STAARing Poetry and Persuasion: Exploring Genre through Workstations

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Consume, Critique, & Produce

      University of Maryland professor and literacy specialist Dr. John O'Flahavan advocates for instructional practices that engage learners in the consumption of forms (genres) that they intend to produce. This makes sense. If we want to do anything well, we need to understand what it really is and how to do it first. This approach has been coined—CCP or Consume, Critique, Produce and this pursuit is driven by authentic exploration and the development of quality questions.

      Seeking understanding prevents us from rushing to judgment as well, providing us greater opportunities to learn, experiment, deepen our knowledge, and sharpen our skills. Valuable understandings are based on seeking and finding specific evidence that supports our learning. It's not enough to have personal opinions about what something looks like when it comes to writing or reading different genres. If our learning is to be meaning-ful to anyone other than ourselves, it must be informed by evidence that suggests it is useful to them.

      In this learning experience, students should first **consume** a genre by immersion in a myriad of mentor text, peer discussion, and participation in various opportunities for reflection. After the student has built a frame-work for analysis (schema), they should then **critique** the genre though a scaffolded approach in looking deeper and analyzing critical attributes of the genre—what is the author doing? Why? How? And how does that impact how you interpret the genre? Finally, after much consumption and critiquing of the genre, then students are finally ready to **produce** the genre.

The Consume-Critique-Produce Framework

      Consume: Students read multiple types (picture books, authentic texts, etc.) They read and explore in peer groups and in read alouds. They no-tice and name the features.

      Critique: Students learn to analyze and evaluate the specific genre based on the features.

      Produce: Students produce written examples of the specific genre orally, then in shared writing, and finally independently with gradual re-lease of responsibility.

Strategies for Test Taking

Click to **LOOK INSIDE!**

What Every Elementary Teacher Needs to Know About Reading Tests

(From Someone Who Has Written Them)

Charles Fuhrken
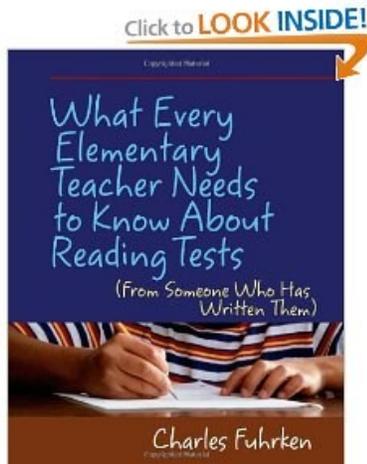
The strategy W-H-W stands for "What?-How?-Why?" and is useful to students *after* reading a test selection and *before* being confronted by test items. By pausing to ask themselves these questions, students think deeply and analytically/critically about the text. Even the hastiest of notes often address a number of reading skills/standards. Though simple, this scaffold will help students understand the kind of analysis of texts that tests require of them, and they'll be able to use this thinking strategy to better observe and absorb texts on test day and beyond.

What? What did the author write?	How? How did the author write it?	Why? Why did the author write it?
• Plot • Main Ideas • Summary	• Organization • Text Features • Language	• Theme • Purpose

So...to best help our students to be able to "think" through the test, we need to develop tutorial and intervention activities that scaffold the complexity inherent in both the text itself as well as the level of rigor in the questions.

Teachers need to:

1. Access a range of examples from all genres that can be tested. Make sure that the level of the text is on grade level and not below.
2. Use activities/strategies that focus on students thinking through the What?...How?...Why? of the passage. Using think alouds with the students as the teacher reads the passage or shares his/her thinking about the passage is important as well.
3. Using questions stems that have the rigor of STAAR is important as well as a heuristic that supports students explaining their reasoning with textual evidence, such as the A+ strategy.

The Genre of Poetry

Books to Consume Poetry (by no means a complete list...you must consume, too!)

Balloons and Other Poems
          -Deborah Chandra
Slam Dunk - Lilian Morrison
If I Were In Charge of the World
          -Judith Viorst
Once I Ate a Pie - Katie Schneider
A Writing Kind of Day - Ralph Fletcher
Sweet Corn - James Stevenson
Skin Deep and Other Teenage Reflections - Michael Bryant
          (some poems better for 5th/6th and up)
Reflections on a Gift of Watermelon Pickle (various contributors)
A Bad Case of the Giggles
          - Bruce Lansky
What's the Weather Inside
          - Karma Wilson
Baseball, Snakes, and Summer Squash
          - Donald Graves
Keepers - Alice Schertle

Other Opportunities to Consume, Critique, and Produce Poetry

- Read, Read, Read
- Share, Share, Share
- Reflect, Reflect, Reflect

- Create personal poetry folder where student collects favorite poems and responds to them

YOUR IDEAS:

-

Workstation 1:
Poetry Exploration
Purpose: Consume

Objective: Develop appreciation of different types of poetry and build schema for features of poetry.

Resources:
- Various picture books and poetry anthologies which include different forms of poems
- Poetry Response form

Instructions:
1. EXPLORE: Look through a variety of poetry books and read at least 10 different poems. Think about the following as you look through the poetry books:
   - Look for poems that are about topics that you are interested in, such as basketball, pets, food, school, friends, or family.
   - You may want to find some poems that rhyme and some that don't.
   - Look for poems of different length and different types.— funny poems, serious poems, poems that remind you of someone or something, or poems that make you think.
2. RESPOND: Now that you've explored some different poems, choose your favorite 3 poems.
   - Re-read them and choose the <u>one</u> you want to respond to.
   - Using the response form (found at the workstation) reflect over the questions and your chosen poem. Respond in each section and be sure to use evidence from the poem to support your responses.
3. SHARE: Finally, read your poem out loud a few times, making sure you understand the poem, can make the meaning of the poem clear, and are able to read it with emotion and expression. Read your favorite poem aloud to the group and share why you like it and what makes it effective.

POETRY RESPONSE

Name: _____ Title of Poem:_____

Poet's Name: _____

What did the poem make you think about? Explain.

How did the poem make you feel? Why? Explain.

What personal connections did you make? Who or what does the poem remind you of? Explain.

What did you like that the poet did in the poem? Explain using examples from the poem.

POETRY RESPONSE

Which line in the poem makes you want to draw a picture? Explain.

Which words painted a picture in your mind? What images did you see? Explain.

Why do you think the poet wrote this poem? What do you think the poet was thinking? Explain.

What mood did the poem leave you in? Describe how you felt after reading the poem in one or two BIG words.

Workstation 2:
Poetry Theater
Purpose: Consume

Objective: Discover and appreciate the impact of oral expression, voice, body language, and facial expression on reading poetry aloud. Fluency is critical in understanding the meaning and poetic techniques inherent in poetry. Having the opportunity to work with peers and read/act out poetry will help students begin to identify and understand the impact of the poetic techniques on the poem's meaning.

Resources:

- Various Poetry Theater Poems (more can be found at www.poetry teachers.com)
- Props
- Group Response to Poetry Theater
- Poetry Theater Preparation and Practice Tips

Instructions:

1. EXPLORE: Look/read through the various Poetry Theater poems found in the workstation. As a group, choose one that you are interested in performing and complete the Group Response to Poetry Theater.

2. PRACTICE: Using the Poetry Theater Preparation and Practice Tips, as a group follow the steps, think through the poem, decide who will take each part, and take the time to read through and practice the parts. Use props if your group would like to.

3. PERFORM: Finally, read/perform your poem out loud to a few times, making sure you understand the poem, can make the meaning of the poem clear, and are able to read it with emotion and expression. Your group may want to evaluate yourselves using the Performance Rubric before presenting your Poetry Theater poem to the class.

Poetry Theater
Group Response

- Select a poem to perform for the class
- Practice reading aloud several times
- Everyone needs to have a part to read aloud to the class

Group Names:

_____ _____ _____ _____

Name of poem: _____

Why did your group pick this poem?

_____
_____
_____

What does the poem say to you? Your group?

_____
_____
_____

What do you notice about the way the author wrote the poem?
(include author's voice, use of strong words, repetition, rhyming, stanzas)

_____
_____
_____
_____
_____
_____

Does the poem remind you of anything in your life? Your group?

_____
_____
_____
_____
_____

Adapted from www.poetryteachers.com

Poetry Theater
Preparation & Practice

1. Read through the poem silently.

2. Think about the narrator and characters.

3. Ask yourself:
   - What is this character feeling?
   - What meaning is this character trying to get across?
   - What do you think this character looks like?
   - What do you think this character sounds like?
   - How do you think this character moves? (quickly, proudly, slowly)

4. Think about how you can best portray your character through your:
   - Voice
   - Body
   - Facial expression

5. You may want to underline key words that need emphasizing or write instructions on the poem, such as "slow down," "louder," "whisper," or "stomp foot," etc.

6. The more preparation and practice you and your group does, the easier it will be to present your poem to the class.

7. After practicing, ask yourselves—Is there anything you can do to improve your presentation and deliver? Are you reading it with emotion? Is the meaning of the poem clear? Is the group fluent and expressive?

Poetry Theater
Performance Critique

Student Performer: _____ Date: _____

Poem: _____

This critique was complete by (circle one): myself   classmate   teacher

Directions: Consider each criterion listed. Be sure you understand what the criterion means before you complete the critique. Mark only one level for each criterion. Be sure to make written comments at the bottom.

Use the following guidelines when evaluating the poetry performance:

> Whoa = Student shows lack of understanding or needs practice in skill
> Working = Student displays an ability to read the poem with expression
> Wow = Student has mastered oral performance of poem.

Criterion	Whoa	Working	WOW
I recognize the text as poetry.			
The reader understands the poem and is able to read it with emotion.			
The reader is able to make the meaning of the poem clear.			
The reader is fluent and expressive.			

Comments:

_____

_____

_____

_____

_____

Workstation 3:
Poetic Devices: Looking Within
Purpose: Critique

Objective: After consuming poetry and recognizing and appreciating the poetic devices used to make meaning, it is time for students to explore deeper within a poem and analyze the poet's use of these devices. This is a layered workstation that will scaffold the student as they explore and critique poetic devices.

Resources:
- Various poems
- Poetic Devices Word Sort
- Poetic Devices graphic organizer
- Poetic Devices Reflective Response
- 11X17 blank paper, glue sticks, scissors

Instructions:
1. REVIEW:
   - Using the three sets of Poetic Devices card sorts—Terms, Definitions, and Examples—correctly group the devices.
   - Check to see if you have correctly connected the term with its definition and example.
1. PRACTICE:
   - Using the Poetic Device graphic organizer, choose a person, place, or thing that you know and care about.
   - Think through all eight angles and complete the graphic organizer. Are you surprised at how many different ways you can look at that one person, place or thing?
   - Be sure to look at the example in the workstation!
3. CRITIQUE/RESPOND:
   - Finally, read through the poems hanging around the center.
   - Choose one that you are most interested in to critique and reflect on, and take a copy of that poem out of the plastic sleeve.
   - Take one piece of the 11X17 sheet of paper and fold it into thirds horizontally, like a burrito. Open the paper and fold it into thirds vertically. Open the paper, and you should have 9 sections.
   - Cut the poem out and glue to center square.
   - Looking at the model in the station, reflect on the poet's use of sensory images and poetic devices and write your responses with examples from the poem in the 8 sections. Make sure you title each section!

RHYME	SIMILE
METAPHOR	ALLITERATION
PERSONIFICATION	ONOMATOPOEIA
REPETITION	EXAGGERATION (Hyperbole)

Words that have the same ending sounds	A figure of speech in which things are compared using the words "like or "as"
A figure of speech in which things are compared by stating that one thing _is_ another	Repetition of words with the same beginning sounds
A figure of speech in which objects are given human qualities	Words that sound like the objects or actions they refer to
Using the same word or phrase over and over again	To make something seem larger or more important than it is

"The tiny bird in the tree was singing just for me."

"The surface of the water looked as smooth as glass"

"The clouds are cotton balls in the sky."

"Polly planted plenty of pretty pansies"

"The sun played peek-a-boo with the clouds."

"A pesky mosquito buzzed around my head."

"The waves pounded, pounded, pounded against the shoreline."

"The firefly's light shone brighter than the sun."

Rhyme

Words that have the same ending sounds

"The tiny bird in the tree was singing just for me."

Simile

A figure of speech in which things are compared using the words "like or "as"

"The surface of the water looked as smooth as glass"

Metaphor

A figure of speech in which things are compared by stating that one thing _is_ another

"The clouds are cotton balls in the sky."

Alliteration

Repetition of words with the same beginning sounds

"Polly planted plenty of pretty pansies."

Personification

A figure of speech in which objects are given human qualities

"The sun played peek-a-boo with the clouds."

Onomatopoeia

Words that sound like the objects or actions they refer to

"A pesky mosquito buzzed around my head."

Repetition

Using the same word or phrase over and over again

"The waves pounded, pounded, pounded against the shoreline."

Exaggeration
(Hyperbole)

To make something seem larger or more important than it is

"The firefly's light shone brighter than the sun."

Poetic Device Graphic Organizer

Visual Images	Onomatopoeia	Personification
What does it look like?	What does it sound like?	Try giving it human qualities.

Simile or Metaphor		Alliteration
Compare it...Be creative!		Try repeating beginning sounds.
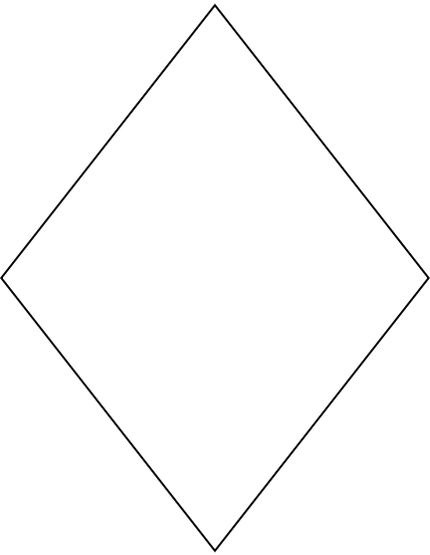
Sensory Images	Feelings and Emotions	Questions and I Wonders
What does it feel or smell like?	How do you feel about it?	What do you wonder about it?

Poetic Device Reflective G.O.

Introduction	Theme	Visual Images
What is title of poem and name of poet? What type of poem is it? Free Verse, Narrative, Humorous, Lyric?	What do you think the poem is about?	What are the pictures in the poem? Share the lines that paint pictures in your mind.
Simile or Metaphor Are similes/metaphors used to explain ideas?		**Alliteration/Onomatopoeia** Does the poet use repeating sounds or words that sound like the object or actions? Explain and show examples.
Sensory Images Are the 5 senses used to get a reaction from the reader? Explain and use evidence from poem.	**Feelings and Emotions** Does the poet use specific words that show feelings or emotions OR make you feel a certain way when you read it? Explain and show examples.	**Rhyme and Rhythm** Does the poem rhyme? Does it have rhythm? Why did the poet chose this rhyme or rhythm to express these ideas?
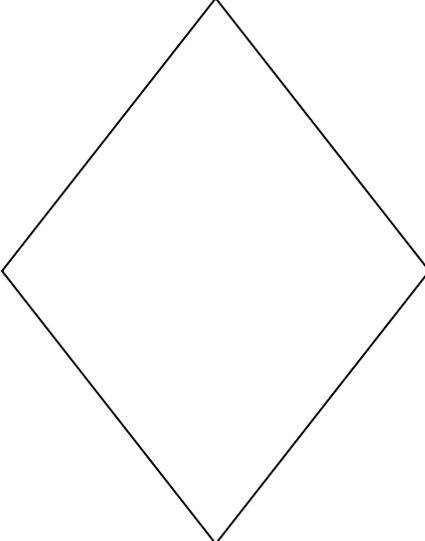
The Genre of Persuasion

Picture Books to Teach Persuasion

I Wanna Iguana by Karen Kaufman Orloff

Earrings by Judith Viorst

Hey Little Ant by Philip M. Hoose

Don't Let the Pigeon Stay Up Late by Mo Willems

Click Clack Moo: Cows that Type by Betsy Lewin

Dear Mrs. La Rue by Mark Teague

Other Opportunities to Consume, Critique, and Produce Persuasive Text

- Read, Read, Read
- Share, Share, Share
- Reflect, Reflect, Reflect
- Reading and writing advertisements.

YOUR IDEAS:

-

Workstation 4:
Persuasive Text: Looking Within
Purpose: Consume

Objective: Develop appreciation of different types of persuasive text and build schema for the persuasive structure and techniques found in this genre.

Resources:
- Various examples of persuasive text: picture books, editorials, text from Nonfiction Kit, magazines
- Persuasive Reader Response form

Instructions:

1. EXPLORE: Look through a variety of persuasive texts, including articles, picture books, and advertisements. Read at least 5 different persuasive texts. Think about the following as you look through the materials:
   - Look for texts that are about topics that you are interested in and that you may know something about.
   - Look for the supporting reasons—are they believable? Reasonable? Convincing?
   - Look for ads that have pictures and words and that try to convince you to believe or do something.

2. RESPOND: Now that you've explored some different articles and ads, select one text and one advertisement that you think presented the most persuasive argument.
   - Re-read them and choose the <u>one </u>you want to respond to.
   - Using the response form (found at the workstation) and reflect over the questions for your chosen persuasive text. Respond in each section and be sure to use evidence from the text to support your responses.

3. SHARE:
   - Finally, read your persuasive text to your partner, explaining the topic and viewpoint and briefly share the major reasons supporting the viewpoint.
   - Share whether you agree or disagree and ask your partner to do the same.
   - Finally share why you chose it and what makes it effective.

Persuasive Reader Response

Topic
- What is the topic?
- Why is this topic suitable for persuasion?
- Why did you choose this topic to respond to?

Viewpoints
- What is the author's viewpoint? How can you tell? Explain using evidence from the text.
- Do you agree or disagree with his/her viewpoint? Explain.

Title of Text
Author
Brief Summary

Support
- What facts and/or opinions did the author use to support his/her point of view?
- List them and label them fact or opinion.

Emotive Language & Text Features
- Reread the text and note the emotive language the author used that caused you to emotionally respond to author's viewpoint.
- List the features of text—pictures, graphs, charts, etc.—that helps the author persuade the reader to agree with his/her point of view.

Workstation 5:
Persuasive Techniques: Tools of Persuasion
Purpose: Critique

Objective: After consuming persuasive text, it is time to recognize and appreciate persuasive techniques authors use to make the reader do something or change their mind about a particular point of view. This workstation will scaffold the student as they explore and critique persuasive techniques.

Resources:
- Various examples of persuasive text
- Persuasive Techniques Word Sort
- Persuasive Techniques Reflection form
- Persuasive Share Out

Instructions:
1. REVIEW:
    - Using the three sets of Persuasive Techniques card sorts—Terms, Definitions, and Examples—correctly group the techniques.
    - Check to see if you have correctly connected the term with its definition and example.
2. SCAVENGER HUNT:
    - Read through persuasive articles and advertisements.
        - Look for the author's use of persuasive techniques.
        - Using the Persuasive Techniques Reflection form, identify the author's use of these techniques and see how many different examples you can find.
        - Keep track of your progress and document your findings on the reflection form.
3. SHARE:
    - Look over all the examples you have found.
    - Find the most effective use of persuasive technique and be prepared to share the following:
        - What was the topic?
        - What was the viewpoint/position?
        - What technique did the author use?
        - Why was it effective?
        - What you learned from the use of this technique? How can you use it in your own writing?

TESTIMOMIAL	CITING AUTHORITY
CITING STATISTICS	BANDWAGON
GLITTERING GENERALITIES	EMOTIONAL APPEALS

Oprah says that Nikons are the best cameras.

Andre Johnson says that Sprint has the best phone service.

Dr. Oz stated that orange juice sold in stores has toxic chemicals added to it.

President Obama said that unemployment is decreasing and the economy is getting better.

75% of the voters chose Dawn over Joy.

1/2 of all teenagers are exposed to second hand smoke.

Everybody's going to the game.

Nobody likes the food at that restaurant.

Snack food is described as "wholesome and nutritious."

"Many people believe…" (How many people? Who are these people?}

Buying a Smith Brand Smoke Detector could save your life!

Max's Money-Making Secrets will make you rich.

Famous people or someone you respect or like claims that something is good or promotes a product or idea, even though they are NOT experts.

An author may mention or quote an expert person to lend importance or credibility to his/her argument.

An author may list statistics or scientific facts to lend importance or credibility to his/her argument.

Persuades people to do or believe something by letting them know others are all doing it and if they don't, they will be left out. Makes use of one's desire to be a part of the crowd.

Uses word that have favorable meanings or fancy sounding/scientific words to make a product or argument sound better than it is OR and idea sound like a fact when it isn't.

Words or images that appeal to the audience's emotions are used, such as fear, anger, joy, desire for success, sadness.

TESTIMOMIAL

Famous people or someone you respect or like claims that something is good or promotes a product or idea, even though they are NOT experts.

Oprah says that Nikons are the best cameras.
Andre Johnson says that SPRINT has the best phone service.

CITING AUTHORITY

An author may mention or quote an expert person to lend importance or credibility to his/her argument.

Dr. Oz stated that orange juice sold in stores has toxic chemicals added to it.

CITING STATISTICS

An author may list statistics or scientific facts to lend importance or credibility to his/her argument.

75% of the voters chose Dawn over Joy.

BANDWAGON

Persuades people to do or believe something by letting them know others are all doing it and if they don't, they will be left out. Makes use of one's desire to be a part of the crowd.
Everybody's going to the game.
Nobody likes the food at that Restaurant.

GLITTERING GENERALITIES

Uses word that have favorable meanings or fancy sounding/scientific words to make a product or argument sound better than it is OR and idea sound like a fact when it isn't.

Snack food is described as "wholesome and nutritious."

EMOTIONAL APPEALS

Words or images that appeal to the audience's emotions are used, such as fear, anger, joy, desire for success, sadness.

Buying a Smith Brand Smoke Detector could save your life!

Persuasive Technique	Title / How the Author Used It/ Example
TESTIMOMIAL—Famous people or someone you respect or like claims that something is good or promotes a product or idea, even though they are NOT experts. • Oprah says that Nikons are the best cameras.	
CITING AUTHORITY—An author may mention or quote an expert person to lend importance or credibility to his/her argument. • Dr. Oz stated that orange juice sold in stores has toxic chemicals added to it.	
CITING STATISTICS—An author may list statistics or scientific facts to lend importance or credibility to his/her argument • 75% of the voters chose Dawn over Joy.	
BANDWAGON—Persuades people to do or believe something by letting them know others are all doing it and if they don't, they will be left out. Makes use of one's desire to be a part of the crowd. • Everybody's going to the game.	
GLITTERING GENERALITIES—Uses word that have favorable meanings or fancy sounding/scientific words to make a product or argument sound better than it is OR an idea sound like a fact when it isn't. • Snack food is described as "wholesome and nutritious."	
EMOTIONAL APPEALS—Words or images that appeal to the audience's emotions are used, such as fear, anger, joy, desire for success, sadness. • Buying a Smith Brand Smoke Detector could save your life!	

Persuasive Share Out

Title of article or topic of ad:

What was the topic?

What was the position/viewpoint? Explain.

What persuasive techniques did the author use?

Why was it effective?

What have you learned from the use of the persuasive techniques used by this author?

How could you use it in your own writing?

Workstation 6:
Genre Exploration Cubes
Purpose: Critique

Objective: Charles Fuhrken's *What, How, Why* strategy is useful to students *after* reading a test selection and *before* being confronted by test items. Helping students to develop critical thinking skills by thinking deeply and analytically/ critically about the various genres will help them understand the kind of analysis of texts that tests require of them.

Resources:
- Various genre texts
- Various writing samples
- Genre and Revision Cubes
- Reflection Form

Instructions:
1. CHOOSING A GENRE:
   - Choose a genre to read. With your partner, read the article.
   - Feel free to mark the text as you read.
1. PRACTICE:
   - Using the appropriate genre cube, roll the cube and with your partner, talk about the question. Ask yourselves:
     - Am I able to answer the question?
     - What evidence from the text do I have that will support my answer?
     - Is there more than one piece of evidence?
   - Think through all that the question is asking and go back in the text and find evidence to support your answer. Feel free to continue marking your text.
   - Write your response on the response form. Be prepared to share your responses with the class.
3. GENRE RESPONSE CONTINUED:
   - Continue responding using all sides of the cube. Make sure to discuss your responses with your partner.
   - After completing this genre, please feel free to explore all the genres included in this station.

Name: _____   Genre: _____

Genre Cube Response

Cube Side 1: _____

Response:	Evidence:	Explanation:

Cube Side 2: _____

Response:	Evidence:	Explanation:

Cube Side 3: _____

Response:	Evidence:	Explanation:

Cube Side 4: _____

Response:	Evidence:	Explanation:

Cube Side 5: _____

Response:	Evidence:	Explanation:

Cube Side 6: _____

Response:	Evidence:	Explanation:

Characters/Conflict:

Who are the main characters in the play?
What are some of the conflicts that the characters face in this play?

Explain your answers and use evidence from the play to support your response.

Setting:

What is the location or setting of the play?
Where do you find the information about the setting?

Explain your answers and use evidence from the play to support your response.

Summary:

In your own words, give a short summary of the story line in the play.

Mood:

What is the overall mood of the play? Explain.

Support your answers with evidence from the play.

Author's Purpose:

Why do you think the playwright wrote this play?
What was his/her purpose?

Explain your answers and use evidence from the play to support your response.

Connections:

What connections did you make with the play?

Explain using evidence from the play.

Text to Self:
Text to Text:
Text to World:

Title and Author

of Expository Text:

What is the title of your text?
How do you know that it is expository?

Explain your reasoning.

Who is the author?

Connections:

What connections did you make with the text?
Explain using evidence from the text.
Text to Self:
Text to Text:
Text to World:

Identify Text

Features:

What types of text features are present in your text?

Name as many as you can identify.

Analyze Text

Features:

List the text features and explain how each one helps you understand the information in the passage.

Organization:

How did the author organize the passage?
Is it Chronological? Cause/Effect? Problem/Solution? Or another type?

Explain and use evidence from the text to support your answer.

Author's Purpose:

Why did the author write this passage?

Explain your answer using evidence from the text.

Characters:

Who are the main characters in the story?
What character traits do you identify in
   the main character(s)?

Explain and show evidence from the story
   to support your inference.

Setting:

Where does the story take place?
How does the author describe the setting?

Use evidence from the story to show how
   the setting is portrayed.

Conflict:

What are the conflicts that the main char-
   acter(s) face in the story?

Find evidence from the story that shows
   these conflicts.

Resolution:

How was the conflict(s) resolved?
Did the resolution change the characters
   in any way?

Use evidence from the story to show how
the conflict(s) was resolved.

Theme:

What is the message of the story? Explain.

My Favorite:

Find a part of the story where the author
   described a person, place, or thing real-
   ly well. Did he use figurative language
   or sensory details to paint the picture in
   your mind?

Explain your response with evidence from
the story.

Title and Topic

of Persuasive Text:

What is the title or topic of the article or advertisement?

Position:

What was the author's position on the topic?
How can you tell?

Explain using evidence from the text.

Support:

What facts and/or opinions did the author use to support his/her position?

Explain using evidence from the text.

Persuasive Language:

Reread the text and note the emotional language or other persuasive techniques that the author used to try and convince you to agree with his/her viewpoint.

Explain your response and use evidence from the text to support your answer.

Text Features:

Did the author use any pictures, graphs, charts, or other text features that would help him persuade the reader to agree with his/her point of view?

Explain and use evidence from the text to support your answer.

Effectiveness:

Was the author effective in presenting his viewpoint?
Why or why not?

Explain your answer using evidence from the text.

Title of Poem:
Type of Poem:

What is the title of the poem?
What type of poem is it?

Describe the features that make it that type/form of poetry.

Theme:

What do you think the poem is about?

Explain.

Imagery:

What are the word pictures that your find in the poem?

Share the lines from the poem that paint pictures in your mind. Can you identify any of the poetic devices that the poet used?

Similes/Metaphors:

Are similes and/or metaphors used to explain ideas in the poem?

Share any similes/metaphors found and explain how they add to the meaning of the poem.

Feelings & Emotions:

Does the poet use specific words or phrases that show feelings or emotions OR that make you feel a certain way when you read it?

Explain and show examples from the poem.

Rhyme & Rhythm:

Does the poem use rhyme?
Does it have rhythm?

Show examples and explain why the poet chose to use rhyme or rhythm to express ideas or feelings in the poem.

Revising for Making Writing Clearer

The writer is considering adding a sentence to the end of her first paragraph.
   What sentence do you suggest she add that will clearly state the central idea of her paper?

Explain your answer

Revising for Transitions

The writer is looking back to see if she needs to add any transitions.
   Are any transitions needed between any ideas or sentences in the writing that will help the reader?
   What transition would you add?

Explain your response.

Revising for Word Choice

The writer is looking back to see if her writing is clear.
   Do you see any words or phrases that are unclear or do not add to the meaning of the writing?
   If so, what would best replace that wording?

Explain your response and tell how your revision has helped the meaning clearer.

Revising for Conclusions

The writer wants to add a conclusion for her paper.
   What would be the best concluding sentence?

Explain your response and tell how your concluding sentence best closes the paper.

Revising for Meaning

The writer needs support in making sure that her sentences are clear and add to the meaning of her paper.
   Is there a place in the paper that is not clear to the reader?

   What sentence could be inserted to more clearly state their idea?

Explain what you chose and how you revised it.

Revising for Sentence Sense

The writer is looking to see if she has a variety of sentences and if they are well-written.
Do you see any sentences that can be written in a better, clearer way?
                    AND/OR
Do you see any short, choppy sentences that could be combined?
Choose one of the sentences or sections of the paper and make your suggested revisions.

Explain what you chose and how you revised it.

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