

COMMON CORE STANDARDS ADDRESSED IN THIS RESOURCE

The following Common Core Standards are addressed throughout the writing activities found within this resource.

Writing

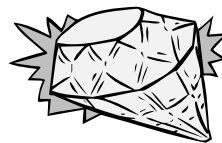
- 4.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 4.W.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 4.W.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 4.W.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 5.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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- 5.W.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 5.W.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Language

- 4.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 4.L.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 4.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 4.L.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).
- 5.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 5.L.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 5.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 5.L.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).
- 6.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 6.L.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 6.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 6.L.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

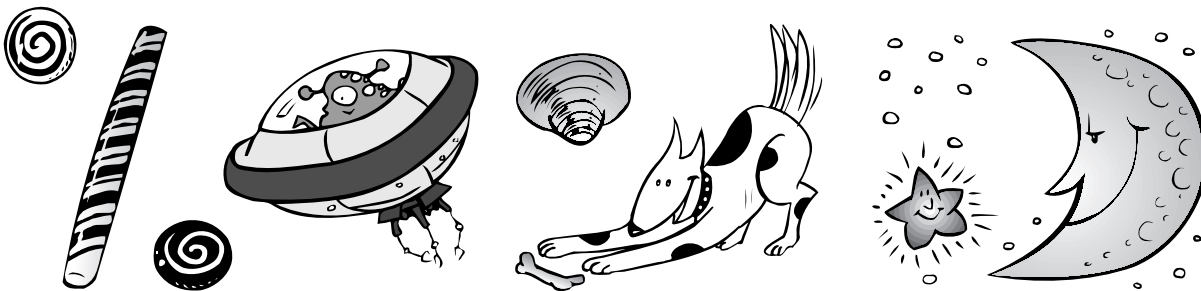
Table of

Introduction	7
Getting Started	9
Acrostic Poetry	12
Alliteration	15
Alphabet Poetry	18
Catalog Poetry	20
Cento	23
Cinquain	26
Clerihew	29
Concrete Poetry	31
Couplet	33
Definition Poetry	36
Diamante	38
Haiku	41
Hexadquad	43
Hyperbole	46
Lai Verse	48
Limerick	50
Lune	53
Lyrics	56



Contents

Metaphor/Simile	58
Occasional Poetry	61
Onomatopoeia	64
Pantoum	66
Parody	69
Personification	72
Poetic Cryptograms	74
Quatrain	77
Round	80
Sestina	83
Skeltonic Verse	87
Sonnet	90
Tanka	93
Tongue Twister	96
Triolet	98
Triplet	100
Villanelle	103
More Activities	106
Poetic License Document	112



A Great Assignment



For a fruitful and revealing assignment, ask the students to find a poem that truly speaks to them as individuals. The rule is that they not be swayed by outside influence. Encourage them to find a personal favorite, copy it (including the author and source) and write a sentence to explain why that poem pleased or touched them. Collect these poems for insights to class tastes. Students willing to read their poems to the class are invited to do so! Plan on discussion which explores the variety of interests.

The results of this assignment can be eye-opening and fascinating. My favorite recitation came from a young man—very shy and reserved—who came to class with a baseball bat and a mitt. He stood in front of the class—leaned on his bat, turned his cap to shade his eyes and recited “Casey at the Bat” with such bravura that he brought down the house with applause!

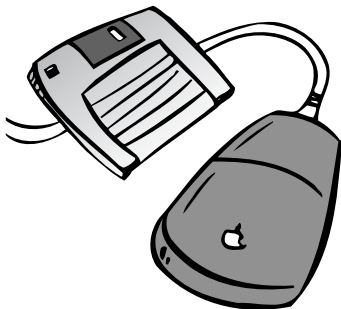
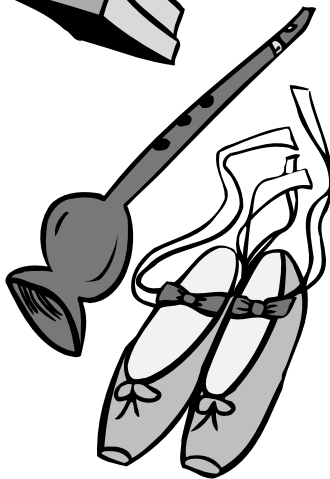
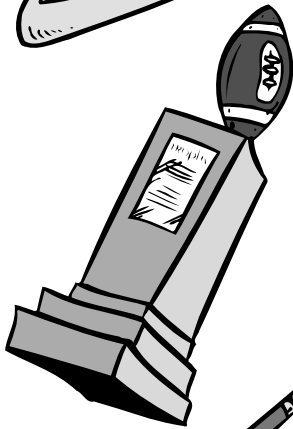
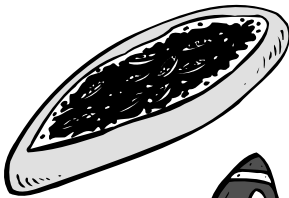
Another impressive selection, less theatrical perhaps, was a vivid picture of a clanking, productive, noisy automobile factory in the heartland of Detroit.

In an ongoing effort, your class may continue to add to the list of all the things that poetry can mean and all the things it can do to enhance the spirit and extend language.



Why Doesn't Somebody Write a Poem About ...

Add to a poetry subject list in a class discussion. Read the list carefully and make the choice of a topic that you really like. Write a poem expressing that topic. (Hint: It doesn't have to rhyme!)



Getting Mad!

Eating Pizza

It's Not Fair

Hangin' Out

The Bully

What Makes Me Afraid

Popularity

My Sister (Brother) Is a Pain

And the Winner Is . . .

Skateboard Blues

Nightmares

Grandparents

Boy! Was I Embarrassed

Being a Great Dancer

Music That Drives Me Wild

Laugh, Laugh, Laugh!

School Band Blues

Computer Madness

Chorus Voices

If I Had a Million

Gorging

Adventures in the Mall

Happy Times

My Room

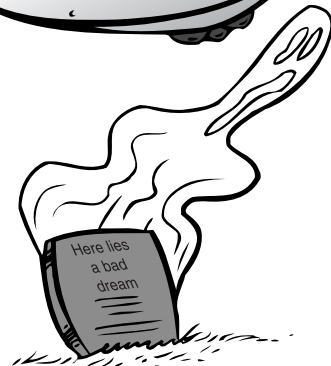
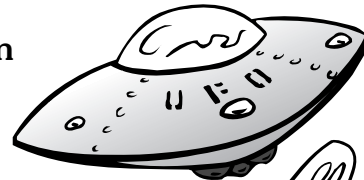
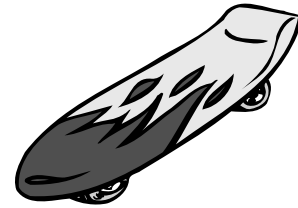
Space Aliens

My Smartest Move

My Dumbest Move

Feeling Down

Space Freaks



Acrostic Poetry

Definition

In an acrostic poem the letters of the subject are written down (vertically) to form the word of choice. Next to each letter the poetic statement is written horizontally to express the subject in innovative ways.

Examples:

Me

My heart beats inside of me
Every second of the day and night!

Space Cadet

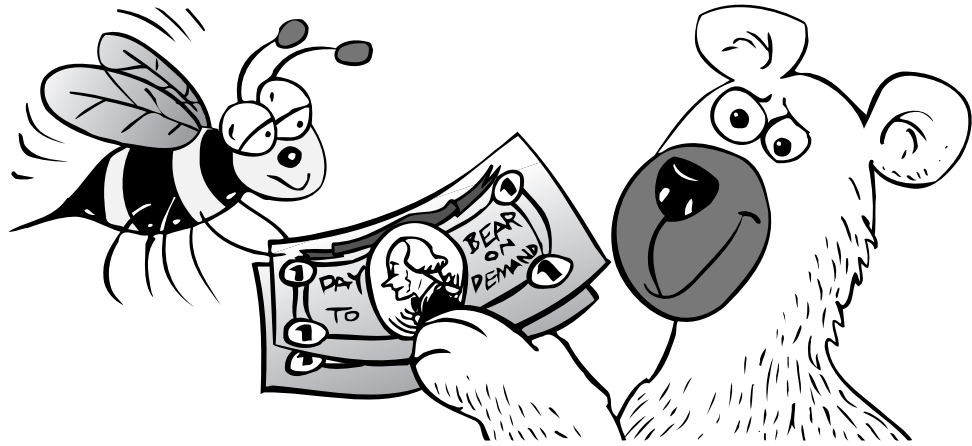
Say, kid,
Please come down to Earth.
All of us are waiting!
Could you please try?
Enough of all your weird behavior.

Can you settle down
And act human and not like a
Ding dong?
Even your best friend is annoyed.
Take off that space helmet!



There was a large bear in a tree (a)
Who was in pursuit of a bee (a)
The bee was no dummy (b)
He gave the bear money (b)
So the bear let the honeybee free (a)

G.B. Lipson



Guidelines: Don't be daunted! When you hear a limerick, your ears will help your brain understand the irresistible rhythm. Since limericks are often ridiculous, that will aid the class effort. An important clue to the composition of a limerick is to find rhyming words with many possibilities. Remember! You only need a set of two words to complete the composition. As a group, try to find rhyming words that can be worked into a humorous sketch. The last line, which is the summing up, will take some brain power from the entire class! Remember that limericks beg for outrageous cartoons to bring them to life.

Start with *face, grace, trace, salami, pastrami*. Do those words suggest a possibility to you? Try: *read, seed, feed, hog, dog, try afternoon, baboon, cartoon, monsoon*.

I sat next to the Duchess at tea. (a)
It was just as I feared it would be: (a)
Her rumblings abdominal (b)
Were simply abominable (b)
And everyone thought it was me! (a)

Unknown

