

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ PERIOD: \_\_\_\_\_

## SIFT Literary Analysis Strategy

**Directions:** Use the table below to record examples of each of the poetic devices from the literary work

**Title:** \_\_\_\_\_ **Author:** \_\_\_\_\_

<p><b>Symbols</b></p> <p>Examine the title and text for symbolism</p>	
<p><b>Images</b></p> <p>Identify images and sensory details (sight, sound, taste, odor, texture)</p>	
<p><b>Figurative Language</b></p> <p>Identify and analyze non-standard use of language, including metaphor, simile, repetition, omission, unusual word order, slang, etc.</p>	
<p><b>Tone and Theme</b></p> <p>1) Discuss the tone taken by the author.</p> <p>2) Message or moral: Why did the author create this work?</p>	

## SOAPStone Graphic Organizer for Rhetorical Analysis

### Citing Evidence in Persuasive Text

CLOSE READING			How do you know? Cite specific evidence in the text.
S	Who is the Speaker?	<ul style="list-style-type: none"> <li>• Who is the speaker?</li> <li>• Identify the speaker's age, gender, class, and education.</li> <li>• The <b>voice</b> tells the story. <b>Whose voice is being heard</b> within the text?</li> <li>• What can you tell or what do you know about the speaker that helps you understand the <b>point of view</b> expressed?</li> </ul>	
O	What is the Occasion?	<ul style="list-style-type: none"> <li>• What is the <b>time and place</b> of the piece? What is the current <b>situation</b> (that prompted the writing)?</li> <li>• Is this a political event, a celebration, an observation, a critique, or ...?</li> <li>• Identify the <b>context</b> of the text.</li> </ul>	
A	Who is the Audience?	<ul style="list-style-type: none"> <li>• Who are the readers to whom this piece is directed? It may be one person or a specific group.</li> <li>• Does the speaker specify an <b>audience</b>?</li> <li>• What assumptions exist in the text about the intended audience?</li> </ul>	
P	What is the Purpose?	<ul style="list-style-type: none"> <li>• What is the <b>purpose</b> behind the text? Why did the author write it? What is his goal? (To find the purpose, ask, "What did the author want his audience to think or do as a result of reading this text?")</li> <li>• What is the <b>message</b>?</li> <li>• <b>How does the speaker convey this message?</b></li> </ul>	
S	What is the Subject?	<ul style="list-style-type: none"> <li>• What <b>topic, content, and ideas</b> are included in the text?</li> <li>• State the subject in a few words or a short phrase.</li> <li>• <b>Is there more than one subject?</b></li> <li>• How does the author <b>present</b> the subject? Does he introduce it immediately or do you, the reader, have to make an <b>inference</b>?</li> </ul>	
TONE	TONE What is the Tone?	<ul style="list-style-type: none"> <li>• What is the <b>attitude of the author</b>?</li> <li>• Is the <b>author emotional, objective, neutral, or biased</b> about this topic?</li> <li>• What types of details <b>"tell"</b> the author's feelings about the topic?</li> <li>• What types of <b>diction</b> (choice of words), <b>syntax</b> (sentence structure), and <b>imagery</b> (metaphors, similes, and other types of figurative language) help reflect the <b>tone</b>?</li> <li>• How would you <b>read</b> the passage <b>aloud</b> if you were the author?</li> </ul>	

## TP-CASTT Poetry Analysis

<b>T</b>	<b>Title</b>	Before you even think about reading the poetry or trying to analyze it, speculate on what you think the poem might be about based upon the title. Often time, authors conceal meaning and give clues in the title. Jot down what you think this poem will be about
<b>P</b>	<b>Paraphrase</b>	Before you begin thinking about meaning or trying to analyze the poem, don't overlook the literal meaning of the poem. One of the biggest problems that students often make in poetry analysis is jumping to conclusions before understanding what is taking place in the poem. When you paraphrase a poem, write in your own words exactly what happens in each line of the poem. Look at the number of sentences in the poem—your paraphrase should have exactly the same number. This technique is especially helpful for poems written in the 17th and 19th centuries that use language that is harder to understand.
<b>C</b>	<b>Connotation</b>	Although this term usually refers solely to the emotional overtones of word choice, for this chart the term refers to any and all poetic devices, focusing on how such devices contribute to the meaning, the effect, or both of a poem. You may consider imagery, figures of speech (simile, metaphor, personification, symbolism, etc), diction, point of view, and sound devices (alliteration, onomatopoeia, rhythm, and rhyme). It is not necessary that you identify all the poetic devices within the poem. The ones you do identify should be seen as a way of supporting the conclusions you are going to draw about the poem.
<b>A</b>	<b>Attitude</b>	Having examined the poem's devices and clues closely, you are now ready to explore the multiple attitudes that may be present in the poem. Examination of diction, images, and details suggests the speaker's attitude and contributes to understanding. Think about the tone of the poem and how the author has created it. Remember that usually the tone or attitude cannot be named with a single word - think complexity.
<b>S</b>	<b>Shifts</b>	Rarely does a poem begin and end the poetic experience in the same place. As is true of most us, the poet's understanding of an experience is a gradual realization, and the poem is a reflection of that understanding or insight. Watch for the following keys to shifts: <ul style="list-style-type: none"> <li>• key words, (but, yet, however, although)</li> <li>• punctuation (dashes, periods, colons, ellipsis)</li> <li>• stanza divisions</li> <li>• changes in line or stanza length or both</li> <li>• irony</li> <li>• changes in sound that may indicate changes in meaning</li> <li>• changes in diction</li> </ul>
<b>T</b>	<b>Title</b>	Now look at the title again, but this time on an interpretive level. What new insight does the title provide in understanding the poem.
<b>T</b>	<b>Theme</b>	What is the poem saying about the human experience, motivation, or condition? What subject or subjects does the poem address? What do you learn about those subjects? What idea does the poet want you take away with you concerning these subjects? Remember that the theme of any work of literature is stated in a complete sentence and make sure to avoid cliché.

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<b>T</b>	<b>Title</b>	
<b>P</b>	<b>Paraphrase</b>	
<b>C</b>	<b>Connotation</b>	
<b>A</b>	<b>Attitude</b>	
<b>S</b>	<b>Shifts</b>	
<b>T</b>	<b>Title</b>	
<b>T</b>	<b>Theme</b>	

# Strategies for Analyzing Poetry

Poetry provides opportunities for students to develop an appreciation for poetry and its various techniques. Students will develop the skills necessary to properly understand poems. Reading poetry can certainly be helpful in introducing new vocabulary words and literary elements. This leads to an increase in reading comprehension and fluency that can be put into practice. Students will be able to critically analyze text and explain the intended meaning and effect in their responses.

In this section you may access strategies and resources to enhance your teaching of poetry.

1. Poetry Dictionaries
2. Poetry Scrapbooks
3. Poetry and Song
4. Walk Around a Poem
5. Responding to a Poem
6. Partner Poems
7. Thematic poetry
8. Poetry suggestions/links for resources
9. Poetry graphic organizers

## When should students start analyzing poetry?

Poetry can be taken apart as soon as poetry is taught. The earliest question, "what do you think this poem is about?" can be asked in kindergarten. By the end of grade 6 (SLO 2.2.3) for example, students should be responding to poems on an emotional level and understanding the figurative language that is a part of poetry. They should be identifying figurative language discussing how it enhances understanding people, places and action. By the end of grade 12, in a similar outcome, students should be analyzing how language and stylistic choices in oral, print, and other media texts communicate intended meaning and create effect.

The following strategies and resources can be used to enhance your teaching of poetry.

### 1. Poetry Dictionaries

Students create their own dictionaries in Grade 8 or 9 and use them through to Grade 12. Students can use “The Frayer Model” as a poetic vocabulary development tool. The model helps to develop a better understanding of complex concepts, by having students identify what something is but what something is not. An example of this model is located in the appendix.

Poetry – the area of writing that lends itself to the expression of feelings and ideas using style and rhythm. Beautiful, imaginative, reflective; poetry taps into inner emotion and musical pulse. It allows students to access and share feelings and emotions as no other genre does.

### 2. Poetry Scrapbooks

Poetry scrapbooks are both visual and textual representations of student selected poetry.

Students select poems that they like or can relate to. Teachers and students can generate a rubric which outlines the criteria. Students will share and explain why they chose the poems and how the poems relate to them.

Poetry is rhythm, sound, and beat. Children don't have to understand it to appreciate it, and they become curious about making their own. Poetry is kinesthetic literature at its finest!  
Poetry moves us.

### 3. Poetry and Song

Songs are an engaging example of poetry. Teachers can play different parts of a song from a variety of genres. The students respond to the parts by writing the mood that each part evokes in them. Students can identify poetic devices found in the lyrics. Students can use a favourite song and search for a visual that reflects the idea or message of a particular song.

Poetry slams are meant for audiences and even reluctant writers are happy to try their voices.

#### 4. “Walk around a Poem” strategy

The teacher will photocopy a poem in the middle of a page to allow students to record all their responses in the margins. Suggest that students highlight phrases in the poem that they consider important. (For more information about this strategy see the Grade 12 ELA Foundation for Implementation document, section 4 -116)

Poems defy rules. This means that poetry is accessible to English language learners. Even with limited vocabulary, students can find ways to express their voices.

#### 5. Responding to a Poem

There are a wide variety of strategies available for teachers to model responding to a poem. One effective strategy is the Responding to a Poem sheet (adapted from the Prentice Hall Multisource Activity sheet) located in the Appendix. Another resource is the Poem Analysis sheet also located in the Appendix.

Poetry provides students with the opportunity to learn figurative language and specific literary techniques as no other form does. Poetry allows kids to share their lives through metaphor and simile, through language that breaks the rules of grammar and conventions.

#### 6. Partner Poems

Partner Poems is a strategy where two or more voices read aloud a poem to one another. There are many benefits in using this strategy to:

- Build self-confidence as students build fluency and comprehension
- Develop public speaking skills and confidence – easier to speak with a peer than alone – security blanket

- Reinforce comprehension and fluency since you give students time to practice before reading to class
- Motivate students since this is fun and not intimidating
- Promote group/partner work

Students find their voices in poems.

### 7. Thematic poetry

There are many poems accessible to teachers based on themes. Theme is defined as a main idea or an underlying meaning of a literary work that may be stated directly or indirectly. Some common themes used in the classroom are nature, growing up, friendship, conflict etc.

Students will analyze different types of poems based on a selected theme. They will use a mind map to organize the differences and similarities of the poem. They can determine the type and form of poetry used in the selected theme. There is a list of common themes located in the appendix and presented as a word splash.

Poetry is meant to be spoken and shared.

### 8. Poetry suggestions/links for resources

Text sources:

- *Poetry in Focus* by Bob Cameron, Margaret Hogan, and Patrick Lashmar
- *Poetry Alive (Perspectives)/ (Transitions)* by Don Salianni
- *Joyful Noise – Poems for Two Voices, I am Phoenix (to be used for Partner Poems)*
- *Partner Poems for Building Fluency: 25 Original Poems with Research-Based Lessons ....* By Bobbi Katz (Jan. 1, 2007)
- *Inside Poetry* by Glenn Kirkland and Richard Davies
- *Adolescent Literacy – Turning Promise into Practice* by Kyleene Beers – Robert Probst - Linda Rief (Dialogue with a Poem p 350 – 364, Icebreaker – p 48-49, Dealing with Trauma – p 40-41)



Online sources:

- Partner Poems for Building Fluency: Grades 4-6: 40 Engaging Poems for Two-Voices With Motivating Activities - [http://www.amazon.ca/Partner-Poems-Building-Fluency-Comprehension/dp/0545108764/ref=sr\\_1\\_2?ie=UTF8&qid=1431109811&sr=8-2&keywords=partner+poems](http://www.amazon.ca/Partner-Poems-Building-Fluency-Comprehension/dp/0545108764/ref=sr_1_2?ie=UTF8&qid=1431109811&sr=8-2&keywords=partner+poems)
- Poetry Picnic - <http://readingyear.blogspot.ca/2011/04/poetry-picnic.html>

## 9. Poetry graphic organizers

There are numerous poetry graphic organizers available for teachers to use in the classroom to support students to better understand poetry and poetic devices. Two suggested graphic organizers are:

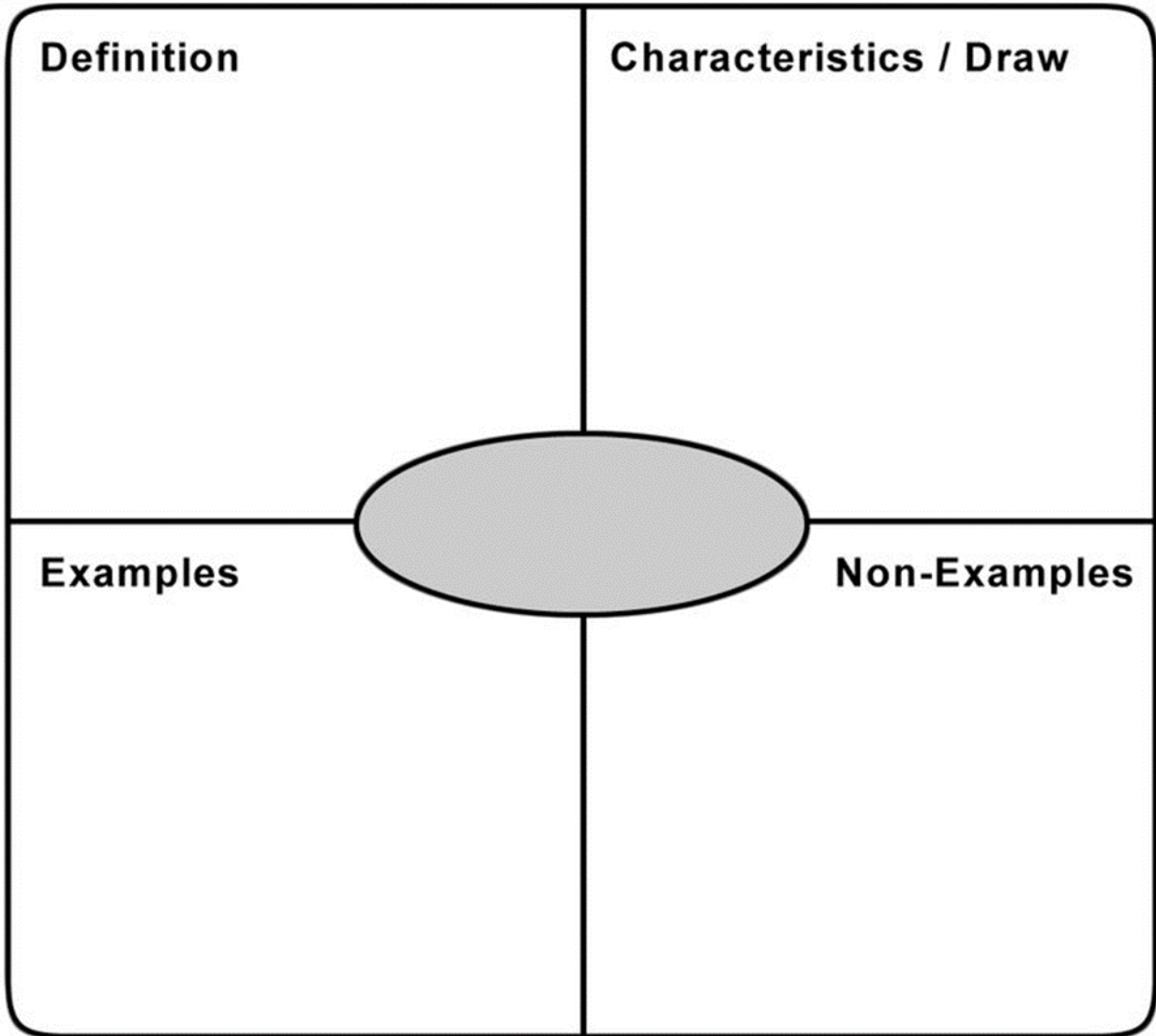
- Pyramid Organizer

Students will record information on the graphic organizer to provide students with the structure that facilitates analysis. (For more information see Grade 9 ELA Foundation document section 1-188, Grade 10 ELA Foundation document section 2-234, Grade 11 ELA Foundation document, and section 4- 254-255).

- S.O.A.P.S.Tone Organizer

The S.O.A.P.S.Tone Organizer teaches students a strategy to use when analyzing literary texts, including poetry. It uses common literary elements to critically examine texts and better organize their responses to text. There are numerous other online resources for teachers to successfully implement in any classroom. An example of this organizer is located in the appendix.

# Fruyer Model



## Responding to a Poem

How you respond to a poem on an emotional and intellectual level is based on your past; on all your experiences, thoughts, and beliefs. The meaning of a poem comes from who you are as much as from the written text.

The following questions will help you probe deeper into a poem.

1. What feelings arise in you as you read this poem?
2. What memories or past experiences come to you?
3. Imagery is so powerful; what images are most striking? Which of your senses are awakened?
4. Are you wondering about something? What parts puzzle you? What questions can you ask?
5. Titles offer clues to meaning, what does your title tell you?
6. Can you tell who or what the speaker is in the poem? How can you tell? Why do you think the poet chose this voice?
7. Why do you think the writer decided to use poetry rather than prose?
8. How many examples of figurative language can you find in your poem? Can you find similes, metaphors, personification, apostrophe, etc?
9. Can you find sound devices such as alliteration, onomatopoeia, assonance, etc.? Can you figure out the rhyme scheme? Can you find other literary devices?
10. What's the opinion of the poet about people or life? Do you agree or disagree with the viewpoint? Explain.
11. Did you like the poem? Hate it? What did you like most? Least?
12. Is there a piece of music you would use to accompany the reading of this poem? What would you choose? Why?

Go ahead, take apart a poem.

**Poem Analysis sheet**

Name of Poem: \_\_\_\_\_

Written by: \_\_\_\_\_

Date written: \_\_\_\_\_

Additional information found on Poet: \_\_\_\_\_

\_\_\_\_\_

Words/line that "caught" your eye: \_\_\_\_\_

\_\_\_\_\_

Theme of poem: \_\_\_\_\_

Poetic Devices found in poem:

Metaphor – \_\_\_\_\_

Simile – \_\_\_\_\_

Imagery – \_\_\_\_\_

Other (please identify) \_\_\_\_\_

\_\_\_\_\_

How it connects to you/your life: \_\_\_\_\_

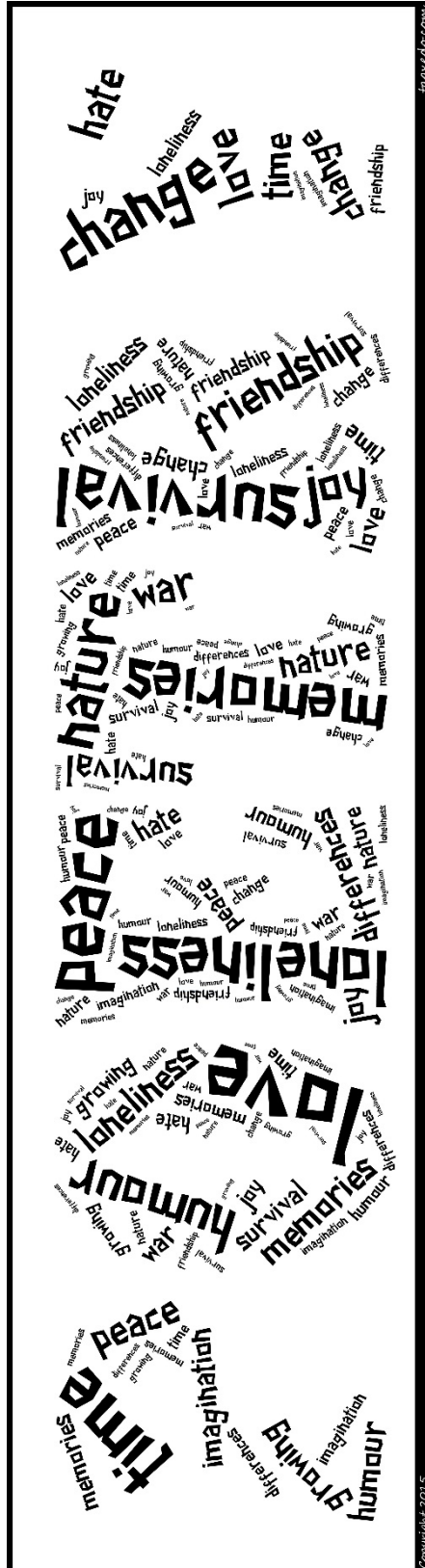
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Possible Poetry Themes



## SOAPSTone Graphic Organizer

<b>Title of Piece:</b> <b>Author:</b>		
<b>Subject</b>	The general topic, content, and ideas contained in the text. What is this piece about?	
<b>Occasion</b>	The time and place of the piece; the current situation or context which gave rise to the writing or speech.	
<b>Audience</b>	The group of readers to whom this piece is directed. The audience may be one person, a small group, or a large group. What qualities, beliefs, or values do the audience members have in common?	
<b>Purpose</b>	The reason behind the text. What does the speaker, writer, or filmmaker want the audience to do, feel, say or choose? In literature, we call this the theme of the piece.	
<b>Speaker</b>	The voice that tells the story, or in nonfiction, the author. What do we know about the writer's life and views that shape this text?	
<b>Tone</b>	What choice of words and use of rhetorical devices let you know the speaker's tone? Is the tone light-hearted or deadly serious? Mischievous or ironic?	