**Poetry – May 19 – 22**

Good Morning Young Mustangs.

I trust you had a good long weekend and enjoyed the nice weather.

In the past two weeks you have written a Ballad (a narrative poem that tells a story) and a couple of sonnets. This week you are being asked to share your poetry with one other student. They will perform a peer edit and will return it to you for your revisions.

After you have edited and revised your poetry, you will submit the good copy in your portfolio.

**This week you are expected to submit the rubrics and recommendations that you made to your friend.**

Ballad Peer Assessment **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Ballad Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Knowledge and Understanding:** **few some often thorough**

1. The ballad use the stanza rhyming **1 2 3 4**

 scheme of A,A,B,B.

1. The demonstrates an understanding **1 2 3 4**

Of the form –(iambic beat; narrative)

 There are an even number of syllables per line **Y N**

**Critical Thinking and Inquiry:**

1. Demonstrates a creative interpretation **1 2 3 4**

of the narrative voice

Has a story with conflict **Y N**

**Communication:**

1. Effectively uses a variety of words **1 2 3 4**

***CIRCLE THREE WORDS YOU WOULD LIKE TO SEE REPLACED WITH BETTER WORDS***

What are they:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Application:**

1. Effectively uses poetic devices **1 2 3 4**

(Simile, metaphor, onomatopoeia, personification, etc)

Overall

Level

 How many do you detect in the poem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Suggestions**

**Writing an Elizabethan Sonnet: Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

English 2D – Mr. Knight

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Level  | 4 | 3 | 2 | 1 |
| Structure/Meter (K/U) | The sonnet and is 14 lines long and is written in iambic pentameter. | The sonnet is 14 lines long and most lines are written in iambic pentameter. | The sonnet is 12-14 lines long and while there is a rhythm, it is not written in iambic pentameter. | The sonnet is less than 12 lines long and there is no discernible meter. |
| Rhyme Scheme (K/U) | The 3 quatrains and a couplet of the sonnet follow the abab, cdcd, efef, gg rhyme scheme with no end words repeated. | The 2-3 quatrains and a couplet follow the abab, cdcd, efef, gg rhyme scheme, but many of the end words are repeated to create a rhyme. | One of the quatrains and/or the couplet are incomplete, but the sonnet follows the abab, cdcd, efef, gg rhyme scheme. Repeating words are used to create the rhyme. | The quatrains and the couplet are incomplete and there is a limited attempt at a rhyme scheme. |
| Theme (C/T) | The sonnet explores the student’s selected theme | The sonnet attempts to explore student’s selected theme | The sonnet attempts to explore the student’s selected theme, but the theme is not unified throughout.  | The sonnet does not have a unifying theme.  |
| Creativity (critical thinking and application) | The sonnet is creative and original, and includes descriptive imagery and symbolism.  | The sonnet is creative and original, but does not include much imagery and symbolism.  | The sonnet is original but it is not very creative and contains little or no imagery and symbolism.  | The sonnet is unoriginal and uncreative.  |
| Communication:  | The sonnet is well-written, with no spelling, grammatical, or punctuation errors.  | The sonnet is well-written, with few spelling, grammatical, and punctuation errors.  | The sonnet contains several spelling, grammatical, and punctuation errors.  | The sonnet appears unedited and contains errors too distracting for the reader.  |
| Communication - Vocabulary  | Exploration of vocabulary for optimal expression is evident and excellently employed. Vocabulary is used at or above grade level. | There is some evidence of the exploration of vocabulary for enhanced expression. Overall, vocabulary is used at or above grade level and enhances the poem.  | There is some evidence of the exploration of vocabulary for enhanced expression in a general way. Overall, vocabulary is used at or slightly below grade level and enhances the expression of the poem or its topic in a minimal way.  | There is little or no evidence that exploration of vocabulary was considered in order to enhance the expression of the poem. Vocabulary use is at or below grade level and only in a general way.  |