

POETIC ELEMENTS & OPTIONS

Below are poetic elements & options to try out, experiment with, & explore when writing your poems. Unlike other forms of writing, poetry doesn't necessarily have to conform to limits or formats of any kind, although it can. Poems can be as long as books or two lines long. They don't have to rhyme or follow any kind of rhythm structure or scheme, or they can be rigidly formulaic. Poetry is limitless in its possibilities, not only in terms of content but also in form.

Sound - Read your poem out loud.

- Does your poem sound the way you want it to when you read it aloud?
- Consider whether or not the piece will hold a reader's interest.
- Have you linked & chunked well chosen, mood generating words together in a way that leaves the reader hungry for more?

Rhythm - Repeated pattern, movement, & sound build involvement in poem.

- Would poem benefit from having an obvious rhythm? (meter, beat)
- Does poem invite reader to honor it with verbal participation, stressing the beat with a foot tap, a hand clap, a sway, a hop, a jump, or a skip?
- How does the rhythm reinforce & create meaning in the poem?
- Will it help guide the reader through the poem?

Sensory Image/Detail - Sensory images help reader connect deeply to poetry.

- Have you included sensory images? (Ex: visual, smell, taste, sound, touch, or feeling)
- Sensory images are used to form unique interpretations by the poet & the reader.
- Sensory images assist reader in drawing conclusions about poem.

Poetic techniques - Be selective with word choices & vocabulary used.

- Does the poem use alliteration, assonance, repetition/refrain, onomatopoeia, or other poetic techniques to achieve its purpose?

Figurative Language - Use imaginative language to sharpen descriptions.

- Use metaphors, similes, hyperbole to amplify meaning, description, emotion, etc.
- Try personification - give human qualities to nonhumans. (Ex: the moon winked).
- Use idioms carefully - for style, description. (Ex: change of heart, play it by ear)

Rhyme - At ends of lines, alternate, internal, free verse

- Decide whether or not the poem should have a rhyme scheme.
- Will a rhyme scheme support the reader or distract them?
- Do the rhymes sound natural or contrived/forced?
- Remember, though, that rhyme is not required for a good poem, many good poems do not rhyme but have other strengths, such as imagery & sound.

Humor - Some poetry lends itself to humor.

- Could the images, figurative language, word play, or subject matter you've chosen tickle the fancies of the reader? Experiment with tone.

I TURNED THIS PIECE IN (CHECK ONE OPTION):

- GOOGLE CLASSROOM date: _____
- PRINTED & ATTACHED TO SHEET date: _____

HIGHLIGHTING

DIRECTIONS:

Use highlighters to mark each of the Poetic Elements & Options you've used in your *best draft*. Each element will be a different color. [For example, if you use any figurative language, highlight it light green.]

COLORS FOR ELEMENTS & OPTIONS

[Each poem you compose will lend itself to different elements, so don't be concerned if you aren't highlighting every element every time, but do explore your options.]

→ FIGURATIVE LANG. - light green

→ SENSORY DETAILS - orange

→ RHYTHM - light blue

→ POETIC TECHNIQUES - pink

→ Spelling, punctuation - yellow

→ RHYME SCHEME - underline

→ HUMOR - italics

→ **SO WHAT?** (Questions to ask yourself)

Emotional Intensity

- Does every word work to heighten the feelings conveyed?

- Are the words nonsensical, pushed in, embellished or elaborated; minimal?

- Do the words evoke appropriate feelings & sensations in relation to subject matter?

Substance/Purpose

- Does the poem offer substance?
- Does poem say as much as it can with the fewest amount of unnecessary words?

ELEMENTS FOR EDITING

- When drafting, **DO NOT** try to "write a poem."

JUST WRITE - edit & revise as you go

- When nearing the finish, READ POEM AT LEAST TWICE, ALOUD.

- BE DESCRIPTIVE (with your words)

- ZOOM IN ON DETAILS

- USE VIVID VERBS & ADJECTIVES

- CHECK YOUR LINE BREAKS.**

- Consider chunks of ideas - STANZAS could be helpful

- BE DELIBERATE ABOUT WHICH WORDS ARE

CAPITALIZED & which are not, especially at the beginning of a line; don't let computer choose for you

- PAY ATTENTION TO PUNCTUATION**

- BREAK OUT A THESAURUS - force yourself to experiment with word choices**

- EDIT YOUR WORK CAREFULLY** - "Even when it breaks your egocentric scribbler's heart, kill your darlings" - William Faulkner & Stephen King

FORMATTING

- Font type & size may vary (both should be meaningful choices for poem; NOT random)

- QUALITY VS. QUANTITY** (length of poem)

- Spacing choices may vary (also meaningful)

- Correct paper heading for **POETRY** (title at top, first & last name, & period at bottom of poem)

- SPELL CHECKED** (add new words to your personal spelling list)

- TITLE** (original, interesting, creative, & may contain clues into poem's meaning; make bold & underline title as well)

- Peer edit: _____

- Home edit: _____

- Title: _____

- Poem #: _____

Directions: Examine your poem & once you've checked off the editing items that best pertain to your piece, then check the boxes (as you self-edit) & highlight your *best draft*. DO NOT turn in your piece until all of edits/revisions are made. DON'T FORGET TO CHECK WHERE YOU ARE TURNING IN YOUR WORK. Also, fill in the title, who peer edited & have a home edit signature. Self-eval on back, using yellow highlighter.

Name: _____

Date: _____

Period: _____

SELF-EVALUATE IN YELLOW HIGHLIGHTER

Standard W.3.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

Skills	Developing Proficiency DP	Close to Proficient CP	Proficient P	Highly Proficient HP
Ability to captivate the reader	Unfocused, author seems unsure of direction or intent.	Some focus, but lacks continuity.	Well-focused and interests the reader throughout.	Captivates and involves the reader deeply.
Sensory Images	Difficult to visualize image or emotion.	Some use of image, idea, or emotion.	Clear use of sensory images to portray images or emotions.	Vivid, intense, affective images and deeply held emotion are present.
Use of language	Imprecise or inappropriate choice of words.	Expresses thoughts marginally.	Appropriate choice of language.	Uses rich, imaginative, affective, and/or figurative language.
Conventions (line breaks, spelling, capitalization, and punctuation)	Arbitrary use of line breaks, spelling, capitalization, and punctuation.	Some meaningful or intentional use of conventions.	Uses conventions to create meaning for the reader.	Conventions enhance the meanings and emotions of the poem.

Peer edit - You (the writer) tell peer what you want from this edit by writing your request below. (HINT: Consider the Standards & the requirements of the mode in which piece is written). The peer answers the sentence starters that will most support the writer's process and next draft of their writing. Then, the two of you should discuss the comments so the writer understands what to do next.

Peer's name: _____ Date of edit: _____ per. _____

Questions	Responses
Writer: What specifically would you like your peer to edit?	
Peer: What Worked Well (WWW)?	
Peer: Even Better If...	
Peer: I noticed...	
Peer: I wondered...	

Home edit: Make use of the Highlighting/Editing Checklist/Requirements sheet to assist with comments & support for the writer. Have parent peruse the Standards as well. Have parental unit sign Editing Checklist to acknowledge that the editing has indeed occurred.