

ANALYZING THE STRUCTURE OF A POEM

6.RL.2.A Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.

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STUDENT HANDOUTS FOR LESSONS 1–4	Reproducible handouts students will use to complete activities during the lessons.
PASSAGE	A poem selected to support the skills students practice in the lessons. You may use the provided text or select your own. (Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use from any other source.)
SUPPLEMENTS FOR LESSONS 1 & 4	Additional resources to use during the lesson set. This unit’s supplements accompany the modeling and handout activities.
STUDENT FEEDBACK GUIDE	A feedback tool for students to complete following the lesson set.

ANALYZING THE STRUCTURE OF A POEM

TEACHER NOTES

6.RL.2.A, Lessons 1–4

UNIT OVERVIEW

In this unit, students analyze a stanza of a poem and explain how it contributes to the development of the theme.

Lesson 1: To open the unit, you lead a discussion of poetry structure with example poems. Then, the class annotates the unit's poem to examine its structure. Last, students determine how individual elements of the structure convey meaning.

Lesson 2: In this lesson, students practice paraphrasing and visualizing key details in the poem. Then they make an inference about the poem's meaning based on the details.

Lesson 3: This lesson begins with a refresher activity to ensure all students understand theme. Then the class compares and contrasts interpretations of the poem in video clips. Finally, students use key details in the poem to identify a theme.

Lesson 4: In this lesson, students analyze how one stanza fits into the overall structure of the poem and contributes to the development of the theme. Students create and present a display to share their interpretation of the stanza.

Research Findings

Lesson Strategies, Approaches, or Activities

Close reading incorporates multiple readings of a short text, text-based questions, attention to form, and focus on meaning.

(Brown & Kappes, 2012)

Struggling middle school students gain understanding from intense close reading instruction, including text annotation.

(Fisher & Frey, 2014)

To annotate a text, students record their reactions by writing directly on the text.

(Castek & Beach, 2013; Zywicka & Gomez, 2008)

Throughout the unit, students practice close reading skills. The lessons guide the class through repeated readings of a short poem with a different goal or focus at each repetition. This intense instruction encourages deep analysis and increases understanding and appreciation.

In Lesson 1, students annotate their thoughts directly on the poem.

<p>Context of learning involves a sociocultural framework, including attitudes of the reader, the text, the instructional support, and the environment.</p> <p>(Galda & Beach, 2001)</p> <p>Students' attitude is a major contributing factor to success in language learning.</p> <p>(Candlin and Mercer, 2001)</p> <p>Context for successful learning engages students through curiosity and can be established through arrangement of the environment.</p> <p>(Boling and Evans, 2008)</p>	<p>All lessons provide suggestions that will assist you in setting the stage for students to take an active approach in their learning.</p>
<p>Visualization helps students discover the meaning of the text rather than of single words.</p> <p>(Hock & Mellard, 2005)</p> <p>Creating mental images helps readers break down their thinking and draw conclusions.</p> <p>(Miller, 2002)</p>	<p>In Lesson 2, students draw representations of the descriptive words and phrases in a stanza.</p> <p>In Lesson 4, students create a display that represents their interpretation of a stanza.</p>
<p>Focused instruction on comprehension skills increases student understanding of text.</p> <p>(Brown & Palincsar, 1989; Pressley, 2000)</p> <p>Teaching students to paraphrase is central to reading comprehension instruction.</p> <p>(Kletzien, 2011)</p>	<p>Lesson 2 provides instruction on the comprehension skills of paraphrasing and making connections with prior knowledge.</p>
<p>Inference-making requires readers to locate information from several sentences to form a global meaning of a text.</p> <p>(Best et al., 2005)</p>	<p>In Lessons 2–4, students make inferences based on details and examples from the poem.</p>

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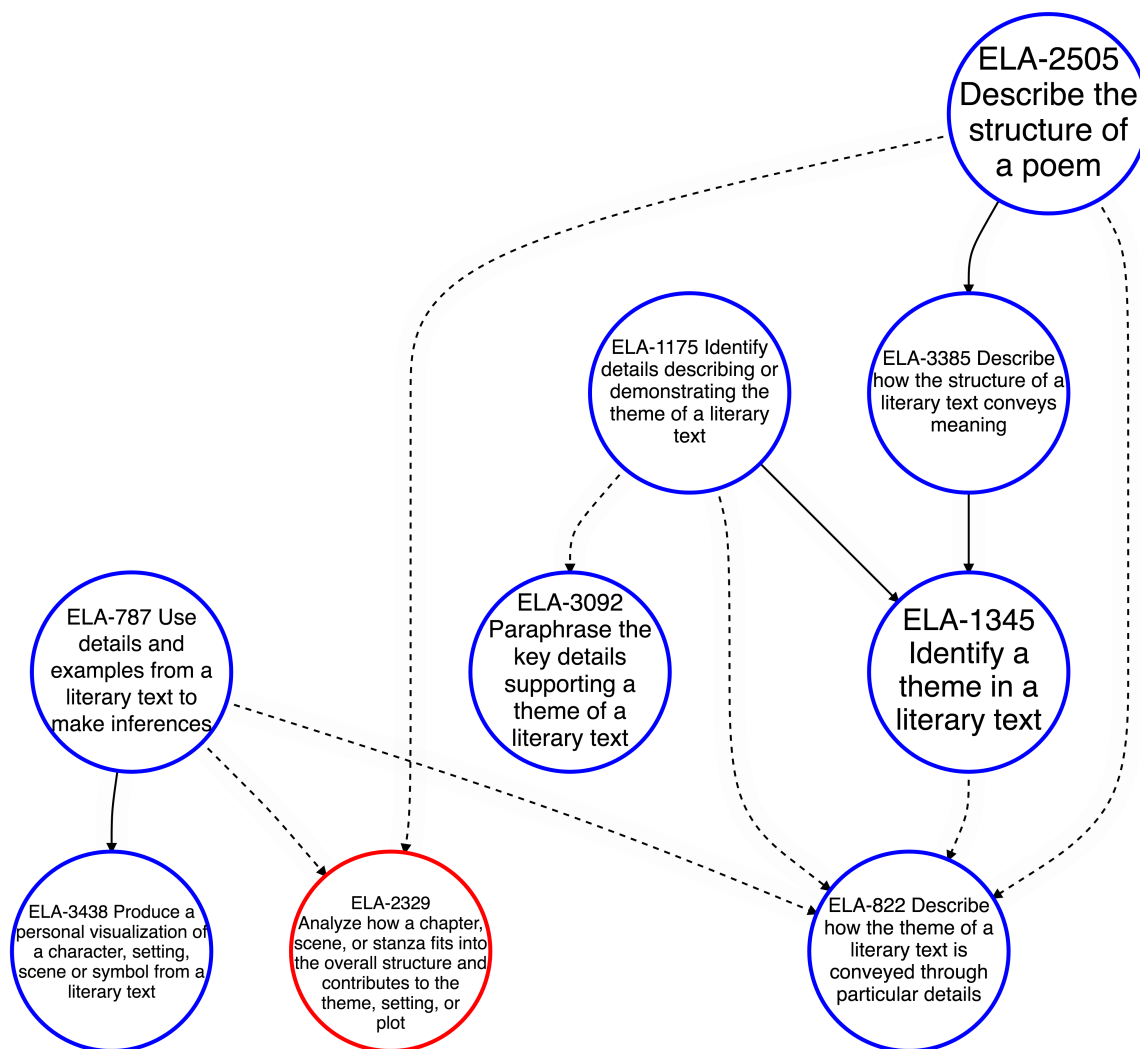
ANALYZING THE STRUCTURE OF A POEM

LEARNING MAP TOOL

6.RL.2.A

STANDARD

6.RL.2.A Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.



**Learning map model for 6.RL.2.A Poetry.*

Node ID	Node Name	Node Description
ELA-2329	ANALYZE HOW A CHAPTER, SCENE, OR STANZA FITS INTO THE OVERALL STRUCTURE AND CONTRIBUTES TO THE THEME, SETTING, OR PLOT	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
ELA-3385	DESCRIBE HOW THE STRUCTURE OF A LITERARY TEXT CONVEYS MEANING	Understand that certain structural elements of a text convey meaning and communicate main ideas or themes.
ELA-822	DESCRIBE HOW THE THEME OF A LITERARY TEXT IS CONVEYED THROUGH PARTICULAR DETAILS	Describe how the author of a literary text uses specific details to convey the theme.
ELA-2505	DESCRIBE THE STRUCTURE OF A POEM	Describe the specific structure of a poem by explaining its poetic form (e.g., rhythm, meter, rhyme scheme, alliteration).
ELA-1345	IDENTIFY A THEME IN A LITERARY TEXT	Identify a theme in a story, drama, or poem. A theme is a word or phrase that describes a larger truth addressed in the text.
ELA-1175	IDENTIFY DETAILS DESCRIBING OR DEMONSTRATING THE THEME OF A LITERARY TEXT	Identify the words, phrases, and other details that describe or demonstrate the theme of a literary text.
ELA-3092	PARAPHRASE THE KEY DETAILS SUPPORTING A STORY'S THEME	Paraphrase the key details that support the theme of a story.
ELA-3438	PRODUCE A PERSONAL VISUALIZATION OF A CHARACTER, SETTING, SCENE, OR SYMBOL FROM A LITERARY TEXT	Create a written, spoken, or drawn representation of the text.
ELA-787	USE DETAILS AND EXAMPLES FROM A LITERARY TEXT TO MAKE INFERENCES	Make inferences about the characters, setting, or events in a literary text by using relevant details and examples contained in the text.

DESCRIBING STRUCTURE AND MEANING

INSTRUCTIONAL ACTIVITY

6.RL.2.A, Lesson 1

LEARNING GOAL

In this lesson, students describe how the structure of a poem communicates meaning.

STANDARD

6.RL.2.A Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.

PREPARATION

Before the lesson, select a poem that is meaningful and appropriately complex for your students. The poem should have a clear structure, at least four stanzas, and figurative language. Be aware that students watch video clips of the poem in Lesson 3, so be sure that you can locate video interpretations for the selected poem. Also prepare to display the poem in a format that allows you to mark up the text. This unit includes a poem, **IF**, which you are free to copy. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use from any other source.

Select an additional two to three poems to use in the lesson introduction. *The Jumblies* by Edward Lear and *As I was Going to St. Ives* by Anonymous are examples of poems that will work well. Prepare to display the poems for the class.

MATERIALS & HANDOUTS

- ▶ chart paper or whiteboard
- ▶ two to three poems, displayed
- ▶ **PASSAGE: IF** for individual student use and displayed
- ▶ **SUPPLEMENT: ANNOTATED STANZA FROM “IF”**
- ▶ **SUPPLEMENT: STRUCTURE AND MEANING QUESTIONS**
- ▶ **STUDENT HANDOUT: STRUCTURE AND MEANING**

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can describe how the structure of a stanza communicates meaning in a poem.”

Call on students to recall songs they like and to share what they like about those songs. Students may reference emotions, lyrics, rhythm, or the repetition of certain phrases. **State** that the songwriter made intentional choices to create a specific effect on listeners. Tell students that songs are a kind of poetry.

Display the introductory poems. **Read** expressively according to the poems’ rhyme, rhythm, punctuation, and line breaks. **Ask** students what they notice about how the authors organize each poem. Briefly discuss why students believe the author uses the different elements. **Call on** volunteers to share similarities between songs and poetry.

Provide students with any needed background knowledge, including any cultural details that may be unfamiliar.

Display and **read** the poem aloud. Allow students to share their first reactions. Explain that they will look closely at the details in the poem to understand how the small parts fit together to make the big picture.

Distribute the poem to each student.

Define *stanza*: a group of lines in a poem. Tell students that stanzas are separated by a blank line. **Instruct** students to number the stanzas on their copies.

Next, **model** how to mark the first stanza to analyze the text. (Consult [SUPPLEMENT: ANNOTATED STANZA FROM “IF”](#) for an example.) Display a key of annotations you will use. Possible annotations include the following:

- ▶ ? = confuses me or raises a question
- ▶ underline = key detail
- ▶ ! = gets my attention
- ▶ circle = repeated word or phrase
- ▶ ↘ = connected idea

Ask yourself the questions in the chart below as you mark the text. **Provide** specific explanations of your thinking. For example, point back to the previous occurrence of a word or phrase as you circle it.

Model How To . . .	Ask Yourself . . .	Mark the First Stanza of “If”
Identify the text structure and rhyme scheme.	How does the author organize this poem?	Draw lines to separate each pair of lines. Label the rhyme scheme: ABABCD CD.
Identify confusing phrases.	What confuses me? Can I locate any context clues?	Write question marks around the phrase, “make allowance for their doubting too.”
Identify key ideas and write questions in the margins.	What grabs my attention?	Write exclamation marks by the words <i>lies</i> and <i>bating</i> . Write the question, “Why does the author use the words <i>lies</i> and <i>bating</i> ?”
Make predictions.	What will happen?	Say, “The author might feel guilty about something.”
Identify word choice and figurative language.	What do I notice about the language?	Circle the repeated use of <i>if</i> and <i>you</i> .

Say, “The elements of a poem give clues about the poem’s meaning. Let’s look at ‘If’ to discover what clues the author gives.” **Ask** students any of the following questions to explore the poem’s meaning:

- ▶ Does the title give clues about the content?
- ▶ Which words stand out? Why?
- ▶ How do the sounds of the poem affect its meaning?
- ▶ Are any phrases connected with one another? How? (Did you notice the opposites in “If”?)
- ▶ Are there any patterns? What effect do they have?
- ▶ What role does punctuation have?
- ▶ How does the figurative language add to the mood?

Next, **select** a volunteer to annotate the second stanza in front of the class. Have the student mark the text and explain their annotations. **Ask** the questions above to help the class determine meaning in the second stanza.

Next, **form** pairs or small groups to analyze the third stanza. **Pre-teach** any unfamiliar terms as needed, for example *sinew* or *will* in “If.” **Display** [SUPPLEMENT: STRUCTURE AND MEANING QUESTIONS](#) for students to reference. **Direct** students to mark the text and discuss the structure following the same procedure. Acknowledge that there is no right answer, and it is acceptable if students do not agree with one another.

Circulate and ask the Checking for Understanding questions while students work.

CHECKING FOR UNDERSTANDING

Determine if the student can **DESCRIBE THE STRUCTURE OF A POEM (ELA-2505)**:

- ▶ How is the poem organized?
- ▶ What is the rhyme scheme of this stanza?
- ▶ What patterns can you find?
- ▶ What other elements does the author include?

Use student responses to assess whether a class review of the third stanza is necessary before proceeding. Provide clues about the structure in order to allow struggling students the opportunity to make new discoveries.

Instruct students to mark the fourth stanza. Continue checking for understanding as groups work. **Review** elements of the fourth stanza as needed with the class.

Distribute [STUDENT HANDOUT: STRUCTURE AND MEANING](#). **Instruct** students to answer the questions for the most significant elements in the whole poem.

If students have difficulty describing how the structure elements convey meaning, **choose** one element for the class to focus on. **Give** students time to discuss with their partners or groups and then lead a class discussion to determine how the element conveys meaning. Be prepared to walk students through your thinking process.

As students complete the handout, collect evidence about student thinking and adjust teaching as needed.

CHECKING FOR UNDERSTANDING

Determine if the student can **DESCRIBE HOW THE STRUCTURE OF A LITERARY TEXT CONVEYS MEANING (ELA-3385)**:

- ▶ What is a main idea in this stanza? How do you know?
- ▶ What is the meaning of this phrase?
- ▶ How does the rhyme or rhythm give clues about the meaning?
- ▶ How do these stanzas or lines connect?
- ▶ Why do you think the author starts each sentence with the word *if*?
- ▶ Does this poem make you imagine a scene or situation? What details helped you imagine that?

To close the lesson, **direct** pairs to compare and contrast their ideas about the poem. Instruct pairs to identify one detail in the poem that they agree or disagree about how it shows the meaning of the poem. Then have each pair group with a second pair to share the element they agreed or disagreed about and to explain the reasons for their conclusions about how the element shows the meaning of the poem. **Share out** as time allows.

Collect and analyze the annotated poems and the handout for use in the next lesson.

To extend the lesson, direct students to answer one of the following critical thinking questions on a blank sheet of paper:

- ▶ What do you understand about the poem? What do you not understand or find confusing?
- ▶ What was difficult about describing the poem? What was easy? Give at least two examples.
- ▶ Do you like the poem? Why or why not? Use at least two examples to explain your opinion.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

If—

by Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too:
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated don't give way to hating,
And yet don't look too good, nor talk too wise;

If you can dream — and not make dreams your
master;
If you can think — and not make thoughts your
aim,
If you can meet with Triumph and Disaster
And treat those two impostors just the same:
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools;

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss:
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

"If" by Rudyard Kipling, from *Rewards and Fairies*. In the public domain.

If you can talk with crowds and keep your virtue,
Or walk with Kings — nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much:
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And — which is more — you'll be a Man, my son!

END OF TEXT

STRUCTURE AND MEANING

STUDENT HANDOUT

Lesson 1

Title

Connections

Words

Sounds

Patterns

Figurative Language

Punctuation

STRUCTURE AND MEANING QUESTIONS

SUPPLEMENT

Lesson 1

Does the **title** give clues about the content? How?

Which **words** stand out? Why?

How do the **sounds** of the poem affect its meaning?

Are any phrases **connected** with one another? How?

Are there any **patterns**? What effect do they have?

What role does **punctuation** have?

How does the **figurative language** add to the mood?

ANNOTATED STANZA FROM "IF"

SUPPLEMENT

Lesson 1

Key

? = confuses me or raises questions

underline = key detail

! = gets my attention

(circle) = repeated word or phrase

↔ = connected ideas

(If you) can keep your head when all about (you) A

Are losing theirs and blaming it on (you) B

Who is the narrator
talking to?

(If you) can trust yourself when all men doubt (you) A

?

But [make allowance for their doubting] too: B

(If you) can wait and not be tired by waiting, C

Or being lied about, don't deal in lies, D

Or being hated don't give way to hating, C

Why "lies" and "hating?"

Does the author feel
guilty about something?

↗ And yet [don't look too good], nor talk too wise; D

Who is the narrator?

PARAPHRASING AND VISUALIZING LINES OF A POEM

INSTRUCTIONAL ACTIVITY

6.RL.2.A, Lesson 2

LEARNING GOAL

In this lesson, students paraphrase and visualize key details of the poem.

STANDARD

6.RL.2.A Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.

MATERIALS & HANDOUTS

- ▶ whiteboard or chart paper
- ▶ annotated poems from Lesson 1
- ▶ completed [STUDENT HANDOUT: STRUCTURE AND MEANING](#)
- ▶ [STUDENT HANDOUT: PARAPHRASING AND VISUALIZING](#)
- ▶ projector

Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can paraphrase and visualize key details to connect with a poem.”

Pass back the marked up poems from Lesson 1. **Demonstrate** how to number the lines directly on the poem and have students do the same. In “If,” pairs of lines form a complete thought, so it will work best to number each pair as one line. Additionally, pass back the completed [STUDENT HANDOUT: STRUCTURE AND MEANING](#) for student reference.

Review Lesson 1 concepts with a cooperative learning strategy, such as think-pair-share. For example, review the term *stanza* by asking, “Why did the author write the poem in stanzas?” After students have had time to think, direct them to share their response with a partner. Encourage students to reference the lines of the

poem as they discuss. Share out as a class as needed. Concepts for review include stanzas, marking the text, author's clues, new vocabulary, main idea, and figurative language.

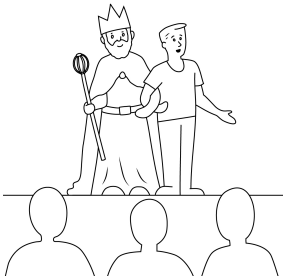
Explain that today the class will have conversations about the poem, and students will have an opportunity to draw. The purpose is to connect with the text. **Say**, “Good readers paraphrase and visualize because it helps them understand what they read.”

Define and display the term *paraphrase*: to put the text in your own words. **Explain** that paraphrasing is different from summarizing. **Describe** a scenario your students can relate to. For example, say, “When a friend tells you ... and you repeat it to someone else, you aren’t going to use your friend’s exact words. You are going to paraphrase.” **Ask** a volunteer to paraphrase the quote to the class.

Define and display the term *visualize*: to form a picture in your mind. **Explain** that when students use their imaginations to create pictures in their minds, they will better understand the text. **Invite** another volunteer to describe what they visualize from the example scenario above.

Distribute [STUDENT HANDOUT: PARAPHRASING AND VISUALIZING](#). **Explain** the format of the handout, and **model** how to fill it out on the projector. In the first column, **write** the number of the line pair you are analyzing. In the second column, **copy** the lines from the poem. In the third column, **paraphrase** the lines. If the lines contain terms students may be unfamiliar with, model how to use context clues to determine the terms’ meanings. Purposefully **reread** the author’s words, and make connections with your own prior knowledge. **Share** what comes to mind when you hear a specific word or phrase. **State** that it may take several readings to make sense of the text. In the fourth column, **sketch** a picture that represents your interpretation.

A completed row for the last stanza of “If” may look like this example:

Line #	Text	Paraphrase	Picture
14	If you can talk with crowds and keep your virtue, Or walk with Kings — nor lose the common touch	Be able to talk with anyone, no matter who they are. You are not better than anyone else.	

If students seem unsure of the process, **model** another pair of lines from a different stanza.

Reiterate the purpose of the activity, which is to discuss the text, put it in your own words, and draw a picture of what you imagine is happening.

Group students with partners, and assign each pair a stanza or specific lines to analyze. As students work, **circulate** and ask the Checking for Understanding questions.

CHECKING FOR UNDERSTANDING

Determine if the student can **PARAPHRASE THE KEY DETAILS SUPPORTING A STORY'S THEME (ELA-3092)**:

- ▶ What does this line of the poem mean?
- ▶ Can you rephrase this line?
- ▶ What is happening in this line?
- ▶ How did you determine what is happening?

Determine if the student can **PRODUCE A PERSONAL VISUALIZATION OF A CHARACTER, SETTING, SCENE, OR SYMBOL FROM A LITERARY TEXT (ELA-3438)**:

- ▶ What did you imagine in this line?
- ▶ What details helped you imagine this line?
- ▶ How does this picture help you figure out the meaning of the stanza?
- ▶ Can you hear, smell, or feel anything?

Bring the class or small groups together to analyze parts of the poem as you see necessary. **Call on** volunteers to share their thinking. Continue to provide support for students that do not attain the skills above.

Display and define *inference*: a conclusion based on evidence and reasoning. Tell students they will use their interpretations to make an inference about the author's message. **Direct** students to answer the question at the bottom of the handout: What big ideas does the author want us to think about?

CHECKING FOR UNDERSTANDING

Determine if the student can **USE DETAILS AND EXAMPLES FROM A LITERARY TEXT TO MAKE INFERENCES (ELA-787)**:

- ▶ What is the poem about?
- ▶ What did you already know about the poem's topic?
- ▶ What can you conclude about the author's message?
- ▶ What evidence led you to this conclusion? Why?

To close the lesson, **call on** students to share their opinions of the author's big idea. Alternatively, **invite** two volunteers to share their interpretations of the same line for the class to discover similarities and differences.

Collect student handouts and poems for use in the following lessons.

As an exit activity or homework, direct students to write a question or a discovery about the poem. Use student responses to make necessary adjustments in the next lesson.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

PARAPHRASING AND VISUALIZING

STUDENT HANDOUT

Lesson 2

Line #	Text	Paraphrase	Picture

What big ideas does the author want us to think about?

INTERPRETING DETAILS AND THEME

INSTRUCTIONAL ACTIVITY

6.RL.2.A, Lesson 3

LEARNING GOAL

In this lesson, students use details to make inferences and identify a theme of the poem.

STANDARD

6.RL.2.A Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.

PREPARATION

Before the lesson, review responses to the Lesson 2 student handout and exit activity. Prepare to correct any misconceptions prior to proceeding.

Additionally, locate two video interpretations of the poem that suit your students.

MATERIALS & HANDOUTS

- ▶ annotated poems
 - ▶ completed [STUDENT HANDOUT: PARAPHRASING AND VISUALIZING](#)
 - ▶ whiteboard or chart paper
 - ▶ highlighters
 - ▶ video clips
 - ▶ [STUDENT HANDOUT: CONSTRUCTING THEME](#)
-

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can use details to identify a theme of the poem.”

Distribute the poems and completed [STUDENT HANDOUT: PARAPHRASING AND VISUALIZING](#). Give the class general feedback. **Clarify** any misconceptions or answer questions revealed in the exit activity from Lesson 2.

Next, **tell** students that today they will look deeper into the poem to find words or phrases that support the theme. **Provide** a definition for *theme* on the board: a big idea that the text teaches. Remind students that the theme is the main point the author wants us to think about.

Give examples of topics, such as love or money. Tell students that a theme about the topic of love might be “Love is blind.” A theme about the topic of money could be “Money isn’t the most important thing.”

On the board, **list** a few familiar story titles, beginning with “Beauty and the Beast.” Model identifying the theme of Beauty and the Beast by thinking aloud as you identify the topic of beauty and the theme of “True beauty is inside a person.” Then **instruct** students to identify the themes of the other stories with a partner. **Remind** students to use complete sentences. Invite pairs to share the themes and explain how they decided on them.

Direct students to review their response to the big idea question at the bottom of the Lesson 2 handout. Explain that this box represents their first thoughts about the theme. **Instruct** partners to highlight the words, phrases, or details in the table that helped lead them to the conclusion of the author’s big ideas, or themes.

Circulate and check for understanding.

CHECKING FOR UNDERSTANDING

Determine if the student can [IDENTIFY DETAILS DESCRIBING OR DEMONSTRATING THE THEME OF A LITERARY TEXT \(ELA-1175\)](#):

- ▶ Why did you highlight this word [or phrase]?
- ▶ What does this word [or phrase] make you think of?
- ▶ Why do you think the author chose to use this detail?
- ▶ What other details give you clues about the theme?

Show a video clip of the poem. **Tell** students the clip is one person’s interpretation of the poem.

Direct students to compare their own thinking to the video and share their thoughts with a partner. If time allows, play a second clip. Give students time to compare and contrast the two clips with a partner.

Explain that the author carefully selected each word and wrote each line a certain way. **Distribute** [STUDENT HANDOUT: CONSTRUCTING THEME](#). Instruct students to use the highlighted details from the Lesson 2 handout to make inferences about the meaning, or theme, of the poem. Encourage students to come up with more than one theme. **Reference** the definition of theme on the board and remind students to

write the themes using complete sentences. Acknowledge that partners may have different interpretations of the theme, and it is acceptable to write the theme using their own words.

Circulate and check for understanding. **Listen** carefully to student responses in order to assess students' learning. Adjust teaching as needed.

CHECKING FOR UNDERSTANDING	
Determine if the student can USE DETAILS AND EXAMPLES FROM A LITERARY TEXT TO MAKE INFERENCES (ELA-787) : <ul style="list-style-type: none">▶ What is this line about?▶ Why did you highlight this word?▶ What is the author's attitude or tone? How do you know?▶ What do you visualize when you read this line?	Determine if the student can IDENTIFY A THEME IN A LITERARY TEXT (ELA-1345) : <ul style="list-style-type: none">▶ What is the poem about?▶ Do the highlighted words connect in any way? How?▶ What is the author's message?

Invite students to share the themes they identified. **Collect** handouts and poems.

To extend the activity, have students write a reflection on how a personal experience aligns with a line of the poem.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

CONSTRUCTING THEME

STUDENT HANDOUT

Lesson 3

Directions: Write the highlighted details from the Lesson 2 handout. Then write the themes that the details show. Last, draw an arrow from each detail to the theme it supports.

Details

Themes

ANALYZING STRUCTURE AND THEME

INSTRUCTIONAL ACTIVITY

6.RL.2.A, Lesson 4

LEARNING GOAL

In this lesson, students analyze how a particular stanza fits into the overall structure of the poem and contributes to the development of the theme.

STANDARD

6.RL.2.A Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.

PREPARATION

Before the lesson, decide how you would like students to present their understanding of the poem and unit learning goals. The lesson provides a [STUDENT HANDOUT: PUZZLE PIECES](#), or students may create posters, slide shows, or other media.

MATERIALS & HANDOUTS

- ▶ annotated poems
- ▶ completed [STUDENT HANDOUT: STRUCTURE AND MEANING](#)
- ▶ completed [STUDENT HANDOUT: PARAPHRASING AND VISUALIZING](#)
- ▶ completed [STUDENT HANDOUT: CONSTRUCTING THEME](#)
- ▶ [STUDENT HANDOUT: POEM PUZZLE](#)
- ▶ art supplies or other materials needed to create an artistic display
- ▶ [SUPPLEMENT: MODEL POEM PUZZLE](#)
- ▶ [SUPPLEMENT: ART ACTIVITY DIRECTIONS](#)
- ▶ [STUDENT HANDOUT: FINAL THOUGHTS ON “IF”](#)

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can analyze how a stanza fits into the poem.”

Tell students that today they will illustrate the structure and theme of their stanza using words, pictures, and color. **Pass out** the poem and completed handouts from previous lessons for students to reference. If using the handout, **distribute** [STUDENT HANDOUT: POEM PUZZLE](#) and colored pencils or markers. This lesson also includes [SUPPLEMENT: MODEL POEM PUZZLE](#), which you may use as an example. Otherwise, give students access to the materials they need to create the product you’ve chosen.

Display [SUPPLEMENT: ART ACTIVITY DIRECTIONS](#) and explain the instructions.

As students work, routinely collect evidence about their understanding.

CHECKING FOR UNDERSTANDING		
Determine if the student can DESCRIBE HOW THE THEME OF A LITERARY TEXT IS CONVEYED THROUGH PARTICULAR DETAILS (ELA-822) :		
▶ How does the structure of the stanza give clues about the theme?	▶ How does the figurative language contribute to the theme?	▶ What other details could the author have included to show the theme?

Arrange students in groups of four so that each group contains one representative of each stanza. **Explain** that the group will present their interpretations of the poem, with each member sharing their display in the order the stanza appears in the poem.

Provide groups time to share their work and collaborate about their presentation. **Display** the following questions for groups to discuss:

- ▶ Is this display a good representation of the stanza? Why or why not?
- ▶ Is anything missing?
- ▶ How will this display contribute to the group presentation?

Proceed with group presentations, and allow time for questions and comments.

Distribute [STUDENT SUPPLEMENT: FINAL THOUGHTS ON “If,”](#) and instruct students to answer the questions.

Circulate and ask the Checking for Understanding questions.

CHECKING FOR UNDERSTANDING

Determine if the student can **ANALYZE HOW A CHAPTER, SCENE, OR STANZA FITS INTO THE OVERALL STRUCTURE AND CONTRIBUTES TO THE THEME, SETTING, OR PLOT (ELA-2329)**:

- | | | |
|---|---|--|
| <ul style="list-style-type: none">▶ What is happening in your stanza?▶ What similarities can you find between your stanza and another stanza?▶ How do the ideas change from line to line? Stanza to stanza? | <ul style="list-style-type: none">▶ Other than your stanza, where else can you find evidence of the theme?▶ What details show evidence of the theme in another stanza? | <ul style="list-style-type: none">▶ Why is your stanza important?▶ How would the poem be different if your stanza was removed or changed? |
|---|---|--|

Collect handouts. Consider posting handouts or displays for further student reflection.

Distribute and explain the **STUDENT FEEDBACK GUIDE**. Assess student responses and consider providing written feedback. Plan to make adjustments to your teaching approach as needed.

For a discussion of the research that supports this instructional model, see the **TEACHER NOTES** for this lesson set.

FINAL THOUGHTS

STUDENT HANDOUT

Lesson 4

Directions: Answer each question for the stanza you studied during the unit.

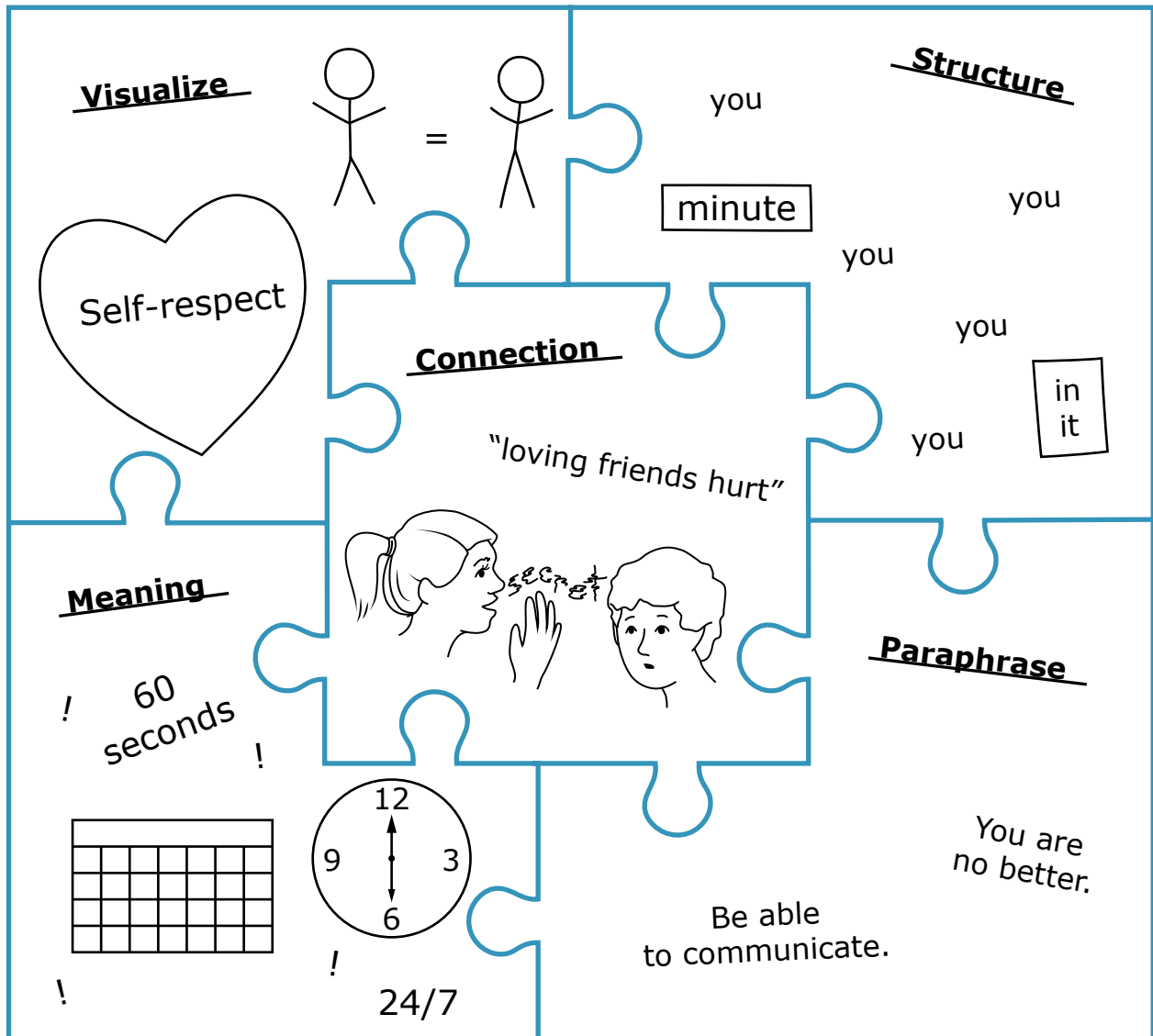
1. What similarities did you find between your stanza and the other stanzas?
2. Why is your stanza important?
3. What is the most important word in your stanza? Why?
4. How would the poem be different if your stanza were removed or changed?

POEM PUZZLE

STUDENT HANDOUT

Lesson 4

Title: Life



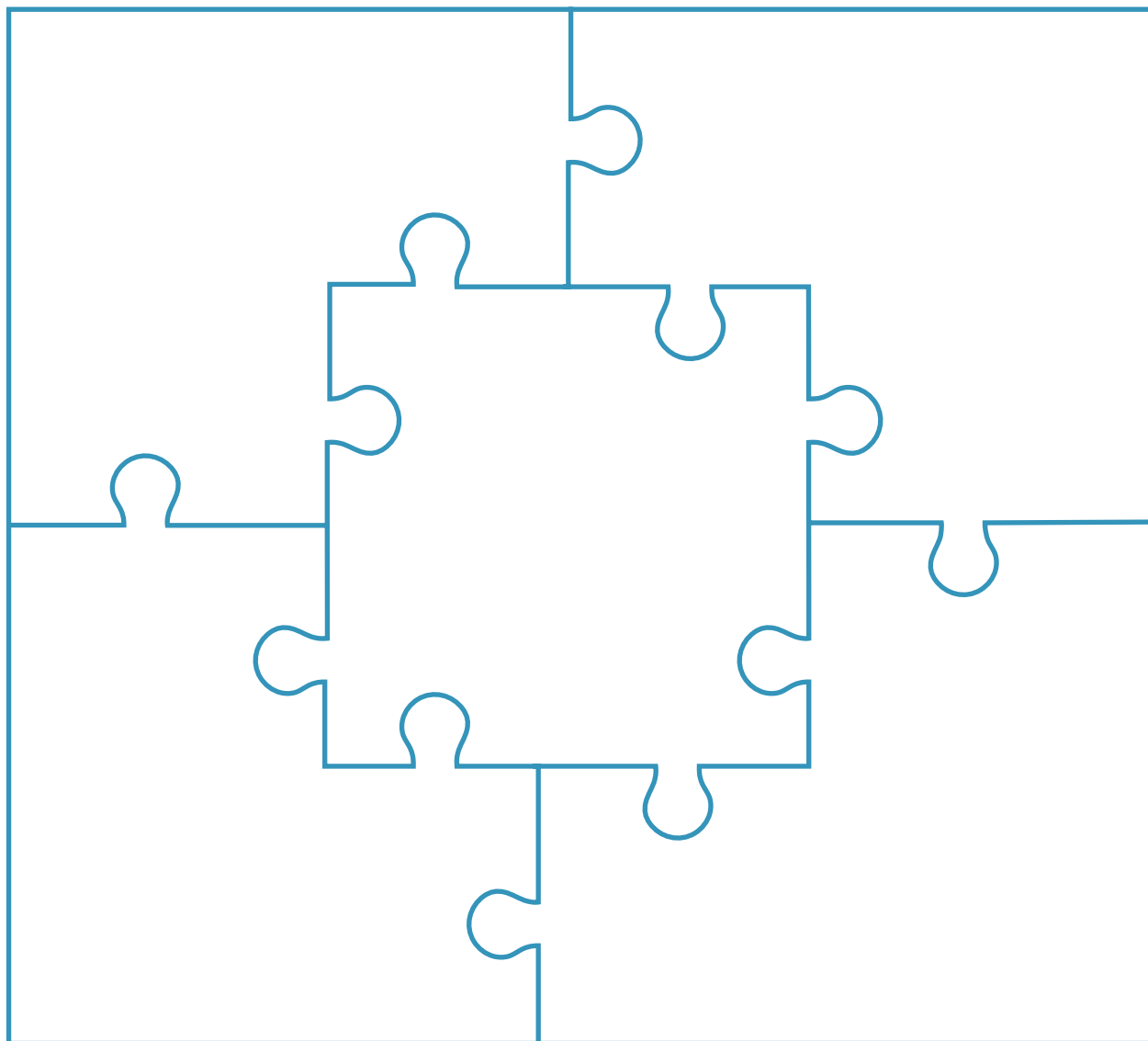
Theme:

You are equal to friends and strangers.

POEM PUZZLE
STUDENT HANDOUT

Lesson 4

Title: _____



Theme:

ART ACTIVITY DIRECTIONS

SUPPLEMENT

Lesson 4

Design a display that shows how all the elements of your stanza combine to build the poem's message. Use words, pictures, and color.

1. **Theme:** Choose one theme to focus on. Write a theme statement as a caption.
2. **Title:** Give your stanza an original title.
3. **Structure:** Represent at least two elements of the poem's structure (rhythm, meter, rhyme, patterns).
4. **Meaning:** Represent at least two elements of the poem's meaning (words, sounds, phrases, punctuation, figurative language).
5. **Paraphrase:** Record at least one paraphrased detail.
6. **Visualization:** Make at least one sketch of something you imagine based on the stanza.
7. **Connection:** Represent at least one personal connection you made with the stanza.

ANALYZING THE STRUCTURE OF A POEM

STUDENT FEEDBACK GUIDE

6.RL.2.A

Directions: For each learning goal, circle the sentence that best matches what you can do.

Learning Goal	Level 1	Level 2	Level 3
Describe how a poem's structure communicates meaning	I can identify elements of structure in a poem.	I can describe how one element of structure in a poem communicates meaning.	I can describe how the elements of structure in a poem combine to communicate meaning.
Paraphrase key details	I can define <i>paraphrase</i> .	I can paraphrase a line of the poem.	I can paraphrase a stanza.
Visualize key details	I can define <i>visualize</i> .	I can visualize a detail in the poem.	I can use details from the poem to explain what I visualize.
Identify a theme	I can identify key details in a poem.	I can identify connections between details in a poem.	I can use the details to determine a theme of the poem.
Analyze how a stanza contributes to the theme	I can explain the meaning of a stanza.	I can describe how a stanza contributes to the theme of the poem.	I can describe how the stanzas combine to contribute to the theme.