1A

|  |
| --- |
| 1. ***How do you express that something is important to you?***   ***Express means “to say or show something clearly.” For example, snowboarding might be important to someone. They might express their excitement about snowboarding by sharing stories with their friends, showing them pictures, and asking them to ride with them. When we express ourselves, we show what is meaningful, or important, to us. Expression is a way to show how you think or feel. There are different forms of expression that people can use to show what is important to them. Writing, acting, singing, dancing, painting, and playing music are just some of the ways people express themselves. In the photograph on pages 290-291 of the Reading/Writing Workshop, an artist uses drawing and painting to show what is important to him. Words are*** |

2A

|  |
| --- |
| ***language to make comparisons with images that create a strong message. In “Words Free as Confetti,” the poet states “bright as rainbows” to create a happy image. In “Dreams,” the poet states “Life is a broken winged-bird” to stress how awful it would be if dreams did not exist. The first poem’s free verse supports the theme of freedom and creativity. The second poem’s variations in rhythm draw attention to the difference in ideas expressed. Pages 340–341: The variety of rhythms mirrors the variety in the descriptions. Page 342: The meter is used to emphasize the harm in no longer dreaming. In “The Story of How a Wall Stands,” the speaker compares building a wall to stories. Page 345: The stone and mud “become the wall that stands a long, long time.” Both “Words…” and “A Story…” show the value of heritage. Evidence: The first poet equates words with the freedom to express*** |

2B

|  |
| --- |
| ***thought. The second poet writes to remember his father’s work. The sculptors and poets convey how they feel by using different mediums, but they all use their art to depict something meaningful to them. The poet of “Words Free as Confetti” wanted to express how he or she feels about words. The poet who wrote “The Story of How a Wall Stands” wanted to express how he feels about his father.*** |

1B

|  |
| --- |
| ***just one way that people can communicate. This artist uses painting to share his ideas with others. In “How Do I Hold the Summer?”, the speaker wants to hold summer close because she doesn’t want it to end. Also, a simile in the second stanza, “cold, forbidding glass” helps us visualize the lake. This also helps us see the speaker’s feelings. For example, the speaker does not want to swim in the lake. The speaker also says that keeping summer forever is like trapping light in a ball and keeping it for later. However, the speaker can fill her mind with memories of the summer by writing a poem. This is what she does. In “Catching a Fly,” we see the speaker snapping a picture of a fly that lands on his plate. In “When I Dance,” the speaker tells us that dancing makes him happy, especially when he dances on a bad day. In “Words Free as Confetti” and “Dreams,” the poets use figurative*** |

3A

|  |
| --- |
| 1. ***Barren: Something that is barren is lifeless and not able to grow anything.*** 2. ***Expression: Expression is putting thoughts or feelings into words or actions.*** 3. ***Meaningful: Something meaningful has importance or a purpose.*** 4. ***Plumes: Plumes are big, fluffy feathers or feathery parts.*** 5. ***Alliteration: Alliteration is the repetition of the same consonant sound at the beginning of a group of words.*** 6. ***Lyric: A lyric poem is a short poem that expresses personal feelings.*** 7. ***Meter: Meter is a repeating pattern of stressed and unstressed syllables.*** 8. ***Stanza: A stanza is a group of lines in a poem.*** |

4A

|  |
| --- |
| 1. ***How can we access complex text in “How Do I Hold the Summer?”, “Catching a Fly,” and “When I Dance”?***   ***Organization:***  ***Poets may create groups of lines, or stanzas, to organize their ideas and images. We can paraphrase the first stanza of “How Do I Hold the Summer?” like this: summer is almost over, and the speaker wants it to stay. In the first stanza of “Catching a Fly”, a fly lands on a plate of food. The first lines of “When I Dance” connect to the title because the speaker wants to move his body in dance to express himself.*** |

4B

|  |
| --- |
| 1. ***What is the genre of “How Do I Hold the Summer?”***   ***Lyric and Free Verse:***  ***Lyric poetry expresses the poet’s thoughts and feelings, often in a regular meter, or pattern of sounds, may be arranged in stanzas, and may contain rhyme and alliteration. A free verse expresses a poet’s ideas and feelings with carefully chosen words, has no set rhyming patter, meter, or line length, and may include alliteration and stanzas. For example, we can tell that “How Do I Hold the Summer?” is a lyric poem because it expresses the poet’s thoughts and feelings. It also includes rhyme, a regular meter, stanzas, and alliteration. The poem expresses feelings and includes rhyme. It also contains alliteration, with words that begin with the consonants g and f.*** |

3B

“How Do I Hold the Summer?”, “Catching a Fly,” and “When I Dance”

|  |
| --- |
| 1. ***Which details help determine the poet’s feelings on summer?***   ***The poet asks, “How do I hold the summer fast, Or ask it, please, to stay?” This suggests the poet doesn’t want summer to end. The last two stanzas clarify the poet’s purpose—looking forward to summer during the fall and winter seasons.***   1. ***How can we paraphrase the events in “Catching a Fly”?***   ***While the speaker is eating, a fly lands on a plate. The speaker points a camera at it, then describes the fly as seen through the camera. Finally, the speaker photographs the fly rather than swatting it.*** |

5A

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. ***What comprehension skill can we use in “How Do I Hold the Summer?”***   ***Theme:***  ***The theme of a poem is the message, or big idea, that the poet wishes to communicate. Identifying poetic elements and key details can help you determine a poem’s theme. All three poems have speakers who express something important to them, but each poem has a specific theme. We can reread “How Do I Hold the Summer?” and look for key details to determine its theme.***   |  | | --- | | ***Detail:***  ***How do I hold the summer fast, or ask it, please, to stay?*** | | ***So I’ll search for signs of summer.*** | | ***And store them up in a poem to read/When snow begins to fall.*** | | ***Theme:***  ***Good memories can be saved and revisited by recording our feelings about them in a poem.*** | |

6A

|  |
| --- |
| 1. ***What vocabulary strategy can we use in “Catching a Fly”?***   ***Simile and Metaphor:***  ***A simile makes a comparison, using the words* like *or* as*: “legs like sticks.” A metaphor makes a comparison without using the words* like *or* as*: “stick legs.” The fourth stanza of “Catching a Fly” has a simile using the word* like*:* hands, like two fine threads*. The fly’s front les appear to be like long, thin hands. In the fifth stanza, the metaphor “greedy goggle eyes” compares the fly’s eyes to goggles, focused on food.*** |

6B

“Words Free as Confetti” and “Dreams”

|  |
| --- |
| 1. ***How can we access complex text in “Words Free as Confetti”?***   ***Specific Vocabulary:***  ***Poets sometimes make up words to convey a specific meaning or image. Point out the words thorngray, searoar’s, and goldlullaby. The poet uses thorngray to describe a cactus to help us picture the sharp thorns and dry cactus color. Searoar means the roaring sound of the ocean. The poet is Mexican American. The poet included the words abuelita’s, gatitos, and yo soy libre to emphasize the influence that Spanish culture has had on her American upbringing. This language adds to the free verse form because it shows the playfulness found in all languages.*** |

5B

|  |
| --- |
| 1. ***What are the literary elements in “How Do I Hold the Summer?”***   ***Stanza and Meter:***  ***Poets often arrange their poems into stanzas, or groups of lines. Each stanza is a unit, or section of the poem that expresses a key idea. Together these ideas help form a poem’s main message. Poets may also use meter, also called rhythm, which is a regular pattern of sounds in a line. Each stanza in “How Do I Hold the Summer?” has four lines and contains a key idea. An equal number of beats in the line creates a regular meter, or rhythm.*** |

7A

|  |
| --- |
| 1. ***What comprehension skill can we use in “Words Free as Confetti”?***   ***Theme:***  ***The sensory details included in “Words Free as Confetti” are “Taste you sweet as plump plums;” “Sniff you, words, warm as almonds or tart as apple-red;” “Feel you green and soft as new grass.” So, the theme is: words are colorful. We should enjoy their sensory images.***   1. ***How does the poet’s use of free verse create the poem’s mood? (C)***   ***The poet uses free verse to create the poem’s mood by making each line sound fun and playful with lively action and striking images. For example, the text says, “I’ll toss you in storm or breeze,” which creates lively action, “feel you green and soft as new grass,” which is sensory language, and “the last goldlullaby,” which uses playful word combinations.*** |

8A

|  |
| --- |
| 1. ***How can we access complex text in “Dreams”?***   ***Genre:***  ***One way lyric poets express feelings is through word choices. The words “die,” broken-winged,” “cannot fly,” “barren,” and “frozen” create a sad or melancholy feeling. These words connect to the message of the poem because they describe life without dreams.***   1. ***How do both poets use figurative language to express what is important to them?***   ***The poets use figurative language to make comparisons with images that create a strong message. In “Words Free as Confetti,” the poet states “bright as rainbows” to create a happy image. In “Dreams,” the poet states “Life is a broken winged-bird” to stress how awful it would be if dreams did not exist. The first poem’s free verse supports the theme of freedom and creativity. The second poem’s variations in rhythm draw attention to the difference in ideas expressed. Pages 340–341: The variety of rhythms mirrors the variety in the descriptions. Page 342: The meter is used to emphasize the harm in no*** ***longer dreaming.*** |

8B

“A Story of How a Wall Stands”

|  |
| --- |
| 1. ***What comprehension skill can we use on page 355?***   ***Make Inferences:***  ***Stories are like a wall because the author conveys that they are like the strong parts of a wall. Each story adds strength to the poet’s heritage.***   1. ***How does the poet use dialogue to help you understand how his father feels about his work? (C)***   ***The poet uses dialogue to show that his father feels proud of how carefully he works and knows that it will last a long time. The text says, “That’s just the part you see,” “there is stone woven together,” and “That’s what’s holding it together.” So, the author’s point of view is that the poet’s father is proud of his work and knows it will last.*** |

7B

|  |
| --- |
| 1. ***What vocabulary strategy can we use in “Dreams”?***   ***Simile and Metaphor:***  ***In “Dreams,” the metaphor the poet uses to describe life when dreams die is “Life is a broken-winged bird that cannot fly.” This means that without dreams, our lives lose meaning.***   1. ***In “Dreams,” how does the poet use repetition and meter to help you understand his message? (C)***   ***The poet uses repetition and meter to emphasize the importance of holding onto dreams, because losing them makes life less meaningful. For example, the text says “Hold fast to dreams.” This is repeated in lines 1, 2, and 4 of each stanza, which have a similar meter. The purpose of these lines is to establish the poet’s message. The text also says “Life is a broken-winged bird” and “Life is a barren field.” These lines have a different meter. It also draws attention to the effects of not dreaming.*** |

9A

|  |
| --- |
| 1. ***How can we access complex text in “A Story of How a Wall Stands”?***   ***Prior Knowledge:***  ***The poet, Simon J. Ortiz, is an Acoma Pueblo. Part of Native American heritage involves using storytelling to pass on traditions. The speaker of the poem is passing on traditions to the reader. The speaker shares how a good wall is built, as well as a story about his father doing it. We may have difficulty understanding the metaphor that compares the building of a wall to his father’s enduring stories. The poem is about building a wall. The building of a wall represents the speaker’s father’s stories. A wall is similar to the father’s stories because both last a very long time.*** |

10A

|  |
| --- |
|  |

10B

|  |
| --- |
|  |

9B

|  |
| --- |
| 1. ***How does the poet help you see his point of view about his father? (C)***   ***The poet uses dialogue to help me understand his point of view by using his father’s own words to describe how carefully he works and how he talks about his work. The text says, “That’s just the part you see…” “…there is stone woven together.” “…the mud mixed to a certain texture…” and “…they hold together for a long, long time.”***   1. ***What does the speaker compare building a wall to? How does the comparison express what is meaningful to him?***   ***The speaker compares building a wall to stories. Page 345: The stone and mud “become the wall that stands a long, long time.” Both “Words…” and “A Story…” show the value of heritage. Evidence: The first poet equates words with the freedom to express thought. The second poet writes to remember his father’s work.*** |

11A

|  |
| --- |
|  |

12A

|  |
| --- |
|  |

12B

|  |
| --- |
|  |

11B

|  |
| --- |
|  |

13A

|  |
| --- |
|  |

14A

|  |
| --- |
|  |

14B

|  |
| --- |
|  |

13B

|  |
| --- |
|  |

15A

|  |
| --- |
|  |

16A

|  |
| --- |
|  |

16B

|  |
| --- |
|  |

15B

|  |
| --- |
|  |

17A

|  |
| --- |
|  |

18A

|  |
| --- |
|  |

18B

|  |
| --- |
|  |

17B

|  |
| --- |
|  |

19A

|  |
| --- |
|  |

20A

|  |
| --- |
|  |

20B

|  |
| --- |
|  |

19B

|  |
| --- |
|  |

21A

|  |
| --- |
|  |

22A

|  |
| --- |
|  |

22B

|  |
| --- |
|  |

21B

|  |
| --- |
|  |

23A

|  |
| --- |
|  |

24A

|  |
| --- |
|  |

24B

|  |
| --- |
|  |

23B

|  |
| --- |
|  |

25A

|  |
| --- |
|  |

26A

|  |
| --- |
|  |

26B

|  |
| --- |
|  |

25B

|  |
| --- |
|  |

27A

|  |
| --- |
|  |

28A

|  |
| --- |
|  |

28B

|  |
| --- |
|  |

27B

|  |
| --- |
|  |

29A

|  |
| --- |
|  |

30A

|  |
| --- |
|  |

30B

|  |
| --- |
|  |

29B

|  |
| --- |
|  |