FICTION | 2ND GRADE | RL.2.4

POETRY
words & phrases

LEXILE

TRUSTED BY OVER 2,000 TEACHERS

Poetry

Name: _____ Date: _____

The Rainbow
By Christina Rossetti



Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier than these.
There are bridges on the rivers,
As pretty as you please;

Words and Phrases in Poetry

Answer the following Questions. Underline the text evidence in the color shown.

1. What is the main idea of this poem?

2. Tap out the rhythm of the poem. Describe the rhythm. What mood does this create?
   a. The rhythm is uneven and slow. This creates a calm mood.
   b. The rhythm is steady and repeats. This creates a calm mood.
   c. The rhythm is fast and uneven. This creates a humorous mood.
   d. The rhythm is irregular and doesn't repeat. This creates a mysterious mood.

3. What are examples of words that rhyme in the poem? Why do you think the author chose to rhyme these words?
   a. sky and these rhyme
   b. rivers and seas rhyme
   c. heaven and sky rhyme
   d. please

Words and Phrases in Poetry

4. What words or phrases does the author repeat? Why?

use alliteration?

v does the author's choice of

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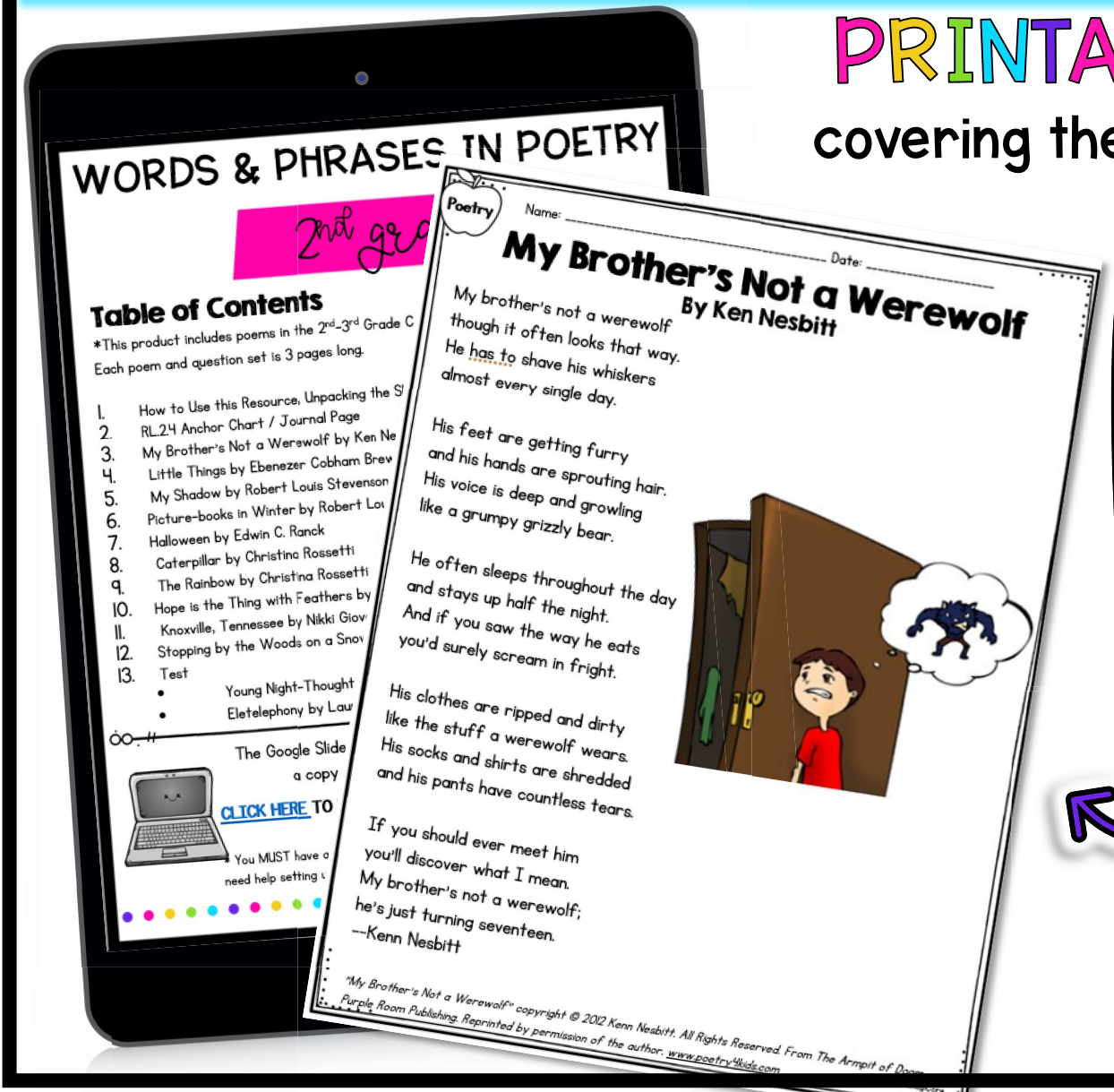
WHAT'S INSIDE?



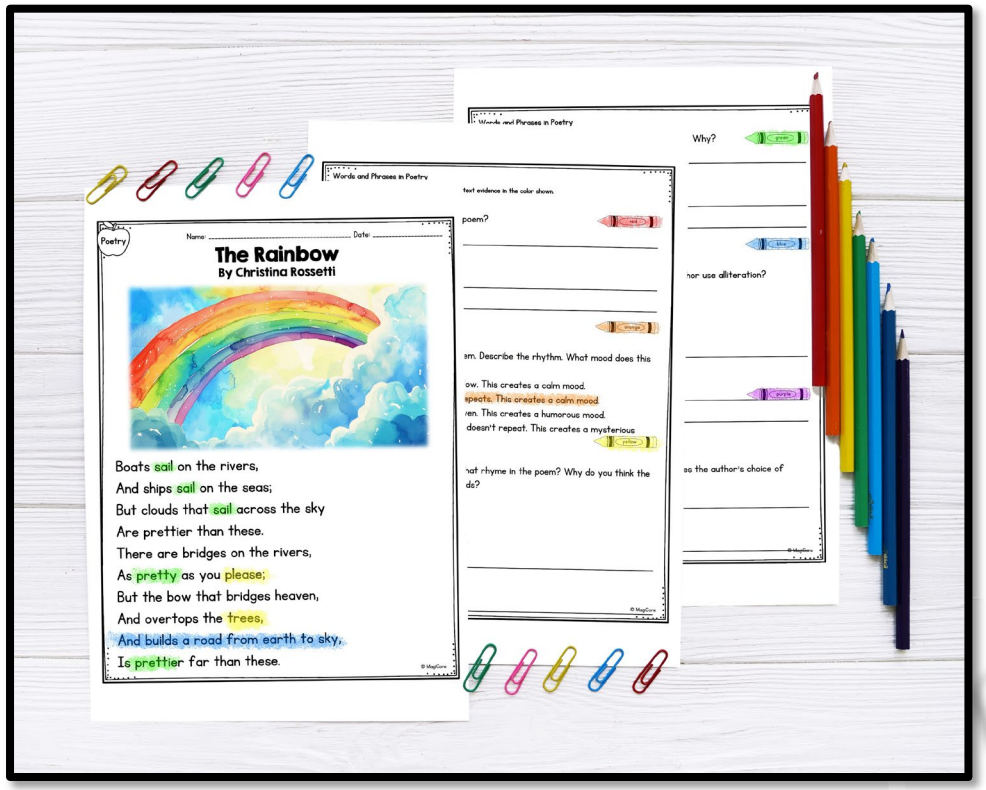
PRINTABLE PDFs and **DIGITAL** Google Slides covering the 2nd and 3rd grade text complexity band with Certified Lexile Levels.

- Anchor charts and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable and Google Slides Included

LEXILE®

10 FICTION PASSAGES



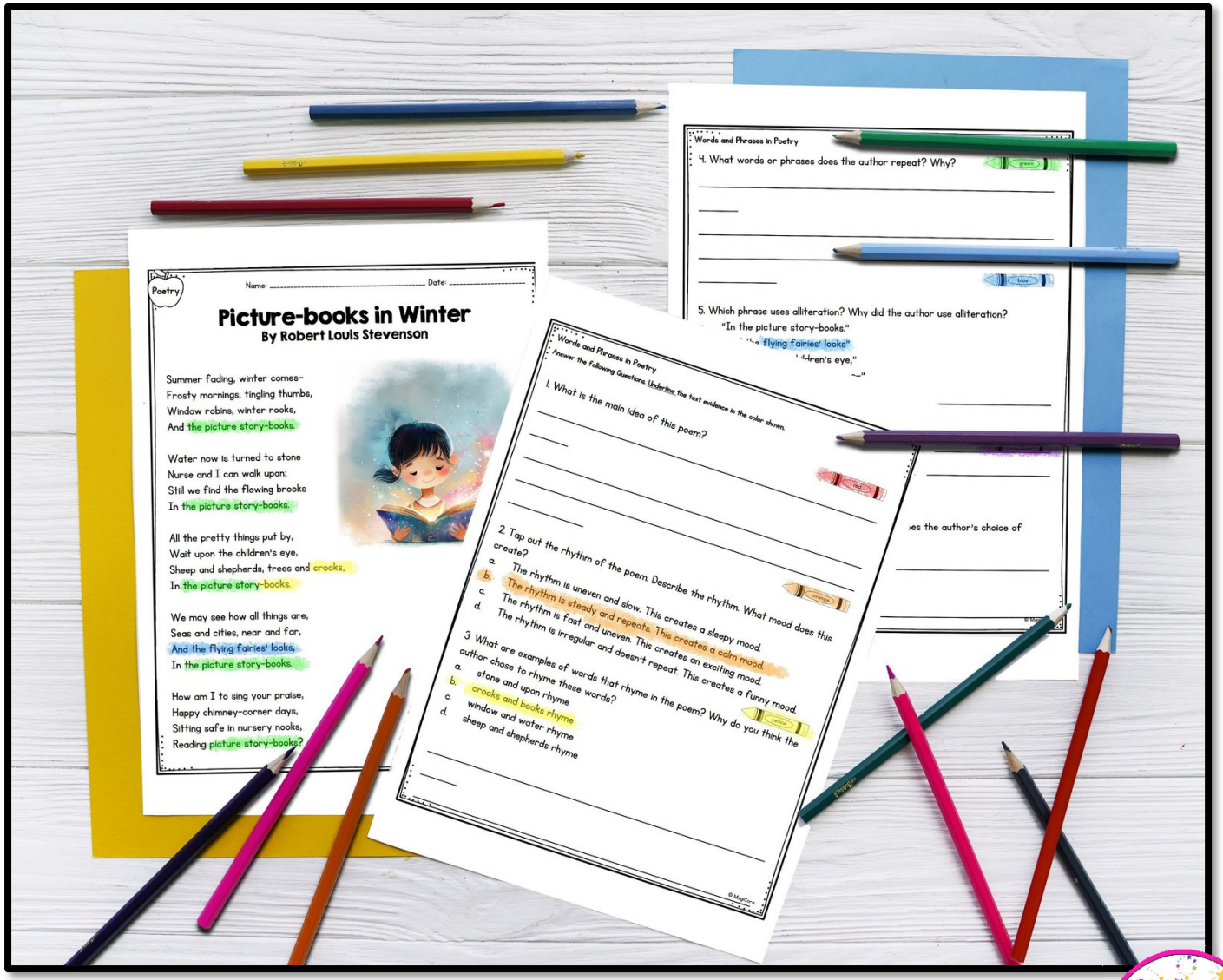


- Variety of poems with different moods to increase comprehension AND curiosity.
- Dive into poems to learn poetic elements.

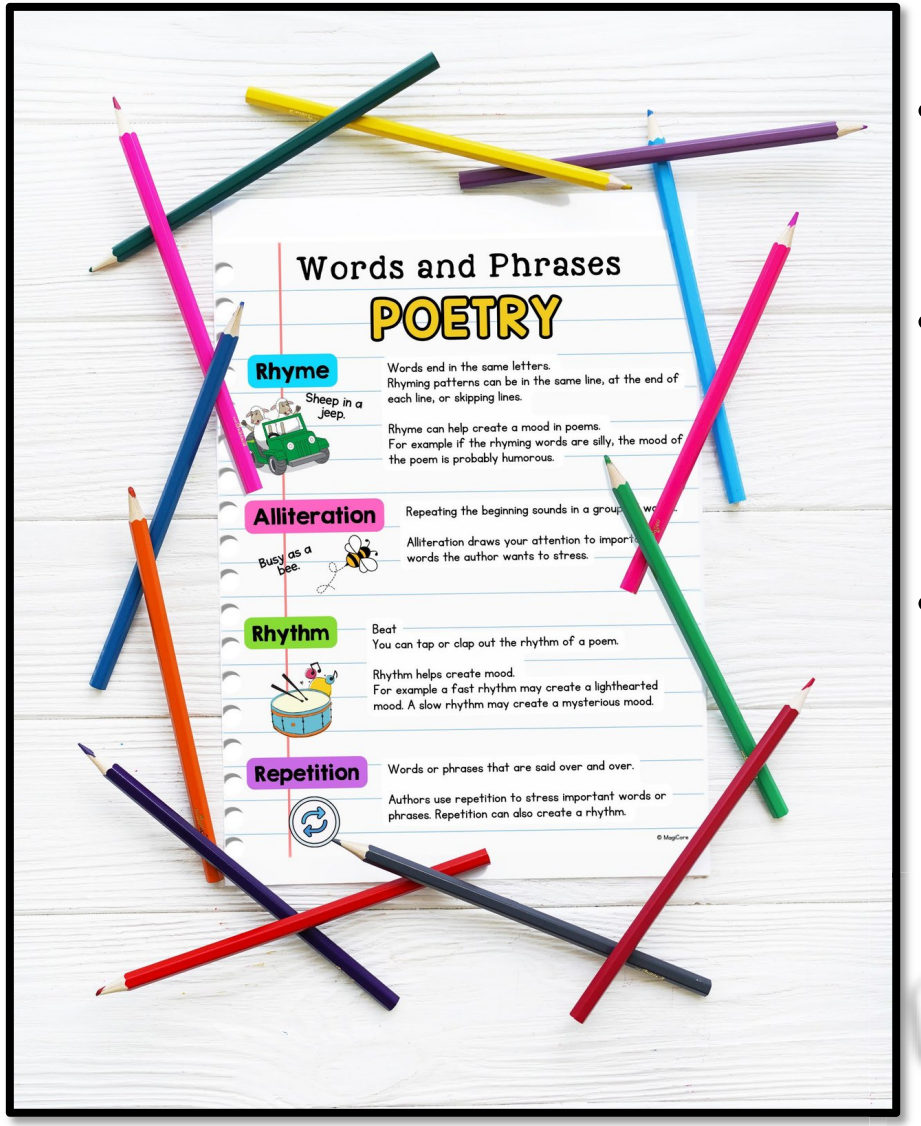
- Learn in color! Visual cues reinforce text evidence
- Teachers can quickly check student work.

QUESTIONS

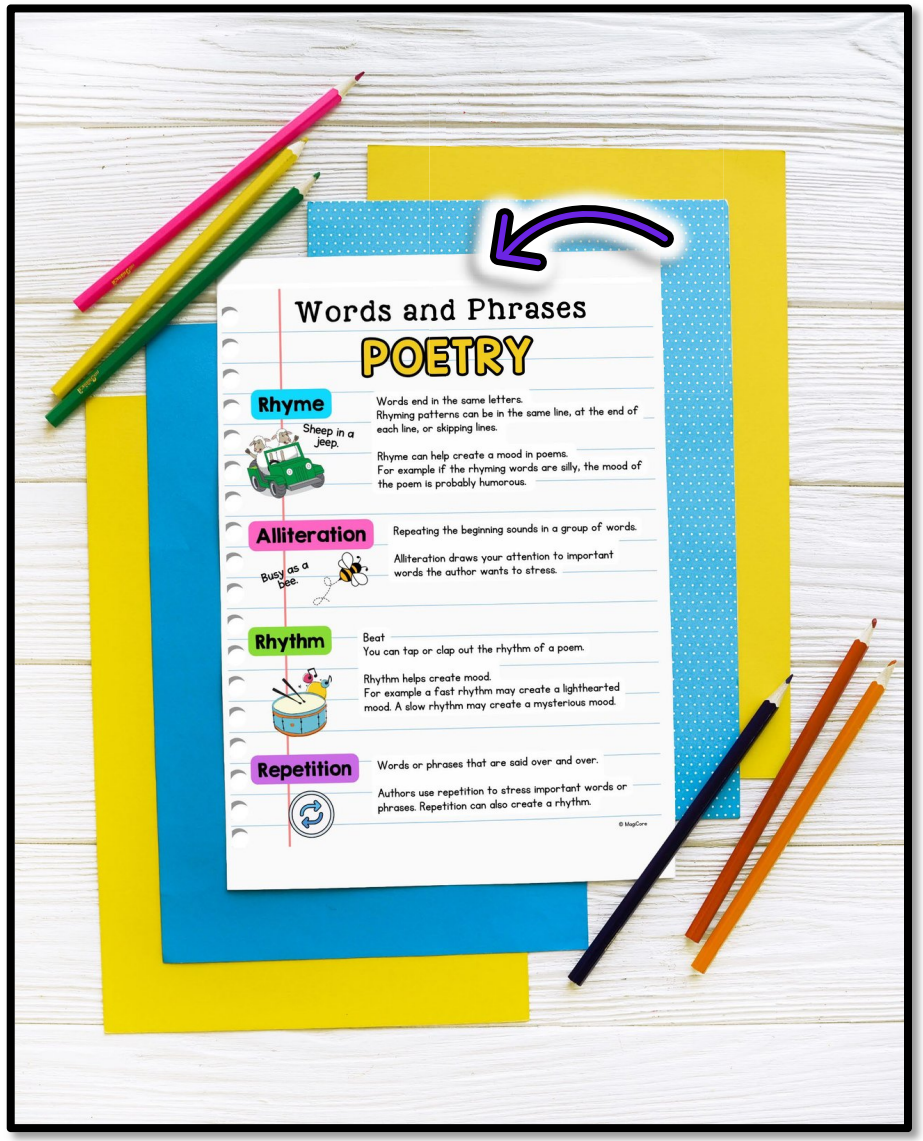
- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning



ANCHOR CHARTS



- 2 Anchor charts
- Use to introduce the skill
- Students reference throughout the unit



Students learn about poetic elements including rhyme, alliteration, rhythm, and repetition.

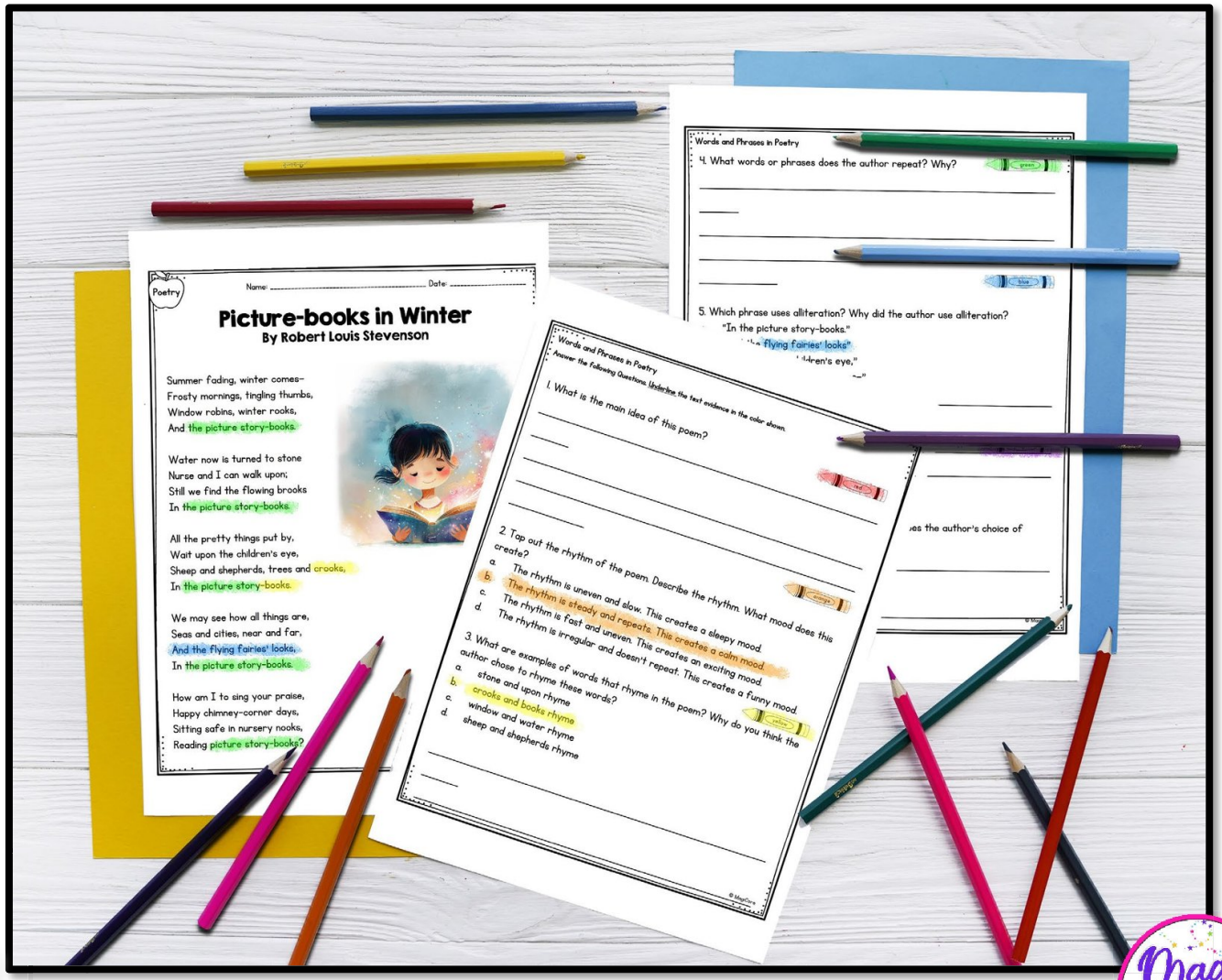
ASSESSMENTS

- Same format as practice
- Two tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments



WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Diverse genres
- Scaffold approach will help your students meet grade level expectations.
- Classroom tested! Trusted by over 2,000 teachers... and counting!



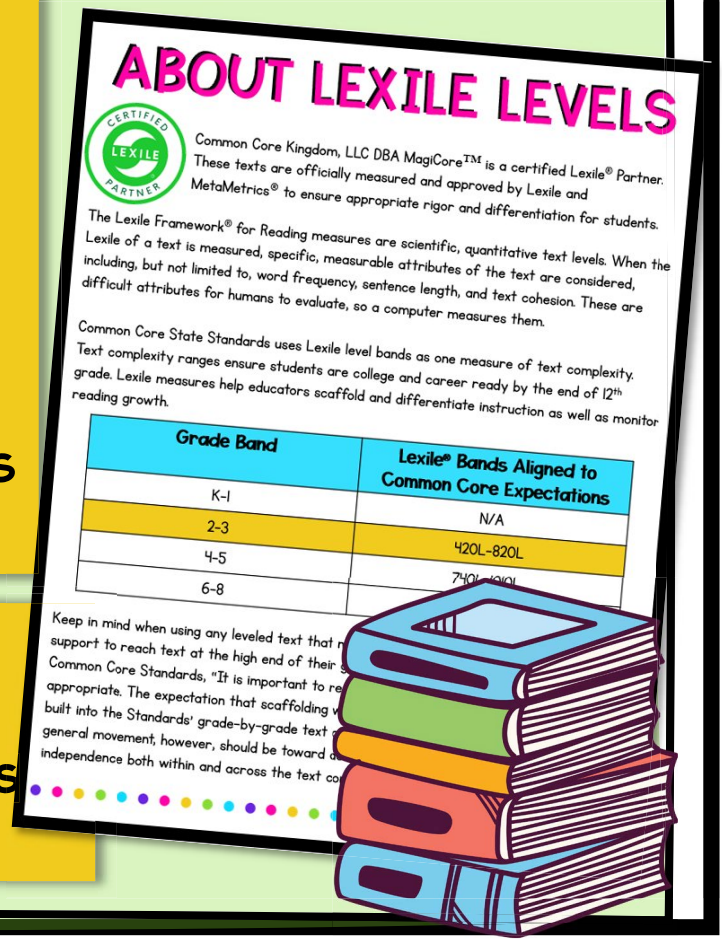
ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of nonfiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposure to linguistic and textural features, putting them further behind.

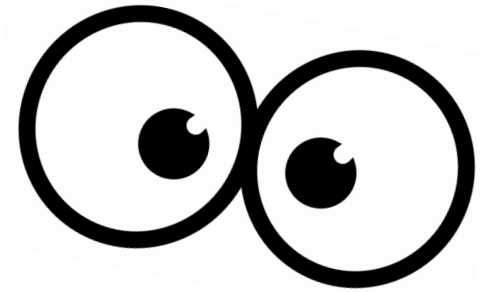
Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.



Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

TAKE A PEEK



WORDS & PHRASES IN POETRY

2nd grade

Table of Contents

*This product includes poems in the 2nd-3rd Grade Common Core Text Complexity Band. Each poem and question set is 3 pages long.

1. How to Use this Resource, Unpacking the Skill, Scaffolding for Success
2. RL.2.4 Anchor Chart / Journal Page
3. My Brother's Not a Werewolf by Ken Nesbitt
4. Little Things by Ebenezer Cobham Brewer
5. My Shadow by Robert Louis Stevenson
6. Picture-books in Winter by Robert Louis Stevenson
7. Halloween by Edwin C. Ranck
8. Caterpillar by Christina Rossetti
9. The Rainbow by Christina Rossetti
10. Hope is the Thing with Feathers by Emily Dickinson
11. Knoxville, Tennessee by Nikki Giovanni
12. Stopping by the Woods on a Snowy Evening by Robert Frost
13. Test
    - Young Night-Thought by Robert Louis Stevenson
    - Eletelephony by Laura Richards



The Google Slides version of this resource requires that you make a copy of the resource to your own Google Drive.

CLICK HERE TO MAKE A COPY OF THIS RESOURCE TO YOUR GOOGLE DRIVE.

* You MUST have a Google account in order to access this resource. Click HERE if you need help setting up a Google account.

ABOUT LEXILE LEVELS

MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."

Words and Phrases

POETRY

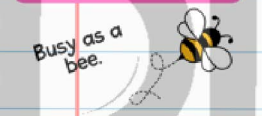
Rhyme



Words end in the same letters.
Rhyming patterns can be in the same line, at the end of each line, or skipping lines.

Rhyme can help create a mood in poems.
For example if the rhyming words are silly, the mood of the poem is probably humorous.

Alliteration



Repeating the beginning sounds in a group of words.

Alliteration draws your attention to important words the author wants to stress.

Rhythm



Beat
You can tap or clap out the rhythm of a poem.

Rhythm helps create mood.
For example a fast rhythm may create a lighthearted mood. A slow rhythm may create a mysterious mood.

Repetition



Words or phrases that are said over and over.

Authors use repetition to stress important words or phrases. Repetition can also create a rhythm.

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AND ANOTHER PEEK

Poetry

Name: _____ Date: _____

My Shadow

By Robert Louis Stevenson



I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow–
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward, you can see;
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

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Words and Phrases in Poetry

Answer the following Questions. Underline the text evidence in the color shown.

1. What is the main idea of this poem? (red)

2. Tap out the rhythm of the poem. Describe the rhythm. What mood does this create? (orange)
   a. The rhythm is uneven and slow. This creates a scary mood.
   b. The rhythm is steady and repeats. This creates a calm mood.
   c. The rhythm is fast and uneven. This creates an exciting mood.
   d. The rhythm is quick and repeats. This creates a lighthearted mood.

3. What are examples of words that rhyme in the poem? Why do you think the author chose to rhyme these words? (yellow)
   a. me and head rhyme
   b. head and bed rhyme
   c. heels and head rhyme
   d. sometimes and shoots rhyme

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Words and Phrases in Poetry

4. What words or phrases does the author repeat? Why? (green)

5. Which phrase uses alliteration? Why did the author use alliteration? (blue)
   a. "He hasn't got a notion of how children ought to play,"
   b. "He is very, very like me from the heels up to the head"
   c. "And what can be the use of him is more than I can see."
   d. "The funniest thing about him is the way he likes to grow–"

6. Describe the meaning behind this poem. How does the author's choice of language contribute to the meaning? (purple)

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CHECK THIS OUT TOO!

Poetry

Name: _____ Date: _____

Halloween

By Edwin C. Ranck



A night when witches skim the air,
When spooks and goblins climb the stair;
When bats rush out with muffled wings,
And now and then the door-bell rings;
But just the funniest thing of all
Is 'cause you can't see when they call.

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Words and Phrases in Poetry

Answer the following Questions. Underline the text evidence in the color shown.

1. What is the main idea of this poem? (red)

2. Tap out the rhythm of the poem. Describe the rhythm. What mood does this create? (orange)
   a. The rhythm is steady and even. This creates a calm mood.
   b. The rhythm is steady and slow. This creates a spooky mood.
   c. The rhythm is uneven and slow. This creates a sleepy mood.
   d. The rhythm is fast and irregular. This creates an exciting mood.

3. What are examples of words that rhyme in the poem? Why do you think the author chose to rhyme these words? (yellow)
   a. air and stair rhyme
   b. rings and call rhyme
   c. stair and rings rhyme
   d. skim and spooks rhyme

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Words and Phrases in Poetry

4. Which line appeals to the readers sense of hearing? (green)
   a. A night when witches skim the air
   b. When spooks and goblins climb the stair;
   c. When bats rush out with muffled wings,
   d. But just the funniest thing of all

5. What does the following line from the poem mean? (blue)

And now and then the door-bell rings;

6. Describe the meaning behind this poem. How does the author's choice of language contribute to the meaning? (purple)

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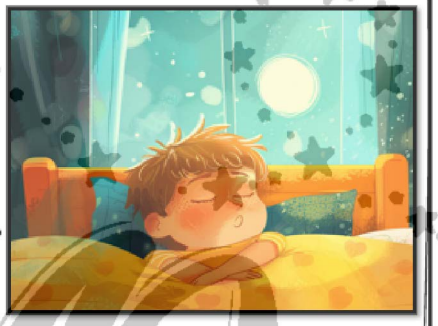
UPGRADE THEIR SKILLS!

Poetry

Name: _____ Date: _____

Test: Young Night-Thought

By Robert Louis Stevenson



All night long and every night,
When my mama puts out the light,
I see the people marching by,
As plain as day before my eye.

Armies and emperors and kings,
All carrying different kinds of things,
And marching in so grand a way,
You never saw the like by day.

So fine a show was never seen
At the great circus on the green;
For every kind of beast and man
Is marching in that caravan.

As first they move a little slow,
But still the faster on they go,
And still beside me close I keep
Until we reach the town of Sleep.

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Words and Phrases in Poetry

Answer the following Questions. Underline the text evidence in the color shown.

1. What is the main idea of this poem? (red)

2. Tap out the rhythm of the poem. Describe the rhythm. What mood does this create? (orange)

a. The rhythm is irregular. This makes the poem sound exciting like a parade.
b. The rhythm is steady and repeats. This sounds like someone going to sleep.
c. The rhythm is fast and uneven. This creates an excited feeling of a circus.
d. The rhythm repeats but also has lines that do not follow the rhythm. The lines that have a repetitive rhythm sound like marching.

3. What are examples of words that rhyme in the poem? Why do you think the author chose to rhyme these words? (yellow)

a. beast and man rhyme
b. slow and sleep rhyme
c. kings and things rhyme
d. green and caravan rhyme

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Words and Phrases in Poetry

4. What are three things the author imagines marching? (green)

1. _____
2. _____
3. _____

5. What does the following lines from the poem mean? (blue)

And still beside me close I keep
Until we reach the town of Sleep.

6. Describe the meaning behind this poem. How does the author's choice of language contribute to the meaning? (purple)

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UPGRADE THEIR SKILLS!

The WORDS & PHRASES SKILL PACK Contains:

- Reading Comprehension Passage Unit
- Skill Focused Lesson Plans
- Digital Mini-Lessons
- Guided Reading Packet
- Printable Task Cards
- Boom Learning Task Cards



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- More than 250 Lexile-leveled passages
- Anchor charts
- Questions focused on skills for each standard



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- anchor charts
- questions focused on skills for each standard