

# ORBIT

**Title of Close Reading Text:** The Sea

**Learning Intention:** I am learning to understand the importance of language choice and literary techniques in poetry so that I can develop and experiment with my own literary writing.

**Success Criteria:**

- I can discuss where the author selected specific vocabulary to evoke certain feelings in the reader.
- I can describe literary techniques used in a poem.
- I can discuss the effectiveness of literary techniques and language choices in expressing ideas and feelings in a poem.

Reading	Text-Dependent Questions	Outcome:
<p><b>1<sup>st</sup> Reading</b> What it says.</p> <p><b>Key ideas and details</b></p>	<p>Read the title the text. <b>What do you predict this poem will be about?</b></p> <p><b>What is the purpose of this text?</b> To inform, entertain or persuade? In what ways to you feel the poem meets this purpose?</p> <p><b>What vocabulary is used to describe the setting?</b></p> <p><b>What are the last three stanzas (paragraphs) about?</b> What animals and plant life are mentioned?</p>	<p><a href="#">AC9E5LY04</a></p> <p><a href="#">EN3-RECOM-01</a></p>
<p><b>2<sup>nd</sup> Reading</b> How it says it.</p> <p><b>Craft and Structure</b></p>	<p><b>Reread the first stanza (paragraph) of the poem:</b> 'I can smell it first— the salty air, feel it crusting my skin, stiffening my hair.'</p> <p><b>What tone does this first stanza set for the poem?</b> Why do you think the author used the word "crusting" and "stiffening" to describe the salt on their body?</p> <p><b>Why is the sound of the sea described as an engine?</b> Discuss other ways the sea could be compared to an engine, besides the sound. (Perpetual, powerful, produces energy)</p>	<p><a href="#">AC9E5LA08</a></p> <p><a href="#">EN3-VOCAB-01</a></p>

	<p><b>Why is the sand described as “stinging”?</b> How does it compare to the description of the “cool fringes” of the waves? (Relief after the hot sand)</p> <p><b>Find instances of movement in the poem.</b> (Roaring, churning, race, stand like statue (notably lack of movement), waves unroll then retreat, gulls dive into the sea, trace a trail) <b>Does trace a trail mean fast or slow?</b></p> <p><b>What adjectives (describing words) are used for the animals and plants?</b> (Seagulls like arrows, glowing bluebottles, beaded seaweed, red starfish) <b>Do you think these words have positive or negative connotations?</b></p> <p><b>Do you think the author likes the sea? Why / why not? How might your personal opinion of the sea affect your evaluation of the poem?</b></p>	
<p><b>3<sup>rd</sup> Reading</b></p> <p>What it means.</p> <p><b>Language features, sentence structures, visual components, text cohesion and repetition.</b></p>	<p><b>In the first, second and fourth stanzas (paragraphs), an em dash is used at the end of the first line.</b> What is the purpose of the em dash? (To pause the flow) How would it sound read aloud?</p> <p><b>Identify two language features used in the sixth stanza (paragraph):</b> Above me gulls shriek diving like arrows, piercing the skin of the sea. (Synonym, metaphor/personification)</p> <p><b>Identify the two instances of alliteration in the seventh stanza (paragraph):</b> I trace a trail past glowing bluebottles and beaded seaweed. (Trace and trail; bluebottles and beaded)</p> <p><b>Why are the waves described as “unrolling”?</b> What else unrolls, and why do you think the author chose to use this verb? What might the author be comparing the waves to? (For example, unrolling a red carpet, meaning special/VIP) Do you think this description is effective?</p> <p><b>What are corrugated ridges?</b> What is the author actually describing here? (Sand) Why has the author used this metaphor? (Describes ridges and grooves, commonly associated with hot weather) How do you think the effectiveness of the description compare to the waves unrolling?</p> <p><b>Can you find a rhyme in the poem? (Retreat/feet) Why do you think the author has chosen not to have a regular rhyming scheme for this poem?</b></p>	<p><a href="#">AC9E5LY05</a></p> <p><a href="#">EN3-RECOM-01</a></p>

General follow up questions for each of the readings:

How do you know this?

What evidence do you have to support that?

Why do you think this?

What examples can you find in the text?