POETRY ANALYSIS

FIRST READING

Look at the poem:
Title: ________________________________
Author: ___________________________________________
Date written: ______________________________
Number of lines: _____________________________
Number of stanzas: __________________________

Read and annotate the poem:
Underline words you don’t recognize. Using context clues, write-in replacement words for your underlined words.

Identify the poem as narrative, dramatic, or lyric.

Summarize the purpose, events, and/or emotions of the poem:

SECOND READING

How did the author organize his/her ideas? How did this structure help you understand the poem?

Cite examples of figurative language used by the author of the poem:
Metaphors:

Similes:

Personification:

Sensory imagery:
Choose the most important phrase/sentence from the poem, cite it using line numbers, and rewrite it here:

Based on the structure of the poem, the figurative language, and the most important phrase/sentence, what is the message/theme that the author is trying to convey with this poem?

THIRD READING

List and cite any allusions in the poem:

For what audience was this poem written? What does this poem tell you about life during this period in history?

How does this selection connect to the topic/unit?

What questions do you have about this poem? How can you learn the answers to your questions?
POETRY ANALYSIS (CCSS and Close Reading)

FIRST READING  First reading—comprehension; key ideas and details

Look at the poem: #1 Explicit & Implicit—text & inferences

Title: __________________________________________________________

Author: _________________________________________________________

Date written: ____________________________

Number of lines: _______________________________

Number of stanzas: __________________________

Read and annotate the poem:

Underline words you don’t recognize. Using context clues, write-in replacement words for your underlined words.

#4 Vocabulary—words & meanings and influence of word choice

Identify the poem as narrative, dramatic, or lyric.

#5 Text Structure

Summarize the purpose, events, and/or emotions of the poem:

#2 Main Idea—central idea or theme

SECOND READING  Second reading—craft and structure

How did the author organize his/her ideas? How did this structure help you understand the poem?

#5 Text Structure—how information is presented

Cite examples of figurative language used by the author of the poem: #5 Text Structure—figurative language

Metaphors:

Similes:

Personification:

Sensory imagery:
Choose the most important phrase/sentence from the poem, cite it using line numbers, and rewrite it here:

#4 Vocabulary—words & meanings and influence of word choice
#5 Text Structure—how information is presented

Based on the structure of the poem, the figurative language, and the most important phrase/sentence, what is the message/theme that the author is trying to convey with this poem?

#2 Main Idea—central idea or theme
#5 Text Structure—how information is presented and how it contributes to the theme/message

**THIRD READING** Third Reading—connections; integration of knowledge and ideas

List and cite any allusions in the poem:

#9 Integrate from diverse sources to create coherent understanding

For what audience was this poem written? What does this poem tell you about life during this period in history?

#6 Point of View—how point of view shapes content and style
#9 Integrate from diverse sources to create coherent understanding—primary sources

How does this selection connect to the topic/unit?

#7 Integrate from multiple sources to answer a question
#9 Integrate from diverse sources to create coherent understanding

What questions do you have about this poem? How can you learn the answers to your questions?

#3 Evaluate and acknowledge where text leaves matters uncertain
POETRY ANALYSIS (Narrative)

"Translation" by Rhina P. Espaillat

Look at the poem:
Title: Located explicitly above the poem at the top of the page.

Author: Located explicitly below the poem, after the last stanza, set off with a dash

Date written: On the webpage, the date of publication is stated explicitly after clicking on the “Rights & Access” tab.

Number of lines: Students will need to count the number of lines.

Number of stanzas: Students will need to count the number of stanzas.

Read and annotate the poem:
Underline words you don’t recognize. Using context clues, write-in replacement words for your underlined words. These annotations will depend upon each student’s familiarity with the vocabulary and ability to analyze the lines to determine context clues or to decide to use a dictionary.

Identify the poem as narrative, dramatic, or lyric.
Students will need prior instruction on the characteristics of narrative, dramatic, and lyric poetry.

Summarize the purpose, events, and/or emotions of the poem:
After defining unknown words and rereading the poem, students should write a summary of the events and tone as conveyed by the speaker. In this particular poem, students should recognize the narrative about the new cousins in the USA described in the first three stanzas, the shift in tone to reminiscing about the old country in the fourth stanza, and the speaker’s expression of fondness for the USA in the fifth and sixth stanzas.

SECOND READING

How did the author organize his/her ideas? How did this structure help you understand the poem?
After writing the summary, students should be able to analyze and recognize the three parts of the poem. Students need to think metacognitively (analyze their own thinking) to determine HOW the structure helped them better understand the poem.

Cite examples of figurative language used by the author of the poem: Students will need prior instruction in figures of speech; teachers may assign only those that are present in the poem or only those that have already been taught.

Metaphors:
Students need to apply their prior knowledge of the characteristics of a metaphor to analyze the lines of the poem. After identifying the metaphors, students should also explain the meaning/comparison of the metaphor.

Similes:
Students need to apply their prior knowledge of the characteristics of a simile to analyze the lines of the poem. After identifying the similes, students should also explain the meaning/comparison of the simile.

Personification:
Students need to apply their prior knowledge of the characteristics of personification to analyze the lines of the poem. After identifying the personification, students should also explain the meaning/comparison of the personification.

Sensory imagery:
Students need to apply their prior knowledge of the characteristics of sensory imagery to analyze the lines of the poem. After identifying the sensory images, students should also explain the meaning/comparison of the
Choose the most important phrase/sentence from the poem, cite it using line numbers, and rewrite it here: Answers will vary as each student evaluates the lines to decide for him- or herself which phrase or sentence is most important. To cite, students will need to number the lines.

Based on the structure of the poem, the figurative language, and the most important phrase/sentence, what is the message/theme that the author is trying to convey with this poem? Based on all the notes, especially the summary and the figurative language notes, students should be able to identify and/or infer a theme or message that conveyed in the poem and then write it in 1-2 sentences.

THIRD READING

List and cite any allusions in the poem:
Answers will depend upon whether any allusions exist in the poem, as well as whether the students recognize the allusions. Students will need to analyze the poem to identify any allusion and then explain how the allusion connects to the theme/message of the poem.

For what audience was this poem written? What does this poem tell you about life during this period in history? Students need to infer the audience based on the theme/message, tone, and vocabulary. Students will need to infer about life from the time period referred to by the poem from the summary, theme, and tone.

How does this selection connect to the topic/unit? Students need to apply and synthesize this map with the current unit and explain how it helps them to better understand the unit.

What questions do you have about this poem? How can you learn the answers to your questions? Students need to evaluate the poem—summary, theme/message, and tone—to determine what additional questions they may have.