

ANALYZING AND COMPARING POETIC STRUCTURE

8.RL.2.A Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.

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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 & 3

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.

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Enhanced Learning Maps developed these materials under a grant from the Department of Education, PR/Award # S368A150013. Contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Learning map materials are freely available for use by educators but may not be used for commercial purposes without written permission.

ANALYZING AND COMPARING POETIC STRUCTURE

TEACHER NOTES

8.RL.2.A, Lessons 1–4

UNIT OVERVIEW

In this unit, students analyze the structure of two poems and then compare how the structures create meaning and style.

Lesson 1: To open the unit, you lead a discussion to remind students of poetry’s unique features, and you review the procedure and importance of skimming a new text. Then, the class annotates a poem to examine its structure. Last, students determine how individual elements of the structure convey meaning.

Lesson 2: In this lesson, students independently annotate a second poem. Students analyze the tone and theme of the poem by determining how the elements of structure convey meaning.

Lesson 3: This lesson requires students to draw conclusions about a poem by identifying multiple poetic elements that combine to communicate the meaning and tone of the poem. Students cite textual evidence for their inferences.

Lesson 4: In this lesson, students compare and contrast the structure of the poems and analyze how the differing structure of each contributes to its meaning and style. Students cite textual evidence to support their rationale of which author uses text structure most effectively.

Research Findings

Lesson Strategies, Approaches, or Activities

Close reading incorporates multiple readings of a 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)

In Lessons 1 and 2, students practice close reading skills by annotating their thoughts directly on each poem.

<p>Giving students time to think about their thinking through private reflection or writing leads to better discovery and discussion.</p> <p>(Gallagher, 2015)</p>	<p>The unit provides students with opportunities to independently reflect on and record their thinking before sharing with a partner or the class.</p>
<p>Making inferences requires readers to locate information from several sentences to form a global meaning of a text.</p> <p>(Best et al., 2005)</p> <p>Good readers set aside mental effort specifically for making inferences that address comprehension goals.</p> <p>(Graesser, McNamara, & Louwerse, 2003)</p> <p>Making inferences is a high-level language skill that helps the reader go beyond the literal meaning of words to create a comprehensive mental model.</p> <p>(Bowyer-Crane & Snowling, 2005)</p>	<p>In Lesson 3, students make inferences about how particular elements of a poem's structure interact.</p>
<p>When readers activate prior knowledge and share it with others, they create common background knowledge to reference as they construct meaning of the text.</p> <p>(Alexander & Jetton, 2000; Dochy, 1994; Hailikari, Katajavuori, & Lindblom-Ylänne, 2008; Rapp, van den Broek, McMaster, Kendeou, & Espin, 2007)</p> <p>Prereading activities allow students to make connections between their previous knowledge and new content. Writing questions helps students focus their learning and organize their thinking.</p> <p>(Joseph, 2009)</p>	<p>Throughout the unit, students activate prior knowledge and collaborate as they organize their thinking and work to construct meaning from the poems.</p>
<p>Facilitating a balanced teacher-student community assists students in developing the interpersonal skills needed to be effective in collaborative learning environments.</p> <p>(Guthrie, 2011)</p>	<p>In the unit, the teacher is part of the learning community rather than the leader. The lessons give students multiple opportunities to practice collaborative learning skills in a whole class setting, pairs, and small groups.</p>
<p>Good comprehension instruction provides a balance between direct instruction in strategies and time for reading, writing, and discussing text.</p> <p>(Duke & Pearson, 2008)</p>	<p>The unit includes modeling of specific strategies and opportunities for students to read, write, and discuss.</p>

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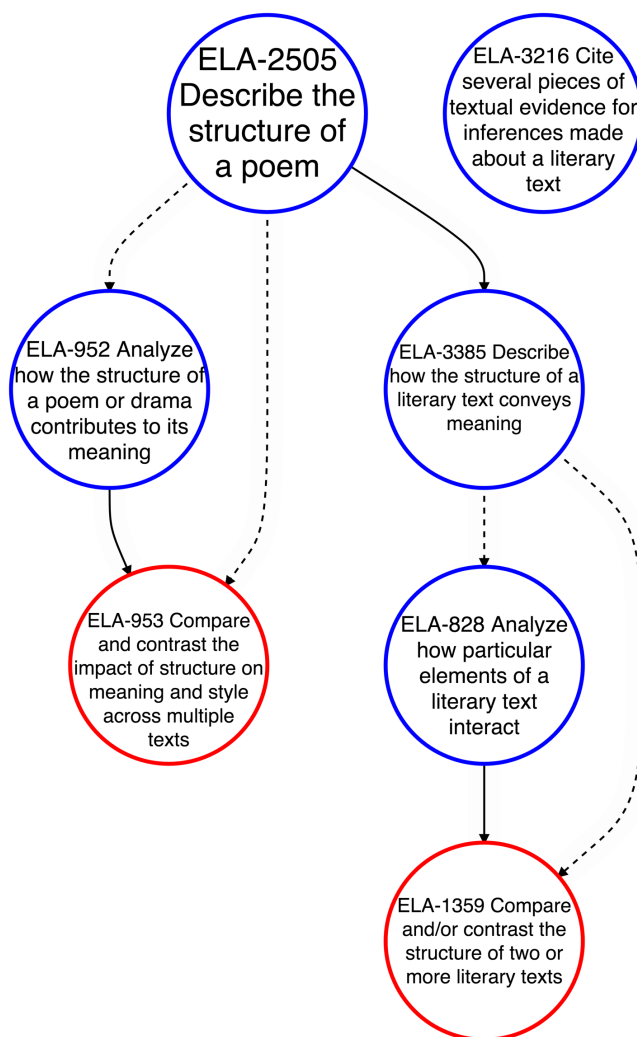
ANALYZING AND COMPARING POETIC STRUCTURE

LEARNING MAP TOOL

8.RL.2.A

STANDARD

8.RL.2.A Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.



**Learning map model for 8.RL.2.A*

Node ID	Node Name	Node Description
ELA-828	ANALYZE HOW PARTICULAR ELEMENTS OF A LITERARY TEXT INTERACT	Analyze how particular elements of a story, drama, or poem interact (e.g., how setting shapes the characters or plot).
ELA-952	ANALYZE HOW THE STRUCTURE OF A POEM OR DRAMA CONTRIBUTES TO ITS MEANING	Analyze how the meaning of a drama or poem is influenced by its form or structure, such as in a soliloquy or sonnet.
ELA-953	COMPARE AND CONTRAST THE IMPACT OF STRUCTURE ON MEANING AND STYLE ACROSS MULTIPLE TEXTS	Compare and contrast how the text structure contributes to meaning and style in multiple literary texts.
ELA-1359	COMPARE AND/OR CONTRAST THE STRUCTURE OF TWO OR MORE LITERARY TEXTS	Compare and/or contrast the structure of two or more literary texts (e.g., stories, poems, or dramas).
ELA-2505	DESCRIBE THE STRUCTURE OF A POEM	Describe the specific structure of a poem by pointing out the elements of poetic form (e.g., rhythm, meter, rhyme scheme, alliteration) used in the stanzas.
ELA-3216	CITE SEVERAL PIECES OF TEXTUAL EVIDENCE FOR INFERENCES MADE ABOUT A LITERARY TEXT	Identify and cite several pieces of explicit information in a literary text that support the inferences made.
ELA-3385	DESCRIBE HOW THE STRUCTURE OF A LITERARY TEXT CONVEYS MEANING	Describe how certain structural elements of a text communicate main ideas or themes.

ANNOTATING POETIC STRUCTURE

INSTRUCTIONAL ACTIVITY

8.RL.2.A, Lesson 1

LEARNING GOAL

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

STANDARD

8.RL.2.A Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.

PREPARATION

Before the unit, select two poems that are meaningful and appropriately complex for your students. This unit provides **PASSAGE: THE ROAD NOT TAKEN**, which you are free to copy. Each poem should have a clear structure and a variety of elements, for example, figurative language, rhyme scheme and meter, punctuation, and point of view. Students will use the first poem in Lesson 1, the second poem in Lesson 2, and both poems in Lessons 3 and 4.

Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use. Prepare to display the first poem in a format that allows you to mark up the text.

MATERIALS & HANDOUTS

- ▶ **PASSAGE: THE ROAD NOT TAKEN**, for individual student use and displayed
- ▶ **SUPPLEMENT: ANNOTATED STANZA FROM “THE ROAD NOT TAKEN”**
- ▶ **STUDENT HANDOUT: STRUCTURE AND MEANING 1**

IMPLEMENTATION

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

Ask, “How is poetry different from other forms of literature?” Call on volunteers to share.

Explain that today students will look closely at the details in a poem to understand how the characteristics work together to form the poem’s structure and meaning. **Display** [PASSAGE: THE ROAD NOT TAKEN](#) and **distribute** it to each student.

Remind students that skimming is an important first step in reading a new text. Skimming is taking a glimpse at the poem in its entirety to see what catches your attention. First, **direct** students to read the title and share with a partner what they think the title tells or hints at. Next, **think aloud** as you consider how the poem appears at first glance. For example, draw attention to the stanza groupings or repeated words.

Read the poem aloud, and then **model** how to annotate the text. (Consult [SUPPLEMENT: ANNOTATED STANZA FROM “THE ROAD NOT TAKEN”](#) 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 a section or stanza from the text. **Provide** specific explanations of your thinking. For example, point to all occurrences of a word or phrase as you circle them.

Model How To . . .	Ask Yourself . . .	Mark the Text
Identify the text structure and poetry elements.	How does the author organize this poem?	Draw lines to separate pairs of lines, meter patterns, or stanzas. Label the rhyme scheme. Identify the poem as narrative or lyric.
Identify confusing phrases.	What confuses me? Can I locate any context clues?	Write question marks next to confusing phrases or words. Use context clues to make predictions about the confusing phrases.

Identify key ideas and write questions in the margins.	What is the poem about? What grabs my attention?	Underline key ideas. Write exclamation marks by interesting phrases. Write questions in the margins.
Make predictions.	What will happen?	Write a prediction about the text.
Identify word choice, including poetic terminology.	What do I notice about the language?	Identify and circle the use of techniques, sounds, phrases, rhythm, repetition, and rhyme.
Identify imagery and figurative language.	What appeals to the senses? What does this simile or metaphor mean? What can I visualize?	Draw symbols next to vivid descriptions that aid in visualization. Identify figurative language with a specific color.

Release students to annotate the poem with a partner. Provide clues about the structure to help struggling students make discoveries. Consider posting the questions from the chart for students to reference.

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

CHECKING FOR UNDERSTANDING
<p>Determine if the student can DESCRIBE THE STRUCTURE OF A POEM (ELA-2505):</p> <ul style="list-style-type: none"> ▶ 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?

Review the activity by addressing misconceptions and calling on students to share their understandings.

Say, “The elements of a poem give clues about the poem’s meaning. Let’s reread the first stanza to discover what clues the author gives.” **Reread** the first stanza. Then **think aloud** as you analyze the poem’s structure to explore the meaning. **Ask** students any of the following questions in addition to your own:

- ▶ Which words stand out? Why?
- ▶ How do the sounds of the poem affect its meaning?
- ▶ Are any phrases connected with one another? Which ones? How are they connected?
- ▶ Are there any patterns? What effect do they have?

- ▶ What role does punctuation have?
- ▶ How does the figurative language add to the mood?

Distribute **STUDENT HANDOUT: STRUCTURE AND MEANING 1**. On a displayed copy of the handout, **model** how to record a quote or phrase as text evidence for a specific element of the poem. Then write an explanation of the meaning of the element or its effect on the poem's meaning. Acknowledge that students may interpret the poem's meaning differently. Provide students with a list of the poetic elements you want them to analyze, or instruct them to choose their own.

Pair students and collect evidence about their thinking as they work. **Provide** students with feedback and **adjust** your teaching strategies 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 [made this decision]?
- ▶ Does this poem make you imagine a scene or situation? What details help you imagine that?
- ▶ How would you describe the word choice (simple, formal, descriptive, etc.)? How does the language add to the meaning?
- ▶ How is punctuation used to influence the meaning?
- ▶ How does the point of view affect the meaning of the poem?

To close the lesson, **direct** students to partner with a new student to compare and contrast their thinking. **Instruct** pairs to first compare their responses about the meaning of an element to determine whether they agree or disagree. Then students should review their cited text evidence and discuss why they agree or disagree with each other about the element's meaning. Direct students to revise their handouts if the discussion changes their mind.

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:

- ▶ Do you like the poem? Why or why not? Explain your opinion using at least two reasons.
- ▶ What do you think the poem is about? What do you not understand or find confusing?

- ▶ What was difficult about describing the poem? What was easy? Give at least two examples.

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

The Road Not Taken

by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim
Because it was grassy and wanted wear,
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I marked the first for another day!
Yet knowing how way leads on to way
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I,
I took the one less traveled by,
And that has made all the difference.

STRUCTURE AND MEANING 1

STUDENT HANDOUT

Lesson 1

Poem Title: _____

Poetic Element	Textual Evidence	Meaning

Poetic Element	Textual Evidence	Meaning

ANNOTATED STANZA

SUPPLEMENT

Lesson 1

Key

? = confuses me or raises questions

underline = key detail

! = gets my attention

circle = repeated word or phrase

↔ = connected ideas

free will
or fate?

The Road Not Taken

by Robert Frost

fork in road = metaphor
for life decision

narrative,
conversational
tone

Two roads diverged in a yellow wood, A

And sorry I could not travel both B

And be one traveler, long I stood A

And looked down one as far as I could A

To where it bent in the undergrowth; B

Is the path hidden?
Why?

rhyme scheme
and meter are
laid back and
slow

ANALYZING POETIC STRUCTURE

INSTRUCTIONAL ACTIVITY

8.RL.2.A, Lesson 2

LEARNING GOAL

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

STANDARD

8.RL.2.A Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.

MATERIALS & HANDOUTS

- ▶ second poem, for individual student use
 - ▶ [STUDENT HANDOUT: STRUCTURE AND MEANING 2](#)
-

IMPLEMENTATION

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

Distribute the second poem to each student. Explain that students will work independently to analyze the poem. **Recall** the annotation process from the previous lesson, and list the steps on the board: think about the title, skim the poem, annotate the poem, and reflect. **Display** the annotation key.

Read the poem aloud and then **release** students to work independently. List or reference questions from the previous lesson’s chart to assist struggling students.

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 do you notice about the rhyme scheme [or rhythm]?
- ▶ From whose point of view is the poem told? How do you know?
- ▶ What patterns can you find?
- ▶ Where is a piece of figurative language?
- ▶ What other elements does the author include?

Direct students to share an observation about the poem's structure with a partner.

Reread the poem.

Distribute [STUDENT HANDOUT: STRUCTURE AND MEANING 2](#), and reiterate the procedure. Students will examine the same elements as in the previous lesson.

As students complete the handout, **collect evidence** about student thinking.

CHECKING FOR UNDERSTANDING

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

- ▶ What is the meaning of this phrase? Why do you think so?
- ▶ How does the rhyme [or rhythm] give clues about the meaning?
- ▶ How do these stanzas [or lines] connect?
- ▶ How does punctuation influence the meaning?
- ▶ Does this poem make you imagine a scene or situation? What details help you imagine that?

Next, **lead** a class discussion with the following Checking for Understanding questions. Listen to and acknowledge all responses, and assist struggling students by prompting them with scaffolding questions. Encourage students to provide feedback in response to their peers' thinking.

CHECKING FOR UNDERSTANDING

Determine if the student can **ANALYZE HOW THE STRUCTURE OF A POEM OR DRAMA CONTRIBUTES TO ITS MEANING (ELA-952)**:

- ▶ What is the tone of the poem?
- ▶ Why do you think the author [made this decision]?
- ▶ How would you describe the word choice (simple, formal, descriptive, etc.)? How does the language add to the meaning?
- ▶ How could you change the poem to alter its meaning?
- ▶ What is the theme of the poem? Why do you think this?
- ▶ Does the structure help the poet communicate the main idea? How?

Instruct students to write a response to one of the Checking for Understanding questions and include evidence to support their thinking. **Collect** and review handouts, annotated poems, and written responses. Reflect on student understanding and respond to students accordingly.

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

STRUCTURE AND MEANING 2

STUDENT HANDOUT

Lesson 2

Poem Title: _____

Poetic Element	Textual Evidence	Meaning

Poetic Element	Textual Evidence	Meaning

EXAMINING THE EFFECT OF POETIC STRUCTURE

INSTRUCTIONAL ACTIVITY

8.RL.2.A, Lesson 3

LEARNING GOAL

In this lesson, students make inferences about how two elements in a poem interact to create meaning. Students cite specific textual evidence to support their analysis.

STANDARD

8.RL.2.A Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.

MATERIALS & HANDOUTS

- ▶ annotated poems from Lessons 1 and 2
 - ▶ [STUDENT HANDOUT: ANALYZING EVIDENCE](#)
 - ▶ [SUPPLEMENT: ANALYZING EVIDENCE](#)
-

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can make inferences about a poem’s meaning and cite evidence to support my thinking.”

Lead the class in brainstorming things that go together in pairs, for example, day and night, needle and thread, and table and chairs. **Direct** students to select one pair and explain to a partner why the items work well together. For example, needle and thread work together to perform the task of sewing. A person needs both items to sew. Call on volunteers to share and prompt students to provide reasons for their thinking. Next, **ask** the class what other information the pair of items might suggest. For example, a person with a needle and thread probably knows how to sew. They may sew for a hobby, they may sew clothes because it is difficult to buy clothes that fit, or they may mend their clothes to save money.

Explain that authors do something similar in literature, such as using a setting detail to foreshadow an event. For example, a cloudy day might indicate that something bad will happen. **Ask**, “How does the technique of using story elements to add meaning make a text better?”

Tell students that they will re-examine a poem from one of the previous lessons to identify two poetic elements that interact or combine to communicate the poem’s tone or meaning. **Display** [STUDENT HANDOUT: ANALYZING EVIDENCE](#) and **model** how to complete the handout, asking yourself questions that demonstrate your thinking process. (See [SUPPLEMENT: ANALYZING EVIDENCE](#) for an example.) Remind students that the author is not always the narrator.

Distribute students’ annotated poems from the previous lessons and [STUDENT HANDOUT: ANALYZING EVIDENCE](#). Group students in twos or threes and direct half the groups to analyze the first poem and the other half to analyze the second poem.

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

CHECKING FOR UNDERSTANDING	
<p>Determine if the student can ANALYZE HOW PARTICULAR ELEMENTS OF A LITERARY TEXT INTERACT (ELA-828):</p> <ul style="list-style-type: none">▶ What two elements did you select?▶ What is the function of each element?▶ How do these elements work together? What is the effect? How do you know?▶ What can you infer about the narrator based on these elements?▶ How would the poem change if one of the elements were different? What if one of the elements were missing?	<p>Determine if the student can CITE SEVERAL PIECES OF TEXTUAL EVIDENCE FOR INFERENCES MADE ABOUT A LITERARY TEXT (ELA-3216):</p> <ul style="list-style-type: none">▶ What did you infer about the poem’s meaning? How did you arrive at this conclusion?▶ What text evidence supports your inference?▶ How does this evidence affect the reader?▶ What other evidence could the author have provided to add to this effect?

To conclude the activity, **call on** groups to share the elements they selected and explain how the elements interact. Require students to reference the textual evidence in the poem to support their responses.

Collect poems and handouts.

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

ANALYZING EVIDENCE

STUDENT HANDOUT

Lesson 3

Element	Textual Evidence	Inference

Based on the two elements you selected, what is the meaning of the poem?
Use the textual evidence to support your answer.

ANALYZING EVIDENCE

SUPPLEMENT

Lesson 3

Element	Textual Evidence	Inference
Figurative Language (metaphor)	"The Road Not Taken" "Two roads diverged"	Life is filled with decisions.
Imagery	"yellow wood" "undergrowth" "grassy"	quiet mysterious remote

Based on the two elements you selected, what is the meaning of the poem? Use the textual evidence to support your answer.

The poem is about the decisions of life. You can only choose one path and, like the grown-over path the poet takes, your future will always be a mystery. The poet uses the "two roads" as a metaphor for an important life choice. The "grassy" path shows that the way he chooses is not traveled often. This is how life often feels; you aren't sure where you are going, and the feeling of being alone on your path can be both exciting and scary.

COMPARING AND CONTRASTING POETIC STRUCTURE

INSTRUCTIONAL ACTIVITY

8.RL.2.A, Lesson 4

LEARNING GOAL

In this lesson, students compare and contrast the text structures of the unit's two poems and analyze the effects of each structure on meaning and style.

STANDARD

8.RL.2.A Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.

PREPARATION

Before the lesson, decide how much freedom or guidance your students need in analyzing the two structures. To scaffold the activity, select specific elements for students to focus on. The lesson provides [STUDENT HANDOUT: COMPARING AND CONTRASTING POETIC STRUCTURE](#); however, you may choose another method for your students to analyze the poems, such as a Venn diagram.

MATERIALS & HANDOUTS

- ▶ annotated poems from previous lessons
 - ▶ completed [STUDENT HANDOUTS](#) from Lessons 1–3
 - ▶ [STUDENT HANDOUT: COMPARING AND CONTRASTING POETIC STRUCTURE](#)
 - ▶ sticky notes
-

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can compare and contrast the structures of two poems and analyze how the structure of each poem contributes to its meaning and style.”

Give each student two sticky notes and instruct the class to write a thought, comment, or question about each poem. Reiterate that “talking to the text” is an effective thinking technique. **Prompt** students by modeling your own thinking. Give students directions about what to write, for example, how the poem makes them feel or whether they like the poem and why or why not. Review responses and provide immediate feedback to the class to address misconceptions and confirm understandings.

Ask students to define *analyze*. **Explain** that *analyze* means going beyond just noticing to dissecting something to understand how it works. Reference music artists that are popular with your students as an example. Tell students that there is a reason they like a specific musician. Each musician has made certain decisions about the lyrics, instrumentation, presentation, etc. that all contribute to his or her style. In this lesson, students will deconstruct the unit’s poems to discover what makes them work. Communicate that students will need to question the authors’ choices to uncover the poems’ meanings.

Distribute [STUDENT HANDOUT: COMPARING AND CONTRASTING POETIC STRUCTURE](#), or provide the alternative you have selected. **Explain** that students will examine how each poem uses structure and then compare and contrast the ways the two poems use their structural elements to communicate meaning. **Direct** students’ attention to the options in the last column. Instruct students to circle the number of the poem they think uses each element the best or to circle the equal sign if both poems use the element equally well. Finally the students will decide which poet uses structure best overall.

Redistribute the annotated poems and the completed handouts for students to reference. **Circulate** and ask the Checking for Understanding questions while students work.

CHECKING FOR UNDERSTANDING

Determine if the student can **COMPARE AND/OR CONTRAST THE STRUCTURE OF TWO OR MORE LITERARY TEXTS (ELA-1359)**:

- ▶ How are the poems organized? Do they have any similarities?
- ▶ Do the poems use [element] in a similar or different way?
- ▶ How is this poem different from the other?
- ▶ How does each author use words (for example, verbs)? Is the language similar or different between the poems?

Determine if the student can **COMPARE AND CONTRAST THE IMPACT OF STRUCTURE ON MEANING AND STYLE ACROSS MULTIPLE TEXTS (ELA-953)**:

- ▶ How are the main ideas communicated in each poem?
- ▶ How do the authors create tone?
- ▶ Is there an element that is harder to notice at first? How does the other poet use this element?
- ▶ Why do you think the authors use this element differently?
- ▶ How does the language give the poems a certain feel?

	<ul style="list-style-type: none"> ▶ What emotions do the poems share? How do they create this feeling? ▶ How would the meaning change if the poems were told from a different point of view?
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Provide each student with a sticky note or slip of paper. Direct students to write a 1 or a 2 on the sticky note to vote for the poet they think used structure most effectively. **Collect** the votes.

Call on students to share which author they voted for and to cite specific textual evidence that supports their thinking. **Display** both poems so that students can refer to the specific evidence they selected.

As a class, **tally** the votes to determine the winning poet. **Lead** a brief discussion to analyze the class thinking as a whole.

Collect the handouts.

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

COMPARING AND CONTRASTING POETIC STRUCTURE

STUDENT HANDOUT

Lesson 4

	Poem 1 _____	Poem 2 _____	Comparison/Contrast
How is the text structured?			1 2 =
What is the main idea or theme of the text?			1 2 =

What elements help communicate the main idea or theme?			1 2 =
What is the style of the poem?			1 2 =
What elements contribute to the style?			1 2 =

Which Poet Does It Best?

Which poet's use of text structure has the greatest impact on the poem's meaning and style?

1

2

Explain your thinking and cite at least two pieces of textual evidence to support your answer.

ANALYZING AND COMPARING TEXT STRUCTURE

STUDENT FEEDBACK GUIDE

8.RL.2.A, Lessons 1–4

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

Learning Goal	Level 1	Level 2	Level 3
Analyze how a poem's structure contributes to its meaning	I can describe how an element of structure in a poem communicates meaning.	I can describe how multiple elements of structure in a poem communicate meaning.	I can draw conclusions about a poem's meaning and support my inference with multiple elements of structure from the text.
Analyze how elements of a text interact	I can describe how two elements interact in a poem.	I can draw inferences about a poem from related elements.	I can describe the overall meaning of a poem and cite specific elements of structure that combine to communicate that meaning.
Compare how two poets use structure to create meaning and style	I can identify the same element of structure in two poems.	I can compare and contrast how two poets use elements of structure.	I can analyze how the differing structures of two poems create different meanings and styles.