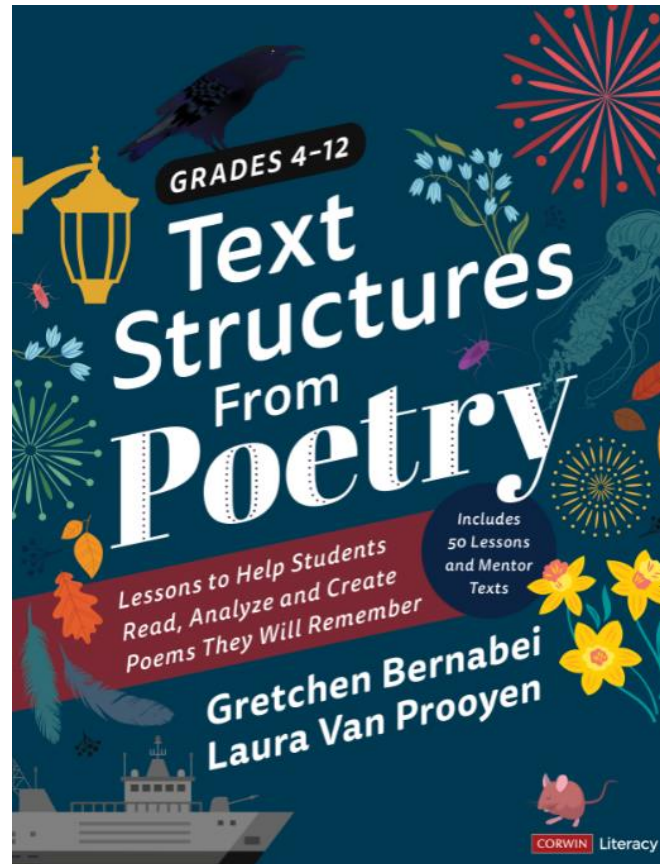# Text Structures from Poetry

by Gretchen Bernabei and Laura Van Prooyen

TEKS Alignment by Gina Graham

(TEKS as amended 6/2019)

Dear Teachers,

Gretchen Bernabei and Laura Van Prooyen have taken the study of poetry to a new level.   Gretchen and Laura have gathered together an array of poems that are thought-provoking and timeless. Students will want to read the poems and will use the poems as mentor texts for their own writing.

The lessons in this book contain 4 steps: WRITE, READ, GET THE STRUCTURE, and WRITE. Students use these steps to unlock the work done by poets. Once students have had time to comprehend the poems, each poem then serves as a mentor text for student writing.

Pages 1 and 2 of the ELAR TEKS Alignment outlines a foundational template for all lessons. Teachers can use these pages to scaffold the learning/understanding of each poem. Students begin by writing their thoughts and ideas related to the topic addressed in the poem. Students read and discuss the poem noticing how their thoughts and ideas could be expressed through poetry.   Next, the text structure is revealed by chunking the poem. Then magic happens – students write their own poems!

Pages 3-75 of the ELAR TEKS Alignment offers opportunities to study the unique elements of each poem. The TEKS listed on these pages align to Step 2: READ & Notice. Students can see how poets use literary techniques in their writing. At the heart of poetry is the understanding that poets use literary elements and compelling text structures to communicate big ideas in the fewest words possible.

Get ready for great things to happen as students discover their inner poet!

Gina Graham

Text Structures from Poetry

TEKS Alignment - All Lessons

Write									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 6									
Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:									
11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping			10(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests			9(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing			
Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 2									
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:									
5(A) establish purpose for reading assigned and self-selected texts						4(A) establish purpose for reading assigned and self-selected texts			

Text Structures from Poetry

TEKS Alignment - All Lessons

Get the Structure									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 5									
Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:									
10(B) explain how the use of text structure contributes to the author's purpose	10(B) analyze how the use of text structure contributes to the author's purpose	9(B) analyze how the use of text structure contributes to the author's purpose				8(B) analyze use of text structure to achieve the author's purpose		8(B) evaluate use of text structure to achieve the author's purpose	

Write									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 6									
Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:									
12(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft	12(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft				10(A) compose literary texts such as fiction and poetry using genre characteristics and craft			

Text Structures from Poetry

Lesson 1: Love Waltz with Fireworks

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 6									
Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:									
11(D) edit drafts using standard English conventions, including:			10(D) edit drafts using standard English conventions, including:			9(D) edit drafts using standard English conventions, including:		9(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(viii) coordinating conjunctions to form compound subjects, predicates, and sentences		(viii) subordinating conjunctions to form complex sentences	(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor						
(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) **italics** and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

Text Structures from Poetry

Lesson 2: At the Lake

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 2									
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:									
6(D) create mental images to deepen understanding			5(D) create mental images to deepen understanding			4(D) create mental images to deepen understanding			
Strand 6									
Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:									
11(D) edit drafts using standard English conventions, including:			10(D) edit drafts using standard English conventions, including:			9(D) edit drafts using standard English conventions, including:		9(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(ix) capitalization of official titles of people, holidays, and geographical names and places	(ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities	(ix) capitalization of abbreviations, initials, acronyms, and organizations	(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations	iv) correct capitalization					

1st Grade: D (vii) – capitalization of the first letter in a sentence and name

Text Structures from Poetry

Lesson 3: I am Offering This Poem

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as **simile**, **metaphor**, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

Text Structures from Poetry

Strand 5
Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

10(D) describe how the author's use of imagery, literal and figurative language such as **simile**, and sound devices such as onomatopoeia achieves specific purposes	10(D) describe how the author's use of imagery, literal and figurative language such as **simile and metaphor**, and sound devices such as alliteration and assonance achieves specific purposes	10(D) describe how the author's use of imagery, literal and figurative language such as **simile and metaphor,** and sound devices achieves specific purposes	9(D) describe how the author's use of figurative language such as **metaphor** and personification achieves specific purposes	9(D) describe how the author's use of figurative language such as extended **metaphor** achieves specific purposes	8(D) analyze how the author's use of language achieves specific purposes	8(D) analyze how the author's use of language informs and shapes the perception of readers	8(D) evaluate how the author's use of language informs and shapes the perception of readers	8(D) critique and evaluate how the author's use of language informs and shapes the perception of readers

Text Structures from Poetry

Lesson 4: Possums

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

Text Structures from Poetry

<table>
<tr><td colspan="9">Strand 5

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</td></tr>
<tr><td colspan="2">10(C) explain the author's use of print and graphic features to achieve specific purposes</td><td colspan="2">10(C) analyze the author's use of print and graphic features to achieve specific purposes</td><td colspan="2">9(C) analyze the author's use of print and graphic features to achieve specific purposes</td><td colspan="3">8(C) evaluate the author's use of print and graphic features to achieve specific purposes</td></tr>
<tr>
<td>10(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes</td>
<td>10(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes</td>
<td>10(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes</td>
<td>9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes</td>
<td>9(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes</td>
<td>8(D) analyze how the author's use of language achieves specific purposes</td>
<td>8(D) analyze how the author's use of language informs and shapes the perception of readers</td>
<td>8(D) evaluate how the author's use of language informs and shapes the perception of readers</td>
<td>8(D) critique and evaluate how the author's use of language informs and shapes the perception of readers</td>
</tr>
</table>

TEKS alignment by Gina Graham 2019

Text Structures from Poetry

Lesson 5: I Remember

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(C) discuss elements of drama such as characters, **dialogue, setting,** and acts	9(C) explain structure in drama such as character tags, acts, scenes, and stage directions		8(C) analyze how playwrights develop characters through dialogue and staging		8(C) analyze how playwrights develop dramatic action through the use of acts and scenes	7(C) analyze the function of dramatic conventions such as **asides**, soliloquies, dramatic irony, and satire		7(C) analyze how the relationships among dramatic elements advance the plot	7(C) analyze and evaluate how the relationships among the dramatic elements advance the plot

Anaphora

Often used in political speeches and occasionally in prose and poetry, anaphora is the repetition of a word or words at the beginning of successive phrases, clauses, or lines to create a sonic effect.

Text Structures from Poetry

Lesson 6: My Mother's Tortilla

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 6									
Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:									
11(D) edit drafts using standard English conventions, including:			10(D) edit drafts using standard English conventions, including:			9(D) edit drafts using standard English conventions, including:		9(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and	
(ii) past, present, and future verb tense	(ii) past tense of irregular verbs		(ii) consistent, appropriate use of verb tenses		(ii) consistent, appropriate use of verb tense and active and passive voice				
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:									
8(C) analyze plot elements, including the sequence of events, the conflict, and the resolution	8(C) analyze plot elements, including rising action, climax, falling action, and resolution	7(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback	7(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot	7(C) analyze non- linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development	6(C) analyze non- linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development	6(C) analyze isolated scenes and their contribution to the success of the plot as a whole	6(C) evaluate how different literary elements shape the author's portrayal of the plot	6(C) critique and evaluate how complex plot structures such as subplots contribute to and advance the action	

Text Structures from Poetry

8(D) explain the influence of the setting on the plot.	8(D) explain the influence of the setting, including historical and cultural settings, on the plot	8(D) analyze the influence of the setting, including historical and cultural settings, on the plot	7(D) analyze how the setting, including historical and cultural settings, influences character and plot development	7(D) analyze how the setting influences character and plot development	7(D) explain how the setting influences the values and beliefs of character.	6(D) analyze how the setting influences the theme	6(D) analyze how historical and cultural settings influence characterization, plot, and theme across texts	6(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme	6(D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	10(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety	9(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses	9(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences

Strand 4

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

8(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	8(B) explain figurative language such as **simile**, **metaphor**, and personification that the poet uses to create images	8(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	7(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	7(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	7(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	6(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	6(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	6(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	6(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

Text Structures from Poetry

Lesson 7: Still Life With Summer Sausage, a Blade, and No Blood

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:									
8(C) analyze plot elements, including the sequence of events, the conflict, and the resolution	8(C) analyze plot elements, including the rising action, climax, falling action, and resolution	8(C) analyze plot elements, including rising action, climax, falling action, and resolution	7(C) analyze plot elements, including rising action, climax, falling action, resolution, and non- linear elements such as flashback	7(C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot	7(C) analyze non- linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development	6(C) analyze non- linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development	6(C) analyze isolated scenes and their contribution to the success of the plot as a whole	6(C) evaluate how different literary elements shape the author's portrayal of the plot	6(C) critique and evaluate how complex plot structures such as subplots contribute to and advance the action
8(D) explain the influence of the setting on the plot	8(D) explain the influence of the setting, including historical and cultural settings, on the plot	8(D) analyze the influence of the setting, including historical and cultural settings, on the plot	7(D) analyze how the setting, including historical and cultural settings, influences character and plot development	7(D) analyze how the setting influences character and plot development	7(D) explain how the setting influences the values and beliefs of characters	6(D) analyze how the setting influences the theme.	6(D) analyze how historical and cultural settings influence characterization, plot, and theme across texts	6(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme	6(D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme

Text Structures from Poetry

Strand 4										
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:										
8(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	8(B) explain figurative language such as **simile**, **metaphor**, and personification that the poet uses to create images	8(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	7(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	7(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	7(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	6(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	6(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	6(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	6(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

Note: Repetition and rhythm are explicit in Strand 4, Multiple genres (above) grades K, 1:

Kindergarten	1st	2nd
8(B) discuss **rhyme and rhythm** in nursery rhymes and a variety of poems	8(B) discuss **rhyme, rhythm, repetition,** and alliteration in a variety of poems	8(B) explain visual patterns and structures in a variety of poems

Text Structures from Poetry

Lesson 8: Chorus, Venable Elementary

<table>
<tr><td colspan="11">Read</td></tr>
<tr><td colspan="11">Grade Level TEKS</td></tr>
<tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>Eng. I</td><td>Eng. II</td><td>Eng. III</td><td>Eng. IV</td></tr>
<tr><td colspan="11">Strand 4</td></tr>
<tr><td colspan="11">Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</td></tr>
<tr>
<td>8(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems</td>
<td>8(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images</td>
<td>8(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms</td>
<td>7(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms</td>
<td>7(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms</td>
<td>7(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry</td>
<td>6(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms</td>
<td>6(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms</td>
<td>6(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms</td>
<td>6(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures</td>
</tr>
<tr><td colspan="11">Strand 6</td></tr>
<tr><td colspan="11">Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</td></tr>
<tr>
<td colspan="3">11(D) edit drafts using standard English conventions, including:</td>
<td colspan="3">10(D) edit drafts using standard English conventions, including:</td>
<td colspan="2">9(D) edit drafts using standard English conventions, including:</td>
<td colspan="2">9(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate</td>
</tr>
<tr>
<td>(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and</td>
<td>(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue</td>
<td>(x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in</td>
<td>(viii) punctuation marks, including commas in complex sentences, transitions, and introductory</td>
<td>(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons</td>
<td>(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and</td>
<td>(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate</td>
<td>(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as</td>
<td></td>
<td></td>
</tr>
</table>

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items in a series		dialogue and commas in compound and complex sentences	elements		parentheses		appropriate		
Strand 2 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:									
6(D) create mental images to deepen understanding		5(D) create mental images to deepen understanding			4(D) create mental images to deepen understanding				

TEKS alignment by Gina Graham 2019

Text Structures from Poetry

Lesson 9: Snow in North Jersey

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures
Strand 6									
Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:									
11(D) edit drafts using standard English conventions, including:			10(D) edit drafts using standard English conventions, including:			9(D) edit drafts using standard English conventions, including:		(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(viii) coordinating conjunctions to form compound subjects, predicates, and sentences		(viii) subordinating conjunctions to form complex sentences	(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as						

Text Structures from Poetry

				either/or and neither/nor						
(ix) capitalization of official **titles of people,** holidays, and **geographical names and places**	(ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities	(ix) capitalization of abbreviations, initials, acronyms, and organizations	(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations	iv) correct capitalization						
(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and **quotation marks** in dialogue	(x) **italics** and underlining for titles and emphasis and punctuation marks, including **quotation marks** in dialogue and commas in compound and complex sentences	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate			

1st Grade: D (vii) – capitalization of the first letter in a sentence and name

Text Structures from Poetry

Lesson 10: Draw

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 3									
Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:									
			6(H) respond orally or in writing with appropriate register, vocabulary, **tone, and voice**			5(H) respond orally or in writing with appropriate register, vocabulary, **tone, and voice**		5(H) respond orally or in writing with appropriate register and effective vocabulary, **tone, and voice**	5(H) respond orally or in writing with appropriate register and purposeful vocabulary, **tone, and voice**
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as **simile**, **metaphor**, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

Note: Repetition and rhythm are explicit in Strand 4, Multiple genres: 9(B)

TEKS alignment by Gina Graham 2019

Text Structures from Poetry

Lesson 11: *Nighthawks* by Edward Hopper

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, **metaphor**, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the **speaker in poems across a variety of poetic forms**	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a **variety of poetic forms**	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization **in poems across a variety of poetic forms**	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a **variety of poetic forms** such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a **variety of poetic forms**	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a **variety of poetic forms**	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a **variety of poetic forms**	7(B) analyze **the effects of** sound, **form**, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

Text Structures from Poetry

Lesson 12: Full Capacity

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to **create images**	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a **variety of poetic forms**	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a **variety of poetic forms**	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a **variety of poetic forms**	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a **variety of poetic forms** such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a **variety of poetic forms**	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a **variety of poetic forms**	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a **variety of poetic forms**	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures
Strand 5									
Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:									
10(D) describe how the author's use of **imagery**, literal and figurative language such as simile, and sound devices such as onomatopoeia	10(D) describe how the author's use of **imagery,** literal and figurative language such as simile and metaphor,	10(D) describe how the author's use of **imagery,** literal and figurative language such as simile and metaphor,	9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	9(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	8(D) analyze how the author's use of language achieves specific purposes	8(D) analyze how the author's use of language informs and shapes the perception of readers	8(D) analyze how the author's use of language informs and shapes the perception of readers	8(D) evaluate how the author's use of language informs and shapes the perception of readers	8(D) critique and evaluate how the author's use of language informs and shapes the perception of readers

achieves specific purposes	and sound devices such as alliteration and assonance achieves specific purposes	and sound devices achieves specific purposes						

TEKS alignment by Gina Graham 2019

Text Structures from Poetry

Lesson 13: Because of Libraries We Can Say These Things

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 5									
Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:									
10(E) identify use of literary devices, including first- or **third-person** point of view	10(E) identify and understand the use of literary devices, including first- or **third-person** point of view		9(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	9(E) identify the use of literary devices, including subjective and objective point of view	9(E) identify and analyze the use of literary devices, including multiple points of view and irony	8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes	8(E) analyze the use of literary devices such as irony, sarcasm and motif to achieve specific purposes	8(E) evaluate the use of literary devices such as paradox, satire and allegory image to achieve specific purposes	
Strand 2									
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:									
6(D) create mental images to deepen understanding			5(D) create mental images to deepen understanding			4(D) create mental images to deepen understanding			

TEKS alignment by Gina Graham 2019

Text Structures from Poetry

Lesson 14: Letter to a Cockroach, Now Dead and Mixed into a Bar of Chocolate

Read										
Grade Level TEKS										
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
Strand 5 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:										
10(E) identify use of literary devices, including first- or **third-person** point of view	10(E) identify and understand the use of literary devices, including first- or **third-person** point of view		9(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	9(E) identify the use of literary devices, including subjective and objective **point of view**	9(E) identify and analyze the use of literary devices, including **multiple points of view** and irony	8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes	8(E) analyze the use of literary devices such as irony, sarcasm and motif to achieve specific purposes	8(E) evaluate the use of literary devices such as paradox, satire and allegory image to achieve specific purposes		
(G) identify and explain the use of hyperbole	(G) identify and explain the use of anecdote	(G) explain the purpose of hyperbole, stereotyping, and anecdote	(G) explain the differences between rhetorical devices and logical fallacies	(G) explain the purpose of rhetorical devices such as **direct address** and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning	(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments	(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies	(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood	(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood	

TEKS alignment by Gina Graham 2019

Text Structures from Poetry

Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as **simile**, **metaphor**, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

Text Structures from Poetry

Lesson 15: Parting

Read
Grade Level TEKS

3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 6									
Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:									
11(D) edit drafts using standard English conventions, including:			10(D) edit drafts using standard English conventions, including:			9(D) edit drafts using standard English conventions, including:		9(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) **italics** and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
8(B) explain rhyme scheme, sound devices, and structural elements	8(B) explain figurative language such as **simile**, **metaphor**, and personification that the poet	8(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in	7(B) analyze the effect of meter and structural elements such as line breaks in	7(B) analyze the effect of rhyme scheme, meter, and graphical elements such	7(B) analyze the effect of graphical elements such as punctuation and line	6(B) analyze the structure, prosody, and graphic elements such as line length and word	6(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant,	6(B) analyze relationships among characteristics of poetry, including stanzas, line	6(B) analyze the effects of sound, form, figurative language, graphics, and dramatic

such as stanzas in a variety of poems	uses to create images	poems across a variety of poetic forms	poems across a variety of poetic forms	as punctuation and capitalization in poems across a variety of poetic forms	length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	position in poems across a variety of poetic forms	and eye; and other conventions in poems across a variety of poetic forms	breaks, speaker, and sound devices in poems across a variety of poetic forms	structure in poetry across literary time periods and cultures

Note: Repetition and rhythm are explicit in Strand 4, Multiple genres (above) grades K, 1:

Kindergarten	1st	2nd
8(B) discuss **rhyme and rhythm** in nursery rhymes and a variety of poems	8(B) discuss **rhyme, rhythm, repetition,** and alliteration in a variety of poems	8(B) explain visual patterns and structures in a variety of poems

Definition of Enjambment:

Enjambment, derived from the French word *enjambment*, means to step over, or put legs across. In poetry it means moving over from one line to another without a terminating punctuation mark. It can be defined as a thought or sense, phrase or clause, in a line of poetry that does not come to an end at the line break, but moves over to the next line. In simple words, it is the running on of a sense from one couplet or line to the next without a major pause or syntactical break.

Text Structures from Poetry

Lesson 16: The Falcon

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 5 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:									
10(E) identify use of literary devices, including first- or **third-person** point of view	10(E) identify and understand the use of literary devices, including first- or **third-person** point of view	9(E) identify the use of literary devices, including omniscient and limited **point of view,** to achieve a specific purpose	9(E) identify the use of literary devices, including subjective and objective **point of view**	9(E) identify and analyze the use of literary devices, including **multiple points of view** and irony	8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes	8(E) analyze the use of literary devices such as irony, sarcasm and motif to achieve specific purposes	8(E) evaluate the use of literary devices such as paradox, satire and allegory image to achieve specific purposes		
Strand 4 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as **simile**, **metaphor**, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

TEKS alignment by Gina Graham 2019

Text Structures from Poetry

Strand 2		
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
6(D) create mental images to deepen understanding	5(D) create mental images to deepen understanding	4(D) create mental images to deepen understanding

Note: The TEKS do not include second-person point of view

Text Structures from Poetry

Lesson 17: Fixing on the Next Star

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 5									
Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:									
10(E) identify use of literary devices, including first- or **third-person** point of view	10(E) identify and understand the use of literary devices, including first- or **third-person** point of view	9(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	9(E) identify the use of literary devices, including subjective and objective point of view	9(E) identify and analyze the use of literary devices, including multiple points of view and irony	8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes	8(E) analyze the use of literary devices such as irony, sarcasm and motif to achieve specific purposes		8(E) evaluate the use of literary devices such as paradox, satire and allegory image to achieve specific purposes	
Strand 6									
Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:									
11(B) develop drafts into a focused, structured, and coherent piece of writing by:		10(B) develop drafts into a focused, structured, and coherent piece of writing by:			(B) 9(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:				
(ii) developing an engaging idea with relevant **details**	(ii) developing an engaging idea reflecting depth of thought with specific facts and **details**	(ii) developing an engaging idea reflecting depth of thought with specific facts and **details**	(ii) developing an engaging idea reflecting depth of thought with specific facts and **details**	(ii) developing an engaging idea reflecting depth of thought with specific facts, **details** and examples	(ii) developing an engaging idea reflecting depth of thought with specific **details**, examples, and commentary			(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, **details**, examples, and commentary	

TEKS alignment by Gina Graham 2019

Text Structures from Poetry

11(D) edit drafts using standard English conventions, including			10(D) edit drafts using standard English conventions, including		9(D) edit drafts using standard English conventions, including			9(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(ii) past, present, and future verb tense	(ii) past tense of irregular verbs		(ii) consistent, appropriate use of verb tenses		(ii) consistent, appropriate use of verb tense and active and passive voice				
(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in **dialogue**	(x) **italics** and underlining for titles and emphasis and punctuation marks, including quotation marks in **dialogue** and commas in compound and complex sentences	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

TEKS alignment by Gina Graham 2019

Text Structures from Poetry

Lesson 18: What I learned This Week

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
8(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	8(B) explain figurative language such as **simile**, **metaphor**, and personification that the poet uses to create images	8(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	7(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	7(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	7(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	6(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	6(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	6(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	6(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

Definition of Enjambment

Enjambment, derived from the French word *enjambment*, means to step over, or put legs across. In poetry it means moving over from one line to another without a terminating punctuation mark. It can be defined as a thought or sense, phrase or clause, in a line of poetry that does not come to an end at the line break, but moves over to the next line. In simple words, it is the running on of a sense from one couplet or line to the next without a major pause or syntactical break.

Text Structures from Poetry

Lesson 19: Maria

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 6									
Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:									
12(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft	12(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft				10(A) compose literary texts such as fiction and poetry using genre characteristics and craft			

Lesson 20: On the Shoreline

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 3									
Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:									
					6(J) defend or challenge the authors' **claims** using relevant text evidence.	5(J) defend or challenge the authors' **claims** using relevant text evidence.			
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as **simile**, **metaphor**, and **personification** that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

Text Structures from Poetry

Lesson 21: As Always, Thirty Year between Us

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as **simile**, **metaphor**, and personification that the poet uses to create **images**	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures
Strand 2									
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:									
6(D) create mental images to deepen understanding			5(D) create mental images to deepen understanding			4(D) create mental images to deepen understanding			

Text Structures from Poetry

Strand 6
Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

11(B) develop drafts into a focused, structured, and coherent piece of writing by:		10(B) develop drafts into a focused, structured, and coherent piece of writing by:			9(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	
(ii) developing an engaging idea with relevant **details**	(ii) developing an engaging idea reflecting depth of thought with specific facts and **details**	(ii) developing an engaging idea reflecting depth of thought with specific facts and **details**	(ii) developing an engaging idea reflecting depth of thought with specific facts and **details**	(ii) developing an engaging idea reflecting depth of thought with specific facts, **details** and examples	(ii) developing an engaging idea reflecting depth of thought with specific **details**, examples, and commentary	(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, **details**, examples, and commentary

Definition of Enjambment

Enjambment, derived from the French word *enjambment*, means to step over, or put legs across. In poetry it means moving over from one line to another without a terminating punctuation mark. It can be defined as a thought or sense, phrase or clause, in a line of poetry that does not come to an end at the line break, but moves over to the next line. In simple words, it is the running on of a sense from one couplet or line to the next without a major pause or syntactical break.

Text Structures from Poetry

Lesson 22: Postcard from Texas

Read

Read

Grade Level TEKS

3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as **simile**, **metaphor**, and personification that the poet uses to create **images**	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

Definition of Enjambment

Enjambment, derived from the French word *enjambment*, means to step over, or put legs across. In poetry it means moving over from one line to another without a terminating punctuation mark. It can be defined as a thought or sense, phrase or clause, in a line of poetry that does not come to an end at the line break, but moves over to the next line. In simple words, it is the running on of a sense from one couplet or line to the next without a major pause or syntactical break.

Text Structures from Poetry

Lesson 23: One of Those Days

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative **language** such as simile, metaphor, and personification that **the poet uses to create images**	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

Repetition and rhythm are explicit in Strand 4, Multiple genres (above) grades K & 1:

Kindergarten	1st
8(B) discuss **rhyme and rhythm** in nursery rhymes and a variety of poems	8(B) discuss **rhyme, rhythm, repetition,** and alliteration in a variety of poems

Anaphora:
> Often used in political speeches and occasionally in prose and poetry, anaphora is the repetition of a word or words at the beginning of successive phrases, clauses, or lines to create a sonic effect.

TEKS alignment by Gina Graham 2019

Text Structures from Poetry

Strand 5							
Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:							
10(E) identify use of literary devices, including first- or **third-person** point of view	10(E) identify and understand the use of literary devices, including first- or **third-person** point of view	9(E) identify the use of literary devices, including omniscient and limited **point of view,** to achieve a specific purpose	9(E) identify the use of literary devices, including subjective and objective **point of view**	9(E) identify and analyze the use of literary devices, including **multiple points of view** and irony	8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes	8(E) analyze the use of literary devices such as irony, sarcasm and motif to achieve specific purposes	8(E) evaluate the use of literary devices such as paradox, satire and allegory image to achieve specific purposes

Note: The TEKS do not include second-person point of view

Strand 2		
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
6(D) create mental images to deepen understanding	5(D) create mental images to deepen understanding	4(D) create mental images to deepen understanding

TEKS alignment by Gina Graham 2019

Text Structures from Poetry

Lesson 24: She Inherits His Steady Hand

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative **language** such as **simile,** metaphor, and personification that **the poet uses to create images**	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as **line breaks in poems** across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as **punctuation** and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, **lyric,** and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

Text Structures from Poetry

Lesson 25: Regret

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative **language** such as **simile,** metaphor, and personification that **the poet uses to create images**	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as **line breaks in poems** across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as **punctuation** and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, **lyric,** and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures
Strand 5									
Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:									
10(F) examine how the author's use of language contributes to voice			9(F) analyze how the author's use of language contributes to the mood, voice, and tone			8(F) analyze how the author's diction and **syntax** contribute to the mood, voice, and tone of a text		8(F) evaluate how the author's diction and **syntax** contribute to the mood, voice, and tone of a text	8(F) evaluate how the author's diction and syntax contribute to the effectiveness of a text

Text Structures from Poetry

Lesson 26: The Author to Her Book

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 5									
Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:									
(G) identify and explain the use of hyperbole	(G) identify and explain the use of anecdote	(G) explain the purpose of hyperbole, stereotyping, and anecdote	(G) explain differences between rhetorical devices and logical fallacies	(G) explain the purpose of rhetorical devices such as **direct address** and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning	(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments	(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies	(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood	(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain **rhyme scheme,** sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and **personification** that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

Text Structures from Poetry

Lesson 27: How Do I Love Thee

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain **rhyme scheme,** sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

Text Structures from Poetry

Lesson 28: My Last Duchess

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain **rhyme scheme,** sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, **slant**, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

Text Structures from Poetry

Lesson 29: To a Mouse

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain **figurative language** such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and **figurative language** and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, **speaker, and sound devices** in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures
Strand 5									
Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:									
(G) identify and explain the use of hyperbole	(G) identify and explain the use of anecdote	(G) explain the purpose of hyperbole, stereotyping, and anecdote	(G) explain the differences between rhetorical devices and logical fallacies	(G) explain the purpose of rhetorical devices such as **direct address** and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning	(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments	(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies	(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood	(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood

Text Structures from Poetry

Lesson 30: I heard a Fly buzz – when I died -

Read										
Grade Level TEKS										
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
Strand 4										
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:										
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain **figurative language** such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and **figurative language** and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, **speaker, and sound devices** in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures	
Strand 5										
Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:										
(G) identify and explain the use of hyperbole	(G) identify and explain the use of anecdote	(G) explain the purpose of hyperbole, stereotyping, and anecdote	(G) explain the differences between rhetorical devices and logical fallacies	(G) explain the purpose of rhetorical devices such as **direct address** and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning	(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments	(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies	(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood	(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood	

Text Structures from Poetry

Lesson 31: The Flea

Read

Grade Level TEKS

3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain **rhyme scheme,** sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a **variety of poetic forms**	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a **variety of poetic forms**	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, **slant**, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in **poems across a variety of poetic forms**	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic **structure in poetry** across literary time periods and cultures

Text Structures from Poetry

Lesson 32: A Musical

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 3									
Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:									
7(B) write a response to a literary or informational text that demonstrates an understanding of a text	7(B) write responses that demonstrate understanding of texts, including comparing and **contrasting ideas** across a variety of sources		6(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres			5(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres		5(B) write responses that demonstrate analysis of texts, including comparing sources within and across genres	
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

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Text Structures from Poetry

Lesson 33: Preludes

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 6									
Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:									
11(B) develop drafts into a focused, structured, and coherent piece of writing by:			10(B) develop drafts into a focused, structured, and coherent piece of writing by:			B) 9(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:			
(ii) developing an engaging idea with relevant **details**	(ii) developing an engaging idea reflecting depth of thought with specific facts and **details**	(ii) developing an engaging idea reflecting depth of thought with specific facts and **details**	(ii) developing an engaging idea reflecting depth of thought with specific facts and **details**	(ii) developing an engaging idea reflecting depth of thought with specific facts and **details**	(ii) developing an engaging idea reflecting depth of thought with specific facts, **details** and examples	(ii) developing an engaging idea reflecting depth of thought with specific **details**, examples, and commentary		(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, **details**, examples, and commentary	
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and **personification** that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic,	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time

		a variety of poetic forms		poetic forms	lyric, and humorous poetry	poetic forms	poems across a variety of poetic forms	poems across a variety of poetic forms	periods and cultures

TEKS alignment by Gina Graham 2019

Text Structures from Poetry

Lesson 34: Fire and Ice

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain **rhyme scheme, sound devices,** and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of **sound devices** and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the **effect of meter and structural elements such as line breaks** in poems across a variety of poetic forms	8(B) analyze the effect of **rhyme scheme, meter**, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) **analyze the structure, prosody,** and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the **effects of metrics; rhyme schemes;** types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and **sound devices** in poems across a variety of poetic forms	7(B) analyze the **effects of sound, form,** figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

Text Structures from Poetry

Lesson 35: Learning to Read

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain **rhyme scheme, sound devices,** and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of **sound devices** and figurative language and distinguish between the poet and the **speaker** in poems across a variety of poetic forms	8(B) analyze the **effect of meter and structural elements such as line breaks** in poems across a variety of poetic forms	8(B) analyze the effect of **rhyme scheme, meter**, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) **analyze the structure, prosody,** and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the **effects of metrics; rhyme schemes;** types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, **speaker**, and **sound devices** in poems across a variety of poetic forms	7(B) analyze the **effects of sound, form,** figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

Text Structures from Poetry

Lesson 36: Old Ironsides

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and **personification** that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures
Strand 5									
Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:									
10(E) identify use of **literary devices**, including first- or third-person point of view	10(E) identify and understand the use of **literary devices**, including first- or third-person point of view	9(E) identify the use of **literary devices**, including omniscient and limited point of view, to achieve a specific purpose	9(E) identify the use of **literary devices,** including subjective and objective point of view	9(E) identify and analyze the use of **literary devices,** including multiple points of view and irony	8(E) analyze the use of **literary devices** such as irony and oxymoron to achieve specific purposes	8(E) analyze the use of **literary devices** such as irony, sarcasm and motif to achieve specific purposes	8(E) evaluate the use of **literary devices** such as paradox, satire and allegory image to achieve specific purposes		

Text Structures from Poetry

Lesson 37: Pied Beauty

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and **personification** that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures
Strand 5									
Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:									
10(D) describe how the author's use of imagery, literal and figurative language such as	10(D) describe how the author's use of imagery, literal and figurative language such as simile and	10(D) describe how the author's use of imagery, literal and figurative language such as	9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes		9(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	8(D) analyze how the author's use of language achieves specific purposes	8(D) analyze how the author's use of language informs and shapes the perception of readers	8(D) evaluate how the author's use of language informs and shapes the perception of readers	8(D) critique and evaluate how the author's use of language informs and shapes the perception of readers

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simile, and sound devices such as onomatopoeia achieves specific purposes	metaphor, and sound devices such as **alliteration** and assonance achieves specific purposes	simile and metaphor, and sound devices achieves specific purposes					
10(E) identify use of **literary devices**, including first- or third-person point of view	10(E) identify and understand the use of **literary devices**, including first- or third-person point of view	9(E) identify the use of **literary devices**, including omniscient and limited point of view, to achieve a specific purpose	9(E) identify the use of **literary devices,** including subjective and objective point of view	9(E) identify and analyze the use of **literary devices,** including multiple points of view and irony	8(E) analyze the use of **literary devices** such as irony and oxymoron to achieve specific purposes	8(E) analyze the use of **literary devices** such as irony, sarcasm and motif to achieve specific purposes	8(E) evaluate the use of **literary devices** such as paradox, satire and allegory image to achieve specific purposes

Text Structures from Poetry

Lesson 38: When I Was One-and-Twenty

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as **simile**, **metaphor**, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures
Strand 6									
Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:									
11(B) develop drafts into a focused, structured, and coherent piece of writing by:		10(B) develop drafts into a focused, structured, and coherent piece of writing by:			9(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:				
(ii) developing an engaging idea with relevant **details**	(ii) developing an engaging idea reflecting depth of thought with specific facts and **details**	(ii) developing an engaging idea reflecting depth of thought with specific facts and **details**	(ii) developing an engaging idea reflecting depth of thought with specific facts and **details**	(ii) developing an engaging idea reflecting depth of thought with specific facts, **details** and examples	(ii) developing an engaging idea reflecting depth of thought with specific **details**, examples, and commentary			(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, **details**, examples, and commentary	

Text Structures from Poetry

Lesson 39: A Jellyfish

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 3									
Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:									
7(B) write a response to a literary or informational text that demonstrates an understanding of a text	7(B) write responses that demonstrate understanding of texts, including comparing and **contrasting ideas** across a variety of sources		6(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres			5(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres		5(B) write responses that demonstrate analysis of texts, including comparing sources within and across genres	
Strand 2									
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:									
6(D) create mental images to deepen understanding			5(D) create mental images to deepen understanding			4(D) create mental images to deepen understanding			
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative **language** such as simile, metaphor, and personification that **the poet uses to create images**	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

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					poetry		poetic forms	forms	

Definition of Enjambment

Enjambment, derived from the French word *enjambment*, means to step over, or put legs across. In poetry it means moving over from one line to another without a terminating punctuation mark. It can be defined as a thought or sense, phrase or clause, in a line of poetry that does not come to an end at the line break, but moves over to the next line. In simple words, it is the running on of a sense from one couplet or line to the next without a major pause or syntactical break.

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Lesson 40: Dulce et Decorum Est

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 2									
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:									
6(D) create mental images to deepen understanding			5(D) create mental images to deepen understanding			4(D) create mental images to deepen understanding			
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain **rhyme scheme,** sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative **language** such as simile, metaphor, and personification that **the poet uses to create images**	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of **rhyme scheme, meter,** and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze **the structure, prosody,** and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of **metrics; rhyme schemes;** types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic **structure** in poetry across literary time periods and cultures
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(C) discuss elements of drama such as characters, **dialogue, setting,** and	9(C) explain structure in drama such as character tags, acts, scenes, and stage directions		8(C) analyze how playwrights develop characters through dialogue and staging		8(C) analyze how playwrights develop dramatic action through the	7(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic **irony,** and satire		7(C) analyze how the relationships among dramatic elements	7(C) analyze and evaluate how the relationships among the dramatic

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acts			use of acts and scenes		advance the plot	elements advance the plot

Text Structures from Poetry

Lesson 41: The Raven

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 2									
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:									
6(D) create mental images to deepen understanding			5(D) create mental images to deepen understanding			4(D) create mental images to deepen understanding			
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain **rhyme scheme,** sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative **language** such as simile, metaphor, and personification that **the poet uses to create images**	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of **rhyme scheme, meter,** and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze **the structure, prosody,** and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of **metrics; rhyme schemes;** types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic **structure** in poetry across literary time periods and cultures

Text Structures from Poetry

Lesson 42: An Essay on Man

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain **rhyme scheme,** sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative **language** such as simile, metaphor, and personification that **the poet uses to create images**	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of **rhyme scheme, meter,** and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze **the structure, prosody,** and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of **metrics; rhyme schemes;** types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic **structure** in poetry across literary time periods and cultures
Strand 5									
Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:									
(G) identify and explain the use of hyperbole	(G) identify and explain the use of anecdote	(G) explain the purpose of hyperbole, stereotyping, and anecdote	(G) explain the differences between **rhetorical devices** and logical fallacies	(G) explain the purpose of **rhetorical devices** such as direct address and **rhetorical questions** and logical fallacies such as loaded language and sweeping generalizations	(G) explain the purpose of **rhetorical devices** such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning	(G) explain the purpose of **rhetorical devices** such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments	(G) analyze the purpose of **rhetorical devices** such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies	(G) analyze the effects of **rhetorical devices** and logical fallacies on the way the text is read and understood	(G) analyze the effects of **rhetorical devices** and logical fallacies on the way the text is read and understood

Lesson 43: On the Capture and Imprisonment of Crazy Snake, January 1900

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 6									
Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:									
11(D) edit drafts using standard English conventions, including:			10(D) edit drafts using standard English conventions, including:			9(D) edit drafts using standard English conventions, including:		9(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(x) **punctuation marks,** including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) **punctuation marks**, including apostrophes in possessives, commas in compound sentences, and quotation marks in **dialogue**	(x) italics and underlining for titles and emphasis and **punctuation marks,** including quotation marks in dialogue and commas in compound and complex sentences	(viii) **punctuation marks,** including commas in complex sentences, transitions, and introductory elements	(viii) **punctuation,** including commas to set off words, phrases, and clauses and semicolons	(vi) **punctuation,** including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) **punctuation,** including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) **punctuation,** including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain **rhyme scheme,** sound devices, and structural elements such as stanzas in a	9(B) explain figurative language such as simile, metaphor, and personification that the poet	9(B) explain the use of sound devices and figurative language and distinguish between the	8(B) analyze the effect of **meter and structural elements** such as line breaks in poems	8(B) analyze the effect of **rhyme scheme,** meter, and graphical elements such as punctuation and	8(B) analyze the effect of graphical elements such as punctuation and line length in poems	7(B) analyze **the structure, prosody**, and graphic elements such as line length and word	7(B) analyze the effects of **metrics; rhyme schemes;** types of rhymes such	7(B) analyze relationships among **characteristics of poetry,** including stanzas, line	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic

Text Structures from Poetry

variety of poems	uses to create images	poet and the speaker in poems across a variety of poetic forms	across a variety of poetic forms	capitalization in poems across a variety of poetic forms	across a variety of poetic forms such as epic, lyric, and humorous poetry	position in poems across a variety of poetic forms	as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	breaks, speaker, and sound devices in poems across a variety of poetic forms	**structure in poetry** across literary time periods and cultures
Strand 4 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:									
8(D) explain the influence of the setting on the plot.	8(D) explain the influence of the setting, including **historical and cultural settings,** on the plot	8(D) analyze the influence of the setting, including **historical and cultural settings,** on the plot	7(D) analyze how the setting, including **historical and cultural settings,** influences character and plot development	7(D) analyze how the setting influences character and plot development	7(D) explain how the setting influences the values and beliefs of character.	6(D) analyze how the setting influences the theme	6(D) analyze how **historical and cultural settings** influence characterization, plot, and theme across texts	6(D) analyze how the **historical, social,** and economic context of setting(s) influences the plot, characterization, and theme	6(D) evaluate how the **historical, social,** and economic context of setting(s) influences the plot, characterization, and theme

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Lesson 44: Grass

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and **personification** that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

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Text Structures from Poetry

TEKS alignment by Gina Graham 2019

	on the plot	**settings,** on the plot							

Strand 6									
Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:									
11(B) develop drafts into a focused, structured, and coherent piece of writing by:			10(B) develop drafts into a focused, structured, and coherent piece of writing by:			B) 9(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:			
(ii) developing an engaging idea with relevant **details**	(ii) developing an engaging idea reflecting depth of thought with specific facts and **details**	(ii) developing an engaging idea reflecting depth of thought with specific facts and **details**	(ii) developing an engaging idea reflecting depth of thought with specific facts and **details**	(ii) developing an engaging idea reflecting depth of thought with specific facts, **details** and examples		(ii) developing an engaging idea reflecting depth of thought with specific **details**, examples, and commentary		(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, **details**, examples, and commentary	

Sentence types are explicitly stated in K & 1st Grade:

Strand 6	
Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
Kinder: 10(D) edit drafts using standard English conventions, including:	**1st Grade:** 11(D) edit drafts using standard English conventions, including:
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences

Lesson 45: Sonnet 130

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain **rhyme scheme,** sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of **meter and structural elements** such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of **rhyme scheme, meter,** and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of **poetic forms** such as epic, lyric, and humorous poetry	7(B) analyze the **structure, prosody,** and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze **the effects of metrics; rhyme schemes;** types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among **characteristics of poetry,** including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze **the effects of** sound, **form,** figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures
Strand 3									
Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:									
			6(H) respond orally or in writing with appropriate register, vocabulary, **tone, and voice**			5(H) respond orally or in writing with appropriate register, vocabulary, **tone, and voice**		5(H) respond orally or in writing with appropriate register and effective vocabulary, **tone, and voice**	5(H) respond orally or in writing with appropriate register and purposeful vocabulary, **tone, and voice**

Text Structures from Poetry

Lesson 46: Ozymandias

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain **rhyme scheme,** sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of **meter and structural elements** such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of **rhyme scheme, meter,** and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of **poetic forms** such as epic, lyric, and humorous poetry	7(B) analyze the **structure, prosody,** and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze **the effects of metrics; rhyme schemes;** types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among **characteristics of poetry,** including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze **the effects of** sound, **form,** figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(C) discuss elements of drama such as characters, dialogue, setting, and acts	9(C) explain structure in drama such as character tags, acts, scenes, and stage directions		8(C) analyze how playwrights develop characters through dialogue and staging		8(C) analyze how playwrights develop dramatic action through the use of acts and scenes	7(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic **irony**, and satire		7(C) analyze how the relationships among dramatic elements advance the plot	7(C) analyze and evaluate how the relationships among the dramatic elements advance the plot

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Text Structures from Poetry

Strand 5									
Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:									
(G) identify and explain the use of hyperbole	(G) identify and explain the use of anecdote	(G) explain the purpose of hyperbole, stereotyping, and anecdote	(G) explain the differences between rhetorical devices and **logical fallacies**	(G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and **logical fallacies** such as loaded language and sweeping generalizations	(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of **logical fallacies** such as bandwagon appeals and circular reasoning	(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of **logical fallacies** such as straw man and red herring arguments	(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of **logical fallacies**	(G) analyze the effects of rhetorical devices and **logical fallacies** on the way the text is read and understood	(G) analyze the effects of rhetorical devices and **logical fallacies** on the way the text is read and understood

Text Structures from Poetry

Lesson 47: Do Not Go Gentle into That Good Night

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain **rhyme scheme,** sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative **language** such as simile, metaphor, and personification that **the poet uses to create images**	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of **rhyme scheme, meter,** and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze **the structure, prosody,** and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of **metrics; rhyme schemes;** types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic **structure** in poetry across literary time periods and cultures

Villanelle

A French verse form consisting of five three-line stanzas and a final quatrain, with the first and third lines of the first stanza repeating alternately in the following stanzas. These two refrain lines form the final couplet in the quatrain.

Text Structures from Poetry

Lesson 48: I Saw in Louisiana a Live-Oak Growing

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 1									
Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:									
1(A) listen actively, ask relevant questions to clarify information, and make pertinent comments	1(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions to clarify information, and make pertinent comments	1(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately	1(A) listen actively to interpret a message, ask clarifying questions that build on others' ideas	1(A) listen actively to interpret a message by summarizing, asking questions, and making comments	1(A) engage in meaningful and respectful discourse by listening, responding appropriately, and adjusting communication to audiences and purposes	1(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes	1(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of **diction and syntax**	1(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of **diction and syntax and** rhetorical strategies	
Strand 5									
Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:									
10(F) examine how the author's use of language contributes to voice		9(F) analyze how the author's use of language contributes to the mood, voice, and tone			8(F) analyze how the author's diction and **syntax** contribute to the mood, voice, and tone of a text		8(F) evaluate how the author's diction and **syntax** contribute to the mood, voice, and tone of a text	8(F) evaluate how the author's diction and syntax contribute to the effectiveness of a text	

Text Structures from Poetry

Lesson 49: I Wandered Lonely As a Cloud

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as **simile**, metaphor, and **personification** that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

Text Structures from Poetry

Strand 5
Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

10(D) describe how the author's use of **imagery**, literal and figurative language such as **simile**, and sound devices such as onomatopoeia achieves specific purposes	10(D) describe how the author's use of **imagery,** literal and figurative language such as **simile** and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	10(D) describe how the author's use of **imagery,** literal and figurative language such as **simile** and metaphor, and sound devices achieves specific purposes	9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	9(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	8(D) analyze how the author's use of language achieves specific purposes	8(D) analyze how the author's use of language informs and shapes the perception of readers	8(D) evaluate how the author's use of language informs and shapes the perception of readers	8(D) critique and evaluate how the author's use of language informs and shapes the perception of readers

Text Structures from Poetry

Lesson 50: When You Are Old

Read									
Grade Level TEKS									
3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as **simile**, metaphor, and **personification** that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures
Strand 5									
Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:									
10(E) identify use of literary devices, including first- or **third-person** point of view	10(E) identify and understand the use of literary devices, including first- or **third-person** point of view	9(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	9(E) identify the use of literary devices, including subjective and objective point of view	9(E) identify and analyze the use of literary devices, including multiple points of view and irony	8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes	8(E) analyze the use of literary devices such as irony, sarcasm and motif to achieve specific purposes	8(E) evaluate the use of literary devices such as paradox, satire and allegory image to achieve specific purposes		

Text Structures from Poetry

10(G) identify and explain the use of hyperbole	10(G) identify and explain the use of anecdote	10(G) explain the purpose of hyperbole, stereotyping, and anecdote	9(G) explain the differences between rhetorical devices and logical fallacies	9(G) explain the purpose of rhetorical devices such as **direct address** and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations	9(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning	8(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments	8(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies	8(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood	8(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood
Strand 4									
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:									
9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	9(B) explain figurative language such as **simile**, **metaphor**, and personification that the poet uses to create images	9(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	7(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	7(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures