

## Curriculum Matrix for *I'm A Poet and Didn't Know It!*

The Curriculum Matrix illustrates the instructional design for this unit's standards. Standards may be classified as Taught and Assessed, Reviewed and Assessed, or Reinforced. **Note:** Complete wording for the standards can be found at the end of the matrices.

Key: D=Diagnostically Assessed F=Formatively Assessed S=Summatively Assessed T=Taught P=Practiced M=Modeled R=Reviewed/Reinforced														
Taught and Assessed														
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14
LA.B.1.3.2.8.5	D				F P	F	F P R		F P R	F P	F P	F P	R	S
LA.B.1.3.3.8.7	D	F T P	F T P	F P	F	F P R	F P R	F P R	F P R	F P	F P	F P	R	S
LA.D.2.3.2.8.1	D		F T P	F T P	F P		F P R	F P R	F P R				R	S
LA.E.1.3.3.8.2	D	T	F T	R	F P	F			R				R	S
LA.E.1.3.4.8.1	D	T		F T P					R				R	S
LA.E.1.3.4.8.2	D	T		T P	F T P	F R			R				R	S
LA.E.1.3.4.8.3	D	T		F T P	F R	F			R				R	S

### Florida Process Standards (Goal 3) Addressed

Critical and Creative Thinkers

## Florida Sunshine State Standards and Process (Goal 3) Standards

### Taught and Assessed

#### LA.B.1.3.2.8.5

The student demonstrates a command of the language (including but not limited to precise word choice, appropriate figurative language).

#### LA.B.1.3.3.8.7

The student uses creative writing strategies appropriate to the format (for example, using appropriate voice; using descriptive language to clarify ideas and create vivid images; using elements of style, such as appropriate tone).

#### LA.D.2.3.2.8.1

The student uses figurative language techniques to create and comprehend meaning (for example, similes, metaphors, analogies, anecdotes, sensory language).

#### LA.E.1.3.3.8.2

The student analyzes and describes the use of symbolism and figurative language in fiction or nonfiction.

#### LA.E.1.3.4.8.1

The student knows ways effective word choice, uses of dialect and sensory or figurative language contribute to the mood or meaning of a poem.

#### LA.E.1.3.4.8.2

The student understands the impact on the reader of specific word choices (for example, multiple meanings, invented words, concrete or abstract terms, figurative language).

#### LA.E.1.3.4.8.3

The student describes how line length, punctuation, and rhythm contribute to the overall effect of a poem.

### Florida Process Standards (Goal 3)

#### Critical and Creative Thinkers

Florida students use creative thinking skills to generate new ideas, make the best decision, recognize and solve problems through reasoning, interpret symbolic data, and develop efficient techniques for lifelong learning.