**Language Arts 9**

**Poetry Unit Final Assignments**

**Part One: Composition**

Choose one of the poems you have written in class (for an assignment or quick write) to edit and pass in. Please type the poem and use proper name/class/teacher/date format in the top left-hand corner.

Poems written in class:

-concrete poem

-circle poem

-Just Because poem

-found poetry: fairy tales

-foul shot (line breaks poem)

-collaborative poem

-loneliness

-word palette

-visual poem

**Due: Thursday, March 3**

10% will be deducted for each day the assignment is

late

Poems will be evaluated using the poetry rubric on the back of this page.

**Part Two: Performance**

Choose any poem, written by you or someone else, to deliver to the class. Pick a poem that has meaning to you and that you feel you can read in a way that conveys its meaning. We will develop a rubric in class to evaluate these presentations.

Performance Criteria:

-eye contact

-volume, tone

-stance

-meaning (does the reading emphasize the meaning of the poem?)

-style/expression

-rhythm

There will be a sign up list in class for the performance dates.

10% will be deducted if the poem isn’t presented on the chosen date (unless it is an excused absence).

*Speaking in front of an audience of peers is a Grade 9 English Language Arts outcome that students must meet. If a student is unable to speak in front of the whole class, arrangements can be made for a smaller audience, but a note from a parent is required.*

**Poetry Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **4** | **3** | **2** | **1** |
| *Ideas and content* | Exceptional focus of an idea, feeling or experience. Exceptional use of imagery. Includes use of poetic devices. |   Competent focus of an idea, feeling or experience. Competent use of imagery. Includes examples of poetic sound devices   |  Basic focus of idea, feeling, or experience. Attempt at use of imagery and poetic devices. | Lacks an idea, feeling or experience. Minimal evidence of imagery and poetic devices. |
| *Organization* |   Line breaks are intentional. Uses an exceptional logical and effective organizational strategy that enhances meaning.   | Attempts to use line breaks and an organizational strategy to enhance meaning. | Basic organizational strategy is used, but little thought is given to compliment meaning. | Minimal attention to line breaks and organization of the piece. |
| *Voice*   | Uses a unique writing style. Writes with exceptional honesty; the personality of the writer shines through. | Writes with confidence and honesty, as if the reader were right there.  | Glimpses of personality, but voice is not used consistently. | Writes with minimal confidence. Writer does not appear to have a connection to the topic. |
| *Word Choice* | Precise and carefully chosen words, create strong, fresh imagery. Word choice enhances meaning. | Descriptive word choice is used. | Word choice is functional and appropriate. | Lacks intention regarding word choice.Issues with word choice could hinder the piece. |
| *Mechanics* |   Creative use of conventions to enhance meaning, with minimal errors. |   Few errors, which do not detract from meaning. |   Text contains several errors. | Text contains frequent errors, which often detract from meaning. |

Total: \_\_\_\_\_\_

 20