analyze the structure, prosody, and graphic elements such as line length and word	7(B) analyze the effects of metrics; rhyme schemes; types of rhymessuch as end, internal,	7(B) analyze relationships among characteristics of poetry, including stanzas, line	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic			
variety of poems	uses to create images	poet and the speaker in poems across a variety of poetic forms	across a variety of poetic forms	capitalization in poems across a variety of poetic forms	across a variety of poetic forms such as epic, lyric, and humorous poetry	position in poems across a variety of poetic forms	slant, and eye; and other conventions in poems across a variety of poetic forms	breaks, speaker, and sound devices in poems across a variety of poetic forms	structure in poetry across literary time periods and cultures			

Repetition and rhythm are explicit in Strand 4, Multiple genres (above) grades K & 1:

Kindergarten	1 <sup>st</sup>
8(B) discuss <b>rhyme and rhythm</b> in nursery rhymes and a variety of poems	8(B) discuss <b>rhyme</b> , <b>rhythm</b> , <b>repetition</b> , and alliteration in a variety of poems

#### **Anaphora:**

Often used in political speeches and occasionally in prose and poetry, anaphora is the repetition of a word or words at the beginning of successive phrases, clauses, or lines to create a sonic effect.

#### Strand 5

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

10(E) identify	10(E) identify and understand the	9(E) identify	9(E) identify	9(E) identify	8(E) analyze	8(E) analyze	8(E) evaluate the use of literary
use of literary	use of literary devices, including	the use of	the use of	and analyze	the use of	the use of	devices such as paradox, satire
devices,	first- or <b>third-person</b> point of view	literary	literary	the use of	literary	literary	and allegory image to achieve
including first-		devices,	devices,	literary	devices such	devices such	specific purposes
or <b>third-</b>		including	including	devices,	as irony and	as irony,	
person point		omniscient	subjective and	including	oxymoron to	sarcasm and	
of view		and limited	objective	multiple	achieve	motif to	
		point of view,	point of view	points of view	specific	achieve	
		to achieve a		and irony	purposes	specific	
		specific				purposes	
		purpose					

Note: The TEKS do not include second-person point of view

#### Strand 2

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

6(D) create mental images to deepen understanding	5(D) create mental images to deepen understanding	4(D) create mental images to deepen understanding

## Lesson 24: She Inherits His Steady Hand

	Read												
	Grade Level TEKS												
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV				
				Strar	nd 4								
Multiple genres	: listening, speakin	g, reading, writing	, and thinking usi	ng multiple texts	genres. The stude	ent recognizes and	d analyzes genre-s	pecific characteris	stics, structures,				
and purposes wi	ithin and across inc	creasingly complex	traditional, conte	emporary, classica	l, and diverse tex	ts. The student is	expected to:						
9(B) explain	9(B) explain	9(B) explain	8(B) analyze	8(B) analyze the	8(B) analyze	7(B) analyze	7(B) analyze	7(B) analyze	7(B) analyze				
rhyme	figurative	the use of	the effect of	effect of rhyme	the effect of	the structure,	the effects of	relationships	the effects of				
scheme,	language such	sound devices	meter and	scheme, meter,	graphical	prosody, and	metrics; rhyme	among	sound, form,				
sound devices,	as <b>simile,</b>	and figurative	structural	and graphical	elements such	graphic	schemes;	characteristics	figurative				
and structural	metaphor, and	language and	elements such	elements such	as punctuation	elements such	types of	of poetry,	language,				
elements such	personification	distinguish	as line breaks	as <b>punctuation</b>	and line length	as line length	rhymes such as	including	graphics, and				
as stanzas in a	that <b>the poet</b>	between the	in poems	and	in poems	and word	end, internal,	stanzas, line	dramatic				
variety of	uses to create	poet and the	across a variety	capitalization in	across a variety	position in	slant, and eye;	breaks, speaker,	structure in				
poems	images	speaker in	of poetic forms	poems across a	of poetic forms	poems across a	and other	and sound	poetry across				
		poems across		variety of	such as epic,	variety of	conventions in	devices in	literary time				
		a variety of		poetic forms	lyric, and	poetic forms	poems across	poems across a	periods and				
		poetic forms			humorous		a variety of	variety of poetic	cultures				
					poetry		poetic forms	forms					

Lesson 25: Regret

				Rea	ad							
	Grade Level TEKS											
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV			
	Strand 4											
	s: listening, speakin ithin and across ind	<u> </u>	•	•	_	_		specific characteris	stics, structures,			
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures			
Author's purpos	se and craft: listenii	ng, speaking, readi	ng, writing, and th	Strar ninking using multi		dent uses critical i	nquiry to analyze	the authors' choice	es and how			
-	and communicate n	<del>-</del>	ariety of texts. The	e student analyzes	and applies autho	or's craft purposef	fully in order to de	evelop his or her o	wn products			
10(F) examine how the author's use of language contributes to voice				the author's use of e mood, voice, and t		8(F) analyze how diction and <b>synta</b> the mood, voice,		8(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text	8(F) evaluate how the author's diction and syntax contribute to the effectiveness of a text			

### **Lesson 26: The Author to Her Book**

				Re	ad				
				Grade Le	vel TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
they influence	oose and craft: lister e and communicate performances. The	meaning within a	variety of texts. T		ultiple texts. The s				
(G) identify and explain the use of hyperbole	(G) identify and explain the use of anecdote	(G) explain the purpose of hyperbole, stereotyping, and anecdote	(G) explain the differences between rhetorical devices and logical fallacies	(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning	(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments	(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies	(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood	(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood
	s: listening, speakin ithin and across inc	<u> </u>		ng multiple texts-	_			specific characteris	stics, structures,
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymessuch as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

### **Lesson 27: How Do I Love Thee**

				Rea	ad							
	Grade Level TEKS											
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV			
				Strar	nd 4							
Multiple genres	s: listening, speakin	ig, reading, writing	, and thinking usi	ng multiple texts-	genres. The stude	ent recognizes and	d analyzes genre-s	pecific characteris	stics, structures,			
and purposes w	ithin and across inc	creasingly complex	traditional, conte	emporary, classica	al, and diverse tex	ts. The student is	expected to:					
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a	9(B) explain figurative language such as simile, metaphor, and personification that the poet	9(B) explain the use of sound devices and figurative language and distinguish between the	8(B) analyze the effect of meter and structural elements such as line breaks in poems	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and	8(B) analyze the effect of graphical elements such as punctuation and line length in poems	7(B) analyze the structure, prosody, and graphic elements such as line length and word	7(B) analyze the effects of metrics; rhyme schemes; types of rhymessuch as end, internal,	7(B) analyze relationships among characteristics of poetry, including stanzas, line	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic			
variety of poems	uses to create images	poet and the speaker in poems across a variety of poetic forms	across a variety of poetic forms	capitalization in poems across a variety of poetic forms	across a variety of poetic forms such as epic, lyric, and humorous poetry	position in poems across a variety of poetic forms	slant, and eye; and other conventions in poems across a variety of poetic forms	breaks, speaker, and sound devices in poems across a variety of poetic forms	structure in poetry across literary time periods and cultures			

## **Lesson 28: My Last Duchess**

				Rea	ad								
	Grade Level TEKS												
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV				
				Strar	nd 4								
	s: listening, speakin ithin and across ind		_		_	_		pecific characteris	stics, structures,				
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures				

### Lesson 29: To a Mouse

				Re	ad				
				Grade Le	vel TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
				Stra	nd 4				
	s: listening, speaking ithin and across inc		_		_	_		specific characteris	stics, structures,
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures
				Stra					
they influence a	se and craft: listenin and communicate m ces. The student is e	eaning within a v	· · · · · · · · · · · · · · · · · · ·	ninking using mult	iple texts. The stu		• • •		
(G) identify and explain the use of hyperbole	(G) identify and explain the use of anecdote	(G) explain the purpose of hyperbole, stereotyping, and anecdote	(G) explain the differences between rhetorical devices and logical fallacies	(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning	(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments	(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies	(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood	(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood

## Lesson 30: I heard a Fly buzz – when I died -

				Re	ad				
				Grade Le	vel TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
				Stra	nd 4				
• -	s: listening, speaking ithin and across inc		_		_	_		specific characteris	stics, structures,
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, <b>speaker</b> , <b>and sound devices</b> in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures
				Stra	nd 5				
they influence a	se and craft: listenir and communicate m ces. The student is e	neaning within a very	ariety of texts. The	e student analyzes	and applies author	or's craft purposef	ully in order to de	evelop his or her o	wn products
(G) identify and explain the use of hyperbole	(G) identify and explain the use of anecdote	(G) explain the purpose of hyperbole, stereotyping, and anecdote	(G) explain the differences between rhetorical devices and logical fallacies	(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning	(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments	(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies	(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood	(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood

### Lesson 31: The Flea

				Rea	ad									
	Grade Level TEKS													
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV					
·				Stran	nd 4									
Multiple genres: lister	ening, speaking,	, reading, writing	, and thinking usi	ng multiple texts	genres. The stude	ent recognizes and	d analyzes genre-s	pecific characteris	stics, structures,					
and purposes within a	and across incre	easingly complex	traditional, conte	emporary, classica	l, and diverse text	ts. The student is	expected to:							
rhyme figur scheme, langt sound devices, and structural meta elements such as stanzas in a that	explain practive guage such simile, taphor, and sonification the poet sto create ages	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures					

#### **Lesson 32: A Musical**

				Re	ad				
				Grade Le	vel TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
•	listening, speaking, d. The student is ex	<u> </u>	and thinking using	<b>Stra</b> i g multiple texts. T		nds to an increasii	ngly challenging va	ariety of sources t	hat are read,
7(B) write a response to a literary or informational text that demonstrates an understanding of a text	7(B) write response demonstrate under texts, including com contrasting ideas as sources	standing of nparing and	6(B) write response of texts, including of genres		within and across	5(B) write respons demonstrate under texts, including co within and across	erstanding of mparing sources	5(B) write respons demonstrate anal- including compari and across genres	ysis of texts, ng sources within
	s: listening, speaking rithin and across inc		-	ng multiple texts-	-genres. The stude	_		specific characteri	stics, structures,
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

## Lesson 33: Preludes

				Rea	nd				
				Grade Lev	el TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
•	stening, speaking, r			•		e student uses the	writing process re	cursively to comp	ose multiple
	rafts into a focused ece of writing by:	l, structured,	10(B) develop dra and coherent pie	afts into a focused ce of writing by:	, structured,	B) 9(B) develop dra of writing in tim	ofts into a focused ned and open-endo		coherent piece
	(ii) developing an engaging idea with relevant <b>details</b> (ii) developing an engaging idea reflecting depth of thought with specific facts and <b>details</b>		(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) developing an engaging idea reflecting depth of thought with specific facts, details and examples	(ii) developing an ereflecting depth of specific <b>details</b> , exacommentary	thought with	(ii) developing an reflecting depth effective use of details, example commentary	of thought with hetorical devices,
				Strar	nd 4				
	:: listening, speakin ithin and across ind			ng multiple texts-	genres. The stud	_		specific characteris	stics, structures,
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	figurative the use of sound devices as simile, and structural elements such as stanzas in a variety of figurative the use of sound devices and figurative language and distinguish between the poet and the			8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic,	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of	7(B) analyze the effects of metrics; rhyme schemes; types of rhymessuch as end, internal, slant, and eye; and other conventions in	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time

a variety o		poetic forms	lyric, and	poetic forms	poems across	poems across a	periods and
poetic form	;		humorous		a variety of	variety of poetic	cultures
			poetry		poetic forms	forms	

### Lesson 34: Fire and Ice

				Rea	ad									
	Grade Level TEKS													
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV					
				Strar	nd 4									
• -	: listening, speaking ithin and across inc		<del>-</del>		_	_		specific characteris	stics, structures,					
9(B) explain	9(B) explain	9(B) explain	8(B) analyze	8(B) analyze the	8(B) analyze	7(B) analyze	7(B) analyze	7(B) analyze	7(B) analyze					
rhyme	figurative	the use of	the <b>effect of</b>	effect of <b>rhyme</b>	the effect of	the structure,	the <b>effects of</b>	relationships	the <b>effects of</b>					
scheme,	language such	sound devices	meter and	scheme, meter,	graphical	<b>prosody,</b> and	metrics;	among	sound, form,					
sound	as simile,	and figurative	structural	and graphical	elements such	graphic	rhyme	characteristics	figurative					
devices, and	metaphor, and	language and	elements such	elements such	as punctuation	elements such	schemes;	of poetry,	language,					
structural	personification	distinguish	as line breaks	as punctuation	and line length	as line length	types of	including	graphics, and					
elements such	that the poet	between the	in poems	and	in poems	and word	rhymes such	stanzas, line	dramatic					
as stanzas in a variety of	uses to create	poet and the	of poetic forms	capitalization in	across a variety of poetic forms	position in	as end, internal, slant,	breaks, speaker, and <b>sound</b>	structure in					
1	images	speaker in poems across	or poetic forms	poems across a variety of	such as epic,	poems across a variety of	and eye; and	devices in	poetry across literary time					
poems		a variety of		poetic forms	lyric, and	poetic forms	other	poems across a	periods and					
		poetic forms		poetic forms	humorous	poetic forms	conventions in	variety of poetic	cultures					
		poetic forms			poetry		poems across	forms	Cultures					
					poetry		a variety of	10.1115						
							poetic forms							

## Lesson 35: Learning to Read

				Re	ad									
	Grade Level TEKS													
3														
				Strai	nd 4									
• -	s: listening, speakin ithin and across inc		_	-	_			specific character	istics, structures,					
9(B) explain	9(B) explain	9(B) explain	8(B) analyze	8(B) analyze	8(B) analyze	7(B) analyze	7(B) analyze	7(B) analyze	7(B) analyze the					
rhyme	figurative	the use of	the <b>effect of</b>	the effect of	the effect of	the structure,	the <b>effects of</b>	relationships	effects of					
scheme,	language such	sound devices	meter and	rhyme scheme,	graphical	<b>prosody,</b> and	metrics;	among	sound, form,					
sound	as simile,	and figurative	structural	meter, and	elements such	graphic	rhyme	characteristics	figurative					
devices, and	metaphor, and	language and	elements such	graphical	as punctuation	elements such	schemes;	of poetry,	language,					
structural	personification	distinguish	as line breaks	elements such	and line length	as line length	types of	including	graphics, and					
elements such	that the poet	between the	in poems	as punctuation	in poems	and word	rhymes such	stanzas, line	dramatic					
as stanzas in a	uses to create	poet and the	across a variety	and	across a variety	position in	as end,	breaks,	structure in					
variety of	images	speaker in	of poetic forms	capitalization in	of poetic forms	poems across a	internal, slant,	speaker, and	poetry across					
poems		poems across		poems across a	such as epic,	variety of	and eye; and	sound devices	literary time					
		a variety of		variety of	lyric, and	poetic forms	other	in poems	periods and					
		poetic forms		poetic forms	humorous		conventions in	across a variety	cultures					
				•	poetry		poems across	of poetic forms						
					' '		a variety of							
							poetic forms							

### **Lesson 36: Old Ironsides**

				Re	ad				
				Grade Le	vel TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
				Stran	nd 4				
	s: listening, speaking		_		_	_		specific characteris	stics, structures,
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymessuch as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures
they influence products and	ose and craft: listen e and communicate performances. The	meaning within a student is expect	variety of texts. T	he student analyz	ultiple texts. The st es and applies aut	hor's craft purpos	efully in order to	develop his or her	own
10(E) identify use of literary devices, including first- or third- person point of view	10(E) identify and u use of <b>literary devi</b> first- or third-perso	ces, including	9(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	9(E) identify the use of literary devices, including subjective and objective point of view	9(E) identify and analyze the use of literary devices, including multiple points of view and irony	8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes	8(E) analyze the use of literary devices such as irony, sarcasm and motif to achieve specific purposes	8(E) evaluate the devices such as parand allegory images specific purposes	aradox, satire

**Lesson 37: Pied Beauty** 

				Rea	ad				
				Grade Lev	vel TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
				Stran	nd 4				
• •	s: listening, speakin ithin and across inc	<u> </u>	<u> </u>	•	~	_		specific characteris	stics, structures
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures
A	and another lintar			Stran	nd 5		linavim ta anal m		
they influence	ose and craft: lister e and communicate performances. The	meaning within a	a variety of texts. T		•		• • •		
10(D) describe how the author's use of imagery, literal and figurative language	10(D) describe how the author's use of imagery, literal and figurative language such as simile	10(D) describe how the author's use of imagery, literal and figurative language	9(D) describe how of figurative langu metaphor and per achieves specific p	age such as sonification	9(D) describe how the author's use of figurative language such as extended metaphor achieves specific	8(D) analyze how the author's use of language achieves specific purposes	8(D) analyze how the author's use of language informs and shapes the perception of readers	8(D) evaluate how the author's use of language informs and shapes the perception of readers	8(D) critique and evaluate how the author's use of language informs and shapes the perception of readers

simile, and sound devices such as onomatopo eia achieves specific purposes	metaphor, and sound devices such as alliteration and assonance achieves specific purposes	simile and metaphor, and sound devices achieves specific purposes							
10(E) identify use of literary devices, including first- or third- person point of view	10(E) identify and u use of <b>literary devi</b> first- or third-perso	ces, including	9(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	9(E) identify the use of literary devices, including subjective and objective point of view	9(E) identify and analyze the use of <b>literary</b> <b>devices,</b> including multiple points of view and irony	8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes	8(E) analyze the use of literary devices such as irony, sarcasm and motif to achieve specific purposes	8(E) evaluate the devices such as part and allegory images specific purposes	aradox, satire

## Lesson 38: When I Was One-and-Twenty

				Re	ad					
				Grade Le	vel TEKS					
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
				Stra	nd 4					
	:: listening, speakir	<u> </u>	<u>-</u> .	•	_			specific characteris	stics, structures,	
9(B) explain rhyme figurative the use of scheme, sound devices, and structural elements such as stanzas in a variety of poems images  9(B) explain figurative figurative figurative figurative scheme, sound devices, and structural elements such as stanzas in a variety of poems  9(B) explain figurative figurative figurative figurative figurative figurative figurative the use of sound devices and figurative structural elements such as simile, metaphor, and personification distinguish as line breaks as to create images  9(B) explain figurative the use of sound devices and figurative structural elements such as simile, as line breaks as punctuation and line length in poems across a variety of poetic forms of poetic forms a variety of poetic forms  10 (B) analyze the effect of the structure, the effects of relationships and metrics; rhyme among sound, form, figurative dements such as punctuation and line length in poems and line length in poems and line length across a variety of poetic forms a variety of poetic forms a variety of poetic forms of poetic forms a variety of poetic forms a variety of poetic forms of poetic forms a variety of poetic forms of poetic forms a variety of poetic forms of poetic forms of poetic forms a variety of poetic forms										
	tening, speaking, i					student uses the	writing process re	ecursively to comp	ose multiple	
and coherent pid	rafts into a focused ece of writing by: an engaging idea	(ii) developing	and coherent pie	(ii)	(ii)	of writing in tim	ned and open-endengaging idea	(ii) developing a	n engaging idea	
with relevant <b>d</b>	etails	an engaging idea reflecting depth of thought with specific facts and details	developing an engaging idea reflecting depth of thought with specific facts and details	developing an engaging idea reflecting depth of thought with specific facts and details	developing an engaging idea reflecting depth of thought with specific facts, details and examples	reflecting depth of specific <b>details</b> , exa commentary		reflecting depth effective use of a details, example commentary	hetorical devices,	

## Lesson 39: A Jellyfish

				Re	ad				
				Grade Le	vel TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
				Strar	nd 3				
	listening, speaking, d. The student is ex	<u> </u>	and thinking using	g multiple texts. T	he student respor	nds to an increasi	ngly challenging v	ariety of sources t	nat are read,
7(B) write a response to a literary or informational text that demonstrates	7(B) write response demonstrate under texts, including con contrasting ideas a sources	standing of nparing and		es that demonstrate comparing sources v	_	5(B) write respons demonstrate under texts, including co within and across	erstanding of mparing sources	5(B) write respons demonstrate analy including compari and across genres	ysis of texts, ng sources within
an understanding of a text									
deepen compr	n skills: listening, ehension of incre	asingly complex	texts. The stude	• •	0:		netacognitive sk		op and
o(b) create mental	inages to deepen and	acratanding	J(b) create mental	Strar		4(b) create mental	images to deepen d		
	: listening, speaking	<u> </u>		ng multiple texts-	genres. The stude	_		specific characteri	stics, structures,
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

			poetry	poetic forms	forms	

#### **Definition of Enjambment**

Enjambment, derived from the French word *enjambment*, means to step over, or put legs across. In poetry it means moving over from one line to another without a terminating <u>punctuation</u> mark. It can be defined as a thought or sense, <u>phrase</u> or <u>clause</u>, in a line of poetry that does not come to an end at the <u>line break</u>, but moves over to the next line. In simple words, it is the running on of a sense from one <u>couplet</u> or line to the next without a major pause or syntactical break.

#### **Lesson 40: Dulce et Decorum Est**

	Read								
				Grade Le	vel TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
				Strai	nd 2			•	
	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:								
6(D) create menta	l images to deepen un	derstanding	5(D) create mental	images to deepen un	derstanding	4(D) create mental	images to deepen u	nderstanding	
	Strand 4								
	: listening, speakin ithin and across inc	<u> </u>	~		_			specific characteri	stics, structures,
rhyme figurative scheme, sound devices, and structural elements such as stanzas in a variety of poems figurative scheme, sound devices, and structural elements such as stanzas in a variety of poems figurative the use of sound devices and figurative and figurative structural elements such alanguage and distinguish as line breaks as purity of poet and the speaker in poems across of poetic forms and variety of poems across of poetic forms variety of variety of poems across of the effect of meter and scheme and structural and gelements such as line breaks as purity of poetic forms of poetic forms of poetic forms variety of poems variety of poems variety of poems of poetic forms of				8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures
Strand 4									
	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:								
9(C) discuss elements of drama such as characters, dialogue, setting, and	such as character tags, acts, develop chara such as scenes, and stage directions dialogue and staracters, alogue,		8(C) analyze how p develop characters dialogue and stagi	s through	8(C) analyze how playwrights develop dramatic action through the	7(C) analyze the f dramatic convent asides, soliloquies and satire	ions such as	7(C) analyze how the relationships among dramatic elements	7(C) analyze and evaluate how the relationships among the dramatic

acts	use of acts a	nd	advance the	elements
	scenes		plot	advance the
				plot

#### Lesson 41: The Raven

				Rea	ad				
				Grade Le	vel TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
				Strar	nd 2				
•	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:								
6(D) create mental	5(D) create mental images to deepen understanding 5(D) create mental images to deepen understanding 4(D) create mental images to deepen understanding								
	Strand 4								
	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:								
9(B) explain	9(B) explain	9(B) explain	8(B) analyze	8(B) analyze the	8(B) analyze	7(B) analyze	7(B) analyze	7(B) analyze	7(B) analyze
rhyme	figurative	the use of	the effect of	effect of <b>rhyme</b>	the effect of	the structure,	the effects of	relationships	the effects of
scheme, sound devices,	language such as simile,	sound devices and figurative	meter and structural	scheme, meter, and graphical	graphical elements such	<b>prosody,</b> and graphic	metrics; rhyme	among characteristics	sound, form, figurative
and structural	metaphor, and	language and	elements such	elements such	as punctuation	elements such	schemes;	of poetry,	language,
elements such	personification	distinguish	as line breaks	as punctuation	and line length	as line length	types of	including	graphics, and
as stanzas in a	that <b>the poet</b>	between the	in poems	and	in poems	and word	rhymes such as	stanzas, line	dramatic
variety of	uses to create	poet and the	across a variety	capitalization in	across a variety	position in	end, internal,	breaks, speaker,	structure in
poems	images	speaker in	of poetic forms	poems across a	of poetic forms	poems across a	slant, and eye;	and sound	poetry across
		poems across		variety of	such as epic,	variety of	and other	devices in	literary time
		a variety of		poetic forms	lyric, and	poetic forms	conventions in	poems across a	periods and
		poetic forms			humorous		poems across	variety of poetic	cultures
					poetry		a variety of	forms	
							poetic forms		

Lesson 42: An Essay on Man

				Re	ad				
				Grade Le	evel TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
				Stra	nd 4				
	s: listening, speaking ithin and across inc	J. J.	•		_	_		specific characteris	stics, structures,
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures
they influence a	se and craft: listenir and communicate m ces. The student is o	neaning within a v		hinking using mul	•				
(G) identify and explain the use of hyperbole	(G) identify and explain the use of anecdote	(G) explain the purpose of hyperbole, stereotyping, and anecdote	(G) explain the differences between rhetorical devices and logical fallacies	(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning	(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments	(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies	(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood	(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood

**Lesson 43: On the Capture and Imprisonment of Crazy Snake, January 1900** 

				Rea	ad				
				Grade Le	vel TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
				Stran	d 6				
•	J	reading, writing, ar propriate conventio		•	ting process. The	student uses the	writing process re	cursively to comp	ose multiple
11(D) edit drafts using standard English conventions, including:			10(D) edit drafts including:	s using standard Eng	lish conventions,	9(D) edit drafts English convent	-	command of sta	co demonstrate a ndard English ng a style guide as
(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii)  punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		
				Stran	nd 4				
	<u> </u>	ng, reading, writing acreasingly complex	•	ng multiple texts	genres. The stude			pecific characteri	stics, structures,
9(B) explain rhyme scheme,	9(B) explain figurative language such	9(B) explain the use of sound devices	8(B) analyze the effect of meter and	8(B) analyze the effect of <b>rhyme</b> scheme, meter,	8(B) analyze the effect of graphical	7(B) analyze the structure, prosody, and	7(B) analyze the effects of <b>metrics</b> ;	7(B) analyze relationships among	7(B) analyze the effects of sound, form,
sound devices, and structural elements such	as simile, metaphor, and personification	and figurative language and distinguish	structural elements such as line breaks	and graphical elements such as punctuation	elements such as punctuation and line length	graphic elements such as line length	rhyme schemes; types of	characteristics of poetry, including	figurative language, graphics, and
as stanzas in a	that the poet	between the	in poems	and	in poems	and word	rhymes such	stanzas, line	dramatic

poems images	'	poetic forms poe	ems across a content of setic forms I	across a variety of poetic forms such as epic, lyric, and humorous poetry	position in poems across variety of poetic forms	as end, internal, slant and eye; and other conventions in poems across a variety of poetic forms	devices in poems across a variety of poetic	poetry across literary time periods and
Multiple genres: listening, speaking, reacross increasingly complex traditional  8(D) explain the influence of the setting on the plot.  8(D) explain the explain the influence of the influence of the influence of the influence of the including setting, including historical and cultural settings, on the plot	7(D) analyze how the settincluding ence historical and cultural settings, influences orical character and plot ural developmen	assical, and diverse e 7(D) analyze the setting influences character an plot developmen	e how 7(D) exp how the setting influenc values a	cerary elements. The student is e e e e e e e e e e e e e e e e e e	alyze how 6 ing h a so ir cl	(D) analyze ow historical nd cultural ettings ifluence haracterization, lot, and theme	6(D) analyze how the historical, social, and economic context of setting(s) influences the plot,	ts within and  6(D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme

#### Lesson 44: Grass

				Rea	ad				
				Grade Le	vel TEKS				
3	3 4 5 6 7				8	Eng. I	Eng. II	Eng. III	Eng. IV
				Strar	nd 4				
Multiple genres	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures,								
and purposes w	ithin and across inc	reasingly complex	traditional, conte	emporary, classica	l, and diverse tex	ts. The student is	expected to:		
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymessuch as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

#### Strand 5

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

10(D) describe	10(D)	10(D)	9(D) describe how the author's	9(D) describe	8(D) analyze	8(D) analyze	8(D) evaluate	8(D) critique
how the	describe	describe	use of figurative language such	how the	how the	how the	how the	and evaluate
author's use of	how the	how the	as metaphor and personification	author's use of	author's use	author's use	author's use	how the
imagery, literal	author's use	author's	achieves specific purposes	figurative	of language	of language	of language	author's use
and figurative	of imagery,	use of		language such	achieves	informs and	informs and	of language
language such	literal and	imagery,		as extended	specific	shapes the	shapes the	informs and
as simile, and	figurative	literal and		metaphor	purposes	perception of	perception of	shapes the
sound devices	language	figurative		achieves		readers	readers	perception of
such as	such as	language		specific				readers
onomatopoeia	simile and	such as		purposes				
achieves	metaphor,	simile and						
specific	and sound	metaphor,						
purposes	devices	and sound						
	such as	devices						
	alliteration	achieves						
	and	specific						
	assonance	purposes						
	achieves							
	specific							
	purposes							

#### Strand 4

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

8(D) explain the influence of the setting on the plot.	8(D) explain the influence of the setting, including historical and cultural settings,	8(D) analyze the influence of the setting, including historical and cultural	7(D) analyze how the setting, including historical and cultural settings, influences character and plot development	7(D) analyze how the setting influences character and plot development	7(D) explain how the setting influences the values and beliefs of character.	6(D) analyze how the setting influences the theme	6(D) analyze how historical and cultural settings influence characterization, plot, and theme across texts	6(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme	6(D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme
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	on the plot	settings, on the plot								
	Strand 6									
7	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:									
11(B) develop draft and coherent piece			10(B) develop of and coherent p	ed,	B) 9(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:					
(ii) developing an engaging idea with relevant <b>details</b>		(ii) developing an engaging idea reflecting depth of thought with specific facts and details	developing an engaging idea reflecting depth of thought with	•	dea engagir reflectii depth c tith thought	ng idea ng f : with facts,	reflecting de	ng an engaging idea epth of thought with ails, examples, and y	reflecting dep	g an engaging idea oth of thought with of rhetorical devices, ples, and

#### Sentence types are explicitly stated in K & 1st Grade:

Strand 6							
Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:							
Kinder: 10(D) edit drafts using standard English conventions, including:	1st Grade: 11(D) edit drafts using standard English conventions, including:						
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences						

Lesson 45: Sonnet 130

				Rea	ad				
				Grade Le	vel TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Multiple genre	s: listening, speakin	g. reading, writing	r. and thinking usi	Strar		ent recognizes and	d analvzes genre-	specific characteris	stics. structures.
	ithin and across inc				_	_		•	,
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymessuch as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures
•	listening, speaking d. The student is ex		and thinking usin	Strar g multiple texts. T		nds to an increasi	ngly challenging v	ariety of sources tl	nat are read,
			6(H) respond ora register, vocabula and voice	lly or in writing with a	appropriate	5(H) respond oral with appropriate vocabulary, tone, and voice		5(H) respond orally or in writing with appropriate register and effective vocabulary, tone, and voice	5(H) respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice

## **Lesson 46: Ozymandias**

				Re	ad				
				Grade Le	vel TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
	: listening, speakin ithin and across inc	· · · · · ·		· ·	genres. The stude	_		specific characteris	stics, structures,
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures
	s: listening, speakin ithin and across inc		-		_	_		specific characteris	stics, structures,
9(C) discuss elements of drama such as characters, dialogue, setting, and acts	9(C) explain struct such as character scenes, and stage	tags, acts,	8(C) analyze how p develop characters dialogue and stagi	s through	8(C) analyze how playwrights develop dramatic action through the use of acts and scenes	7(C) analyze the f dramatic convent asides, soliloquies and satire	ions such as	7(C) analyze how the relationships among dramatic elements advance the plot	7(C) analyze and evaluate how the relationships among the dramatic elements advance the plot

#### Strand 5

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

(G) identify and	(G) identify and	(G) explain the	(G) explain the	(G) explain the	(G) explain the	(G) explain the	(G) analyze the	(G) analyze the	(G) analyze the
explain the use	explain the use	purpose of	differences	purpose of	purpose of	purpose of	purpose of	effects of	effects of
of hyperbole	of anecdote	hyperbole,	between	rhetorical	rhetorical	rhetorical	rhetorical	rhetorical	rhetorical
		stereotyping,	rhetorical	devices such as	devices such as	devices such as	devices such as	devices and	devices and
		and anecdote	devices and	direct address	analogy and	understatement	appeals,	logical fallacies	logical fallacies
			logical fallacies	and rhetorical	juxtaposition	and	antithesis,	on the way the	on the way the
				questions and	and of <b>logical</b>	overstatement	parallelism, and	text is read and	text is read and
				logical fallacies	fallacies such as	and the effect of	shifts and the	understood	understood
				such as loaded	bandwagon	logical fallacies	effects of logical		
				language and	appeals and	such as straw	fallacies		
				sweeping	circular	man and red			
				generalizations	reasoning	herring			
						arguments			

Lesson 47: Do Not Go Gentle into That Good Night

				Re	ad				
				Grade Le	vel TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
				Strai	nd 4				
Multiple genres	s: listening, speaking	g, reading, writing	, and thinking usi	ng multiple texts-	genres. The stud	ent recognizes and	d analyzes genre-s	pecific characteris	stics, structures,
and purposes w	ithin and across inc	reasingly complex	traditional, conte	emporary, classica	al, and diverse tex	ts. The student is	expected to:		
9(B) explain	9(B) explain	9(B) explain the	8(B) analyze the	8(B) analyze the	8(B) analyze the	7(B) analyze the	7(B) analyze the	7(B) analyze	7(B) analyze the
rhyme scheme,	figurative	use of sound	effect of meter	effect of <b>rhyme</b>	effect of	structure,	effects of	relationships	effects of
sound devices,	language such as	devices and	and structural	scheme, meter,	graphical	prosody, and	metrics; rhyme	among	sound, form,
and structural	simile, metaphor,	figurative	elements such	and graphical	elements such	graphic	schemes; types	characteristics of	figurative
elements such	and	language and	as line breaks in	elements such	as punctuation	elements such	of rhymes such	poetry, including	language,
as stanzas in a	personification	distinguish	poems across a	as punctuation	and line length	as line length	as end, internal,	stanzas, line	graphics, and
variety of	that the poet	between the	variety of poetic	and	in poems across	and word	slant, and eye;	breaks, speaker,	dramatic
poems	uses to create	poet and the	forms	capitalization in	a variety of	position in	and other	and sound	structure in
	images	speaker in		poems across a	poetic forms	poems across a	conventions in	devices in poems	poetry across
		poems across a		variety of poetic	such as epic,	variety of poetic	poems across a	across a variety	literary time
		variety of		forms	lyric, and	forms	variety of	of poetic forms	periods and
		poetic forms			humorous		poetic forms		cultures
					poetry				

#### Villanelle

A French verse form consisting of five three-line stanzas and a final quatrain, with the first and third lines of the first stanza repeating alternately in the following stanzas. These two refrain lines form the final couplet in the quatrain.

## Lesson 48: I Saw in Louisiana a Live-Oak Growing

				Re	ead				
				Grade Lo	evel TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
	_	ational language sk dent is expected to	•		and 1 and thinkingora	l language. The stu	udent develops ora	al language throug	th listening,
1(A) listen activel questions to clari and make pertine	fy information,	1(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions to clarify information, and make pertinent comments	1(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately	1(A) listen actively to interpret a message, ask clarifying questions that build on others' ideas	1(A) listen actively to interpret a message by summarizing, asking questions, and making comments	1(A) engage in meaningful and respectful discourse by listening, responding appropriately, and adjusting communication to audiences and purposes	1(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes	1(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax	1(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax and rhetorical strategies
					and 5				
they influence a		ning, speaking, read meaning within a v s expected to:	<u> </u>		•		• • •		
10(F) examine he contributes to vo	ow the author's use pice	of language		v the author's use o he mood, voice, and		8(F) analyze how diction and <b>synt</b> a the mood, voice,		8(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text	8(F) evaluate how the author's diction and syntax contribute to the effectiveness of a text

## Lesson 49: I Wandered Lonely As a Cloud

				Rea	ad				
				Grade Le	vel TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
				Strar	nd 4				
Multiple genres	s: listening, speakin	g, reading, writing	, and thinking usi	ng multiple texts	genres. The stude	ent recognizes and	d analyzes genre-s	specific characteris	stics, structures
• -	ithin and across inc		_		_	_			·
	1	I	T	l	l	Ι ,	T	T	l , , .
9(B) explain	9(B) explain	9(B) explain	8(B) analyze	8(B) analyze the	8(B) analyze	7(B) analyze	7(B) analyze	7(B) analyze	7(B) analyze
rhyme	figurative	the use of	the effect of	effect of rhyme	the effect of	the structure,	the effects of	relationships	the effects of
scheme,	language such	sound devices	meter and	scheme, meter,	graphical	prosody, and	metrics; rhyme	among	sound, form,
sound devices,	as <b>simile</b> ,	and figurative	structural	and graphical	elements such	graphic	schemes;	characteristics	figurative
and structural	metaphor, and	language and	elements such	elements such	as punctuation	elements such	types of	of poetry,	language,
elements such	personification	distinguish	as line breaks	as punctuation	and line length	as line length	rhymes such as	including	graphics, and
as stanzas in a	that the poet	between the	in poems	and	in poems	and word	end, internal,	stanzas, line	dramatic
variety of	uses to create	poet and the	across a variety	capitalization in	across a variety	position in	slant, and eye;	breaks, speaker,	structure in
poems	images	speaker in	of poetic forms	poems across a	of poetic forms	poems across a	and other	and sound	poetry across
•		poems across	,	variety of	such as epic,	variety of	conventions in	devices in	literary time
		a variety of		poetic forms	lyric, and	poetic forms	poems across	poems across a	periods and
		poetic forms		poetic iornis	humorous	poetic ioiiiis	a variety of	variety of poetic	cultures
		poetic ioiiiis					· ·	<i>'</i> '	cuitures
					poetry		poetic forms	forms	

#### Strand 5

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

10(D)	10(D)	9(D) describe how the author's	9(D) describe	8(D) analyze	8(D) analyze	8(D) evaluate	8(D) critique
describe	describe	use of figurative language such	how the	how the	how the	how the	and evaluate
how the	how the	as metaphor and personification	author's use of	author's use	author's use	author's use	how the
author's use	author's	achieves specific purposes	figurative	of language	of language	of language	author's use
of <b>imagery</b> ,	use of		language such	achieves	informs and	informs and	of language
literal and	imagery,		as extended	specific	shapes the	shapes the	informs and
figurative	literal and		metaphor	purposes	perception of	perception of	shapes the
language	figurative		achieves		readers	readers	perception of
such as	language		specific				readers
simile and	such as		purposes				
metaphor,	simile and						
and sound	metaphor,						
devices	and sound						
such as	devices						
alliteration	achieves						
and	specific						
assonance	purposes						
achieves							
specific							
purposes							
	describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific	describe how the author's use of imagery, literal and language simile and such as metaphor, and sound devices such as alliteration and sonace achieves specific	describe how the how the author's use of imagery, literal and language such as simile and such as metaphor, and sound devices and sound such as alliteration achieves and specific assonance achieves specific  use of figurative language such as metaphor and personification achieves specific purposes  devieves specific purposes achieves specific purposes  use of figurative language schieves specific purposes achieves specific purposes	describe how the how t	describe how the how the author's use of imagery, literal and language such as simile and metaphor, and sound such as alliteration and sound such as alliteration assonance achieves specific  how the as metaphor and personification achieves specific purposes  achieves specific purposes  achieves specific purposes  figurative language such as extended metaphor achieves specific purposes  how the author's use of figurative language such as extended metaphor achieves specific purposes  how the author's use of figurative language such as extended metaphor achieves specific purposes  how the author's use of language achieves specific purposes	describe how the how the how the how the author's use of imagery, literal and language such as metaphor, and sound and sound such as alliteration and such as alliteration and specific assonance achieves specific  purposes  use of figurative language such as metaphor and personification achieves specific purposes  figurative language such as extended metaphor achieves specific purposes  how the author's use of language figurative language such as extended metaphor achieves specific purposes  how the author's use of language schieves specific purposes  purposes  how the author's use of language achieves specific purposes  informs and shapes the perception of readers  readers  achieves specific purposes  achieves specific assonance achieves specific  purposes	describe how the how the how the how the author's use of imagery, literal and language such as simile and metaphor, and sound devices alliteration and such as alliteration and such as alliteration and assonance achieves specific  purposes  use of figurative language such as metaphor and personification achieves specific purposes  figurative language such as achieves specific assonance achieves specific  purposes  how the author's use of language figurative language such as extended metaphor achieves specific purposes  how the author's use of language figurative language such as extended metaphor achieves specific purposes  how the author's use of language informs and shapes the perception of readers  readers  readers  how the author's use of language informs and shapes the perception of readers  readers  achieves specific purposes  how the author's use of language informs and shapes the perception of readers  readers  ind achieves specific purposes  how the author's use of language informs and shapes the perception of readers  readers  ind achieves specific purposes  informs and shapes the perception of readers  ind achieves specific purposes  informs and shapes the perception of readers  ind achieves specific purposes  informs and shapes the perception of readers  ind achieves specific purposes  informs and shapes the perception of readers  ind achieves specific purposes  informs and shapes the perception of readers  ind achieves specific purposes  informs and shapes the perception of readers  ind achieves specific purposes  informs and shapes the perception of readers  ind achieves specific purposes  informs and shapes the perception of readers  ind achieves specific purposes  informs and shapes the perception of readers  informs and shapes the perception of readers

### Lesson 50: When You Are Old

				Re	ad				
				Grade Le	evel TEKS				
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
	s: listening, speakin	· ·		ing multiple texts	_			specific characteris	stics, structures
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms		8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures
they influence a	se and craft: listeni and communicate r ces. The student is	neaning within a v							
10(E) identify use of literary devices, including first- or <b>third-</b> <b>person</b> point of view	10(E) identify and use of literary devi	ces, including	9(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	9(E) identify the use of literary devices, including subjective and objective point of view	9(E) identify and analyze the use of literary devices, including multiple points of view and irony	8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes	8(E) analyze the use of literary devices such as irony, sarcasm and motif to achieve specific purposes	8(E) evaluate the devices such as pand allegory images specific purposes	aradox, satire ge to achieve

10(G)	10(G) identify	10(G) explain	9(G) explain	9(G) explain	9(G) explain	8(G) explain the	8(G) analyze	8(G) analyze	8(G) analyze
identify and	and explain	the purpose	the differences	the purpose of	the purpose of	purpose of	the purpose of	the effects of	the effects of
explain the	the use of	of hyperbole,	between	rhetorical	rhetorical	rhetorical	rhetorical	rhetorical	rhetorical
use of	anecdote	stereotyping,	rhetorical	devices such as	devices such as	devices such as	devices such as	devices and	devices and
hyperbole		and	devices and	direct address	analogy and	understatement	appeals,	logical fallacies	logical
		anecdote	logical fallacies	and rhetorical	juxtaposition	and	antithesis,	on the way the	fallacies on
				questions and	and of logical	overstatement	parallelism,	text is read and	the way the
				logical fallacies	fallacies such	and the effect	and shifts and	understood	text is read
				such as loaded	as bandwagon	of logical	the effects of		and
				language and	appeals and	fallacies such as	logical fallacies		understood
				sweeping	circular	straw man and			
				generalizations	reasoning	red herring			
						arguments			
Multiple genres	s: listening, speakin	g, reading, writing	g, and thinking usi	ng multiple texts-	-genres. The stud	ent recognizes and	d analyzes genre-s	pecific characteris	stics, structures,
	s: listening, speakin vithin and across inc	J. J.		· ·	_	_		pecific characteris	stics, structures,
	<u> </u>	J. J.		· ·	_	_		pecific characteris 7(B) analyze	7(B) analyze
and purposes w	vithin and across inc	reasingly complex	traditional, cont	emporary, classica	al, and diverse tex	ts. The student is	expected to:		
and purposes w	yithin and across inc	9(B) explain	8(B) analyze	emporary, classica 8(B) analyze the	8(B) analyze	ts. The student is o	expected to: 7(B) analyze	7(B) analyze	7(B) analyze
and purposes w  9(B) explain rhyme	9(B) explain figurative	9(B) explain the use of	8(B) analyze the effect of	8(B) analyze the effect of rhyme	8(B) analyze the effect of	7(B) analyze the structure,	7(B) analyze the effects of	7(B) analyze relationships	7(B) analyze the effects of
9(B) explain rhyme scheme,	9(B) explain figurative language such	9(B) explain the use of sound devices	8(B) analyze the effect of meter and	8(B) analyze the effect of rhyme scheme, meter,	8(B) analyze the effect of graphical	7(B) analyze the structure, prosody, and	7(B) analyze the effects of metrics; rhyme	7(B) analyze relationships among	7(B) analyze the effects of sound, form,
9(B) explain rhyme scheme, sound devices,	9(B) explain figurative language such as <b>simile</b> ,	9(B) explain the use of sound devices and figurative	8(B) analyze the effect of meter and structural	8(B) analyze the effect of rhyme scheme, meter, and graphical	8(B) analyze the effect of graphical elements such	7(B) analyze the structure, prosody, and graphic	7(B) analyze the effects of metrics; rhyme schemes; types of rhymessuch as	7(B) analyze relationships among characteristics	7(B) analyze the effects of sound, form, figurative
9(B) explain rhyme scheme, sound devices, and structural	9(B) explain figurative language such as simile, metaphor, and	9(B) explain the use of sound devices and figurative language and	8(B) analyze the effect of meter and structural elements such	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such	8(B) analyze the effect of graphical elements such as punctuation	7(B) analyze the structure, prosody, and graphic elements such	7(B) analyze the effects of metrics; rhyme schemes; types of	7(B) analyze relationships among characteristics of poetry,	7(B) analyze the effects of sound, form, figurative language,
9(B) explain rhyme scheme, sound devices, and structural elements such	9(B) explain figurative language such as simile, metaphor, and personification	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety	7(B) analyze the structure, prosody, and graphic elements such as line length	rymessuch as end, internal, slant, and eye;	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker,	7(B) analyze the effects of sound, form, figurative language, graphics, and
and purposes w  9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a	9(B) explain figurative language such as simile, metaphor, and personification that the poet	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in	8(B) analyze the effect of meter and structural elements such as line breaks in poems	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a	rypes of rhymessuch as end, internal, slant, and eye; and other	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic,	ts. The student is a 7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of	7(B) analyze the effects of metrics; rhyme schemes; types of rhymessuch as end, internal, slant, and eye; and other conventions in	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a	rypes of rhymessuch as end, internal, slant, and eye; and other conventions in poems across	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic,	ts. The student is a 7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of	7(B) analyze the effects of metrics; rhyme schemes; types of rhymessuch as end, internal, slant, and eye; and other conventions in	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time