



## NWEA Literacy Requirements

### Give students choices of activities.

This list is intended to inspire creative thinking by students.

1. Advertisement for a book or a genre
2. Autobiography (fictional but realistic) or a character
3. “Before and After” portrait of a character representing changes
4. Biography of a character or real person, with illustrations
5. Cause, effect, indirect effects diagram
6. Debate
7. Dialogue (add to a story or historical event)
8. Diary of a character
9. Draw the setting
10. Exhibit about a time period/context
11. Figurative language list with illustrations
12. Graphic organizers with icons instead of or in addition to words
13. Hats for characters that communicate their traits
14. Illustrations for poems or stories
15. Journal that a character might have written
16. Letter—from a character to another, from you to the writer, from ... to ...
17. “Map” a story
18. Nonfiction reader’s guide
19. Novel reader’s guide
20. Poem about or “by” a character or to communicate theme
21. Poet’s Toolkit—technique list with examples
22. Questions based on a reading
23. Resume of a character
24. Song based on a story
25. Story Reader’s Guide—how to read a story
26. Story Writer’s Guide—how to write a story
27. Symbol for a character or a theme
28. Timeline for a story—with pictures showing significant events
29. Unpoem—restate a poem in a paragraph
30. Venn diagram to compare and contrast literature or nonfiction
31. Web diagram to represent a theme—including symbols or drawings
32. Write the next part of the story



## Students need opportunities to create their own stories and poems. That's a great way to learn the techniques a writer uses.

NWEA, ACT, and PARCC ask students to analyze the author's techniques.

Story Writers	Poets	Nonfiction Writers	Biographers
character traits dialogue figurative language flashback foreshadowing hyperbole imagery irony metaphor mood narrator <ul style="list-style-type: none"> <li>• first person</li> <li>• second person</li> <li>• third person</li> </ul> onomatopoeia plot twist repetition satire sensory detail simile story within a story suspense symbolism narration tone	alliteration figurative language hyperbole imagery irony metaphor meter mood narrator onomatopoeia paradox personification repetition rhyme rhythm satire sensory detail simile symbolism tone visual detail voice	allusion analogy anecdote argument captions comparison and contrast data debate description dialogue examples figurative language graph headings humor illustrations imagery narrative quotations sarcasm satire sequence of event table timeline titles and subtitles tone voice	challenges commentary conflict dialogue foreshadowing history context hyperbole imagery irony metaphor mood satire sensory detail simile suspense tone

Then ask students to write in that genre using techniques from the list.



## Poem Analyzer *Italicized items are NWEA specifications.*

Read a poem three times.

### First time, enjoy it!

CCSSR1. **Read closely** to determine what the text says **explicitly** and to **make logical inferences** from it; **cite specific textual evidence** when writing or speaking to **support conclusions** drawn from the text.

Note what you like about the poem.

Draw a picture that shows what you see when you read it.

### Second Time: Interpret It.

CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

*(191) Analyzes poem to determine main idea. (NWEA uses main idea and theme.)*

What is the theme? \_\_\_\_\_

What is one statement from the poem that best represents that theme or main idea?

*(221) Evaluates statements to choose the one which best represents the main idea of a poem*

How does the author feel about the topic? \_\_\_\_\_

*(191) Infers author's viewpoint (term not used) in poems.*

What does the writer include that tells you that? \_\_\_\_\_

### Third Time, Analyze how the writer helps you understand the poem.

CCSSR4. **Interpret words and phrases** as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

What is the mood of the poem?*(181)* \_\_\_\_\_

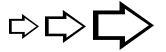
List one line that shows that mood. *(181)* \_\_\_\_\_

Look for examples of these kinds of words and phrases. List one you find (if you find it). Tell what it means.

simile (181)	
metaphor (201)	
image (201)	

**Think More** Explain how the writer helps you understand the poem. (191)

**Do More** Write your own poem about the same theme.



## Poem Interpreter

This page develops CCSSR Anchor Standard—Key Ideas and Information: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. The next page develops the analysis of author's craft and structure.

A poet is like a painter. The poet uses words to help you understand a theme or message.

Poem: \_\_\_\_\_

What do you like most about this poem?

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**Draw a picture to illustrate the poem. Show what you think the poet's message is.**

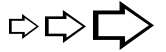
✓ What is the theme of the poem—what is the poet's message?

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Why do you think that is the message the poet wants you to understand? Give examples from the poem that support your interpretation.

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## POEM ANALYZER—Writer's Techniques

### CCSSR Anchor Standards—Craft and Structure

4. **Interpret words and phrases** as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. **Analyze the structure of texts**, including how specific sentences, paragraphs, and larger parts of the text relate to each other and the whole.

*A poet uses techniques. Look for examples of these techniques in the poem.*

Technique	Example
alliteration	
metaphor	
simile	
narrator	
rhyme	
symbol	
repetition	
onomatopoeia	

**Think about these questions.** Give evidence to support your answers.

- ✓ Choose a line you think is very important. What is the line?

\_\_\_\_\_

Why is that line important? \_\_\_\_\_

\_\_\_\_\_

- ✓ What is the mood of the poem—the feeling it has—joyful, calm, another feeling?

\_\_\_\_\_

How does the poet give the poem that mood? \_\_\_\_\_

\_\_\_\_\_

### EXCEED:

- > Write your own poem. Use poetry techniques to make your idea clear.



# Poem Writer

Common Core Writing Standard 2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Topic, feeling or theme: \_\_\_\_\_

## Start with your vision: Picture/Diagram/Idea

### Plan it here.

What ideas and examples will you put into your poem?

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### Figurative words I can use to help readers “see” my idea.




## Design a Powerful Poem

Common Core Writing Standard 2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Theme: \_\_\_\_\_

### Show your idea in a picture.

Plan your poem here. Writing a poem is like painting. You start with a sketch. Then you think of things to add to help make your idea clear. List ideas and examples you will include in your poem.

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### **Techniques Help Your Reader “Get” Your Message**

*Circle techniques you will use to help make your idea clear and interesting to a reader.*

*One box is open so you can add another technique you will use.*

alliteration	metaphor	simile	narrator	rhyme	symbol
visual detail	irony	repetition	onomatopoeia	hyperbole	

**Then write your poem. Make it powerful!**



## ANALYZE A Story

CCSSR: 1—read carefully, then infer; 3—analyze events; 2—figure out the theme

Draw or describe the setting.

Decide who the most important characters are.  
Tell about two of them in this chart.

Character	Traits	Evidence

List the three most important events in the story.

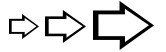
Event	Why It Is Important	Why the Writer Included It

What is the theme of the story?

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What techniques did the writer use to help readers understand that idea?





## What's a good way to learn about the techniques a writer uses to write a story? Plan a story!

CCSSW 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

What is the message or theme—what do you want the reader to understand?

What genre will you use? \_\_\_\_\_

Describe the **Setting** with at least 2 details: \_\_\_\_\_

Main Characters: Describe two important characters.

Character	List at least two traits

Challenge: What problem will the characters face? \_\_\_\_\_

Response: How will the characters resolve it? \_\_\_\_\_

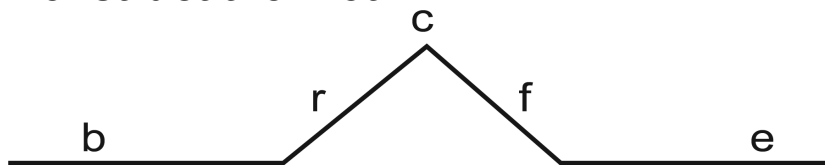
How will the main character change, or what will that character learn?

### Check Your Progress

Focus	Insufficient	Developing	Meeting	Exceeding
Characters and Setting	No details provided	Provides a few details	Lists 2 character traits, 2 setting details	Provides more than 2 traits and details.
Character development	Not relevant or no response.	Provides some information	Identifies change	Explain how character develops.
Problem and Solution	Not relevant or no response.	Provides partial information	Completes information	Completes information and relates to theme
Theme	Not relevant or no response.	Lists topic instead of theme	Provides theme	Provides theme; it aligns with literary models.



## Construct the Plot



**b** beginning/exposition    **r** rising action    **c** climax    **f** falling action    **e** end/resolution

*What happens? In just a few words tell the plot. Be sure to use the events to help your reader understand the theme.*

<i>b</i>	
<i>r</i>	
<i>c</i>	
<i>f</i>	
<i>e</i>	

How does your plot communicate the theme? \_\_\_\_\_

\_\_\_\_\_

Who will narrate? \_\_\_\_\_

Why did you choose that narrator? \_\_\_\_\_

### Check Your Progress

<b>Focus</b>	<b>Insufficient</b>	<b>Developing</b>	<b>Meeting</b>	<b>Exceeding</b>
<i>Plot</i>	<i>Not provided or not related to theme</i>	<i>Some parts listed, not classified appropriately; related to theme</i>	<i>Completed; appropriately classified; some parts relate to theme</i>	<i>Completed; appropriately classified; clear relationship to theme</i>
<i>Narrator</i>	<i>No response</i>	<i>Identified without reason</i>	<i>Identified with reason</i>	<i>Identified with reason relating to effective writing</i>



**Write a Play to Communicate the Theme of a Story**

(Can be applied to a real event.)

CCSSR1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Story: \_\_\_\_\_

What happened—list the important events.

How it starts: \_\_\_\_\_

What happens next? \_\_\_\_\_

How it ends. \_\_\_\_\_

What's the **theme**?

\_\_\_\_\_

Why do you think that is the theme?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Who are the important characters?

Who	Trait	Action	What happens because of that action?



**Dialogue: Write what characters might say.**

\_\_\_\_\_ :

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ :

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\_\_\_\_\_

Keep writing—use more pages to retell the story as a play.



## Nonfiction Writers Explain Ideas

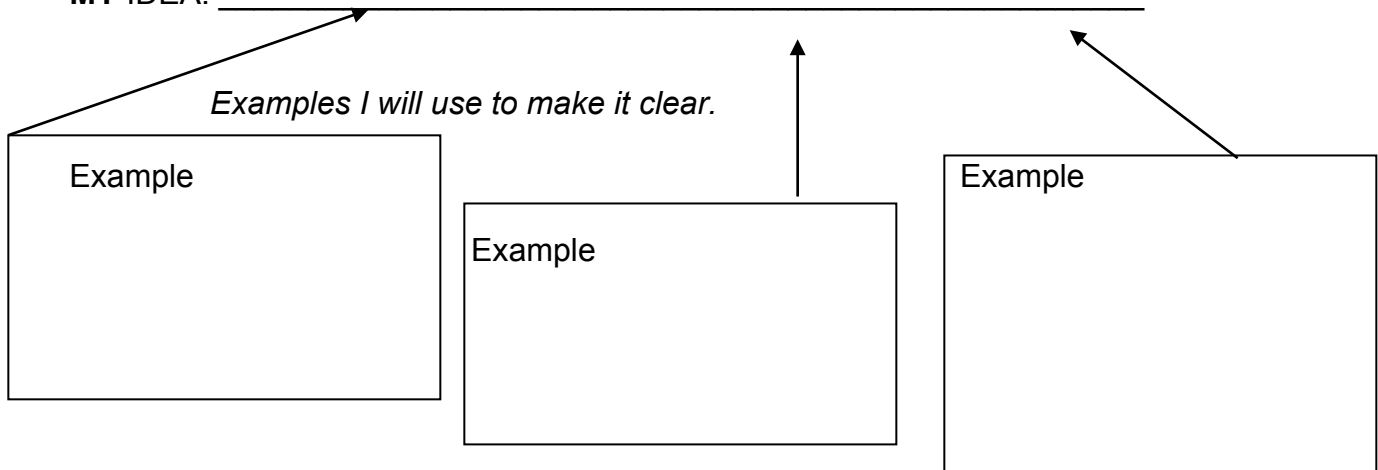
An idea is a way of thinking about something. For example, Chicago is the name of a city. **But that is just a topic. It's not an idea.**

**Here is an idea about the topic: Chicago is a big busy city.** That is an idea, a way of thinking about the city.

Organize your own plan for a passage about Chicago.

TOPIC: Chicago

MY IDEA: \_\_\_\_\_



### Write to support your idea.

Use some of these nonfiction writing techniques.

allusion	analogy	anecdote	argument
captions	comparison	contrast	data
debate	description	dialogue	examples
figurative language	graph	headings	humor
illustrations	imagery	narrative	quotations
sarcasm	satire	sequence of events	table
timeline	titles and subtitles	tone	



## Nonfiction Readers Look for Ideas

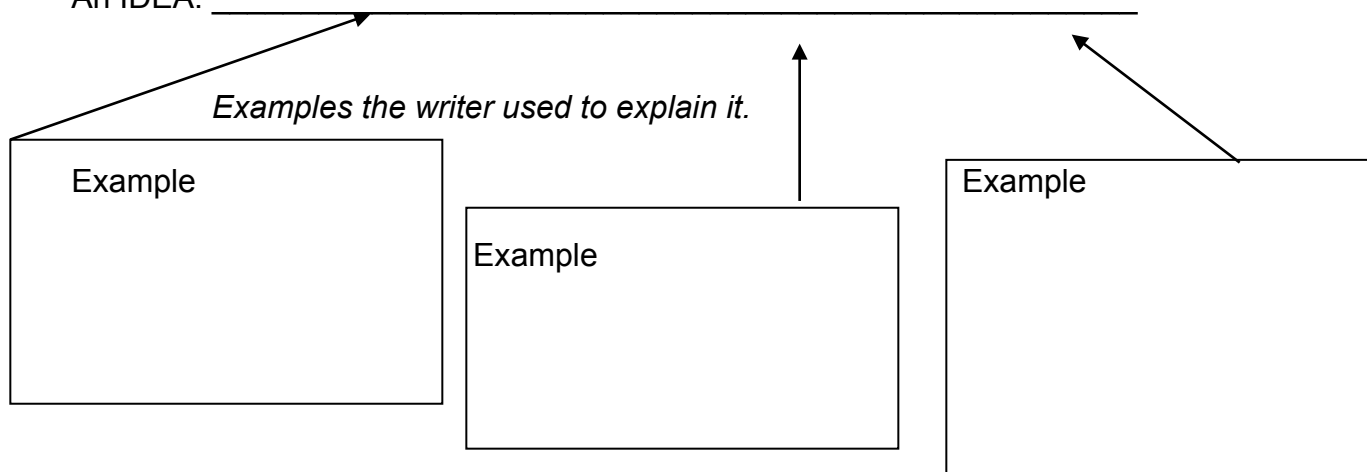
An idea is a way of thinking about something. For example, Chicago is the name of a city. **But that is just a topic. It's not an idea.** Here is an idea about Chicago: **Chicago is a big busy city.**

You can figure out the main idea two ways. You can start with what you think is the main idea and look for information and examples that support it. Or you can start with information and use that to infer the main idea they support.

Read a nonfiction passage and tell what an important idea is that you learn.

TOPIC: \_\_\_\_\_

An IDEA: \_\_\_\_\_



### How did the writer help you figure out the ideas?

Put X next to the techniques the writer used. Then put the name of the technique next to the place in the passage where the writer used it.

	allusion		analogy		anecdote
	argument		captions		comparison and
	contrast		data		debate
	description		dialogue		examples
	figurative language		graph		headings
	humor		illustrations		imagery
	narrative		quotations		sarcasm
	satire		sequence of events		table
	timeline		titles and subtitles		tone