










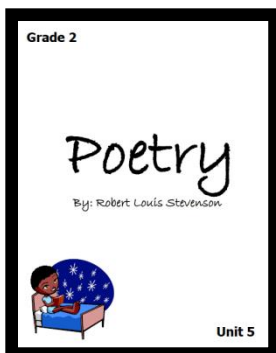


# Analyzing Poetry

In order to strengthen literacy skills of all students, teachers will do the following when reading poetry with students.

-  Students will assist teacher in previewing a text:
  -  Identify title & poet.
  -  Discuss the poem's layout (poem's structure).
-  Teacher will model describing how words and phrases supply rhythm and meaning in a text, eventually transferring this analysis to students.
-  Teacher will explain that poets use specific poetic devices to make the language of the poem beautiful (or to make the reader feel a particular way).
  -  Students will identify examples of alliteration, rhymes, regular beats & repeated lines.
  -  Students will discuss the poet's purpose for writing this poem.
-  Students will discuss how this poem is similar to and different from the other poems in this unit.
-  Students will discuss which poems are written in formal English and which poems use more informal English. Discuss the poet's language choice.
-  Teacher will encourage students to discuss the poem with partners and small groups and work to monitor that all students have opportunities to exhibit good listening skills and to communicate their thoughts and feelings to others.
-  Students will practice the poem in order to increase fluency and perform readings (or recitations) of the poem for classmates.



**CCSS**  
RL.2.4, RL.2.10,  
RF.2.4, RF.2.4a,  
RF.2.4b, L.2.3  
& L.2.3a