

# POETRY

words & phrases



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?



Does the author's choice of



# WHAT'S INSIDE?

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

**WORDS & PHRASES IN POETRY**

*2nd grade*

**Table of Contents**  
\*This product includes poems in the 2<sup>nd</sup>-3<sup>rd</sup> Grade C  
Each poem and question set is 3 pages long.

1. How to Use this Resource, Unpacking the S
2. RL24 Anchor Chart / Journal Page
3. My Brother's Not a Werewolf by Ken Ne
4. Little Things by Ebenezer Cobham Brev
5. My Shadow by Robert Louis Stevenson
6. Picture-books in Winter by Robert Lo
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
11. Knoxville, Tennessee by Nikki Gio
12. Stopping by the Woods on a Snow
13. Test

• Young Night-Thought  
• Etelephony by Lau

The Google Slide  
a copy  
[CLICK HERE TO](#)  
You MUST have c  
need help setting!

**Poetry** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**My Brother's Not a Werewolf**  
By Ken Nesbitt

My brother's not a werewolf  
though it often looks that way.  
He has to shave his whiskers  
almost every single day.

His feet are getting furry  
and his hands are sprouting hair.  
His voice is deep and growling  
like a grumpy grizzly bear.

He often sleeps throughout the day  
and stays up half the night.  
And if you saw the way he eats  
you'd surely scream in fright.

His clothes are ripped and dirty  
like the stuff a werewolf wears.  
His socks and shirts are shredded  
and his pants have countless tears.

If you should ever meet him  
you'll discover what I mean.  
My brother's not a werewolf;  
he's just turning seventeen.  
—Kenn Nesbitt

\*"My Brother's Not a Werewolf" copyright © 2012 Kenn Nesbitt. All Rights Reserved. From The Armist of Doors  
Purple Room Publishing. Reprinted by permission of the author. [www.poetry4kids.com](http://www.poetry4kids.com)

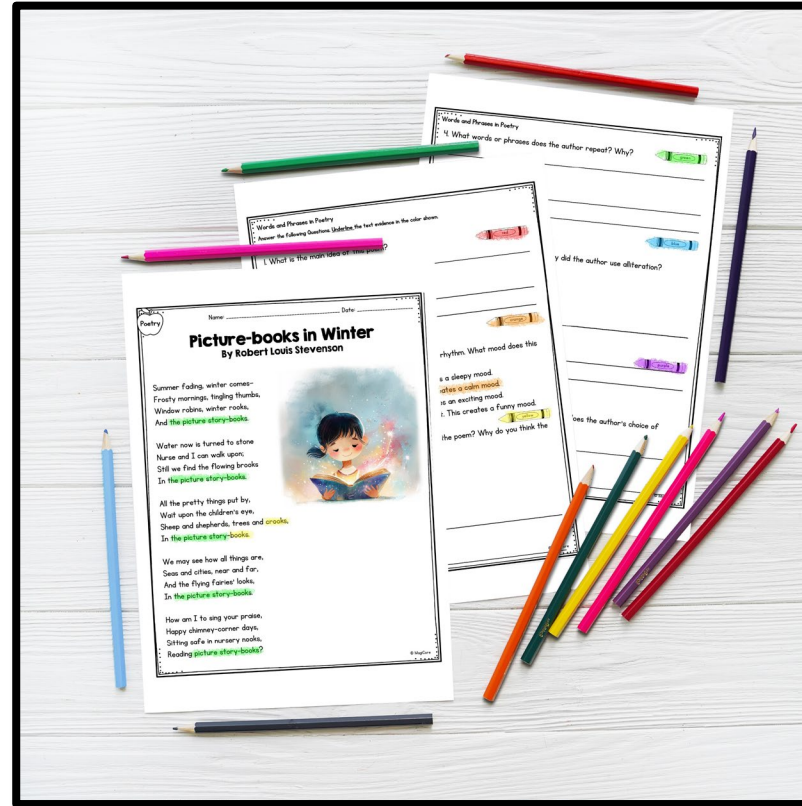
- Anchor charts and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable and  
Google  
Slides Included





# 10 FICTION PASSAGES

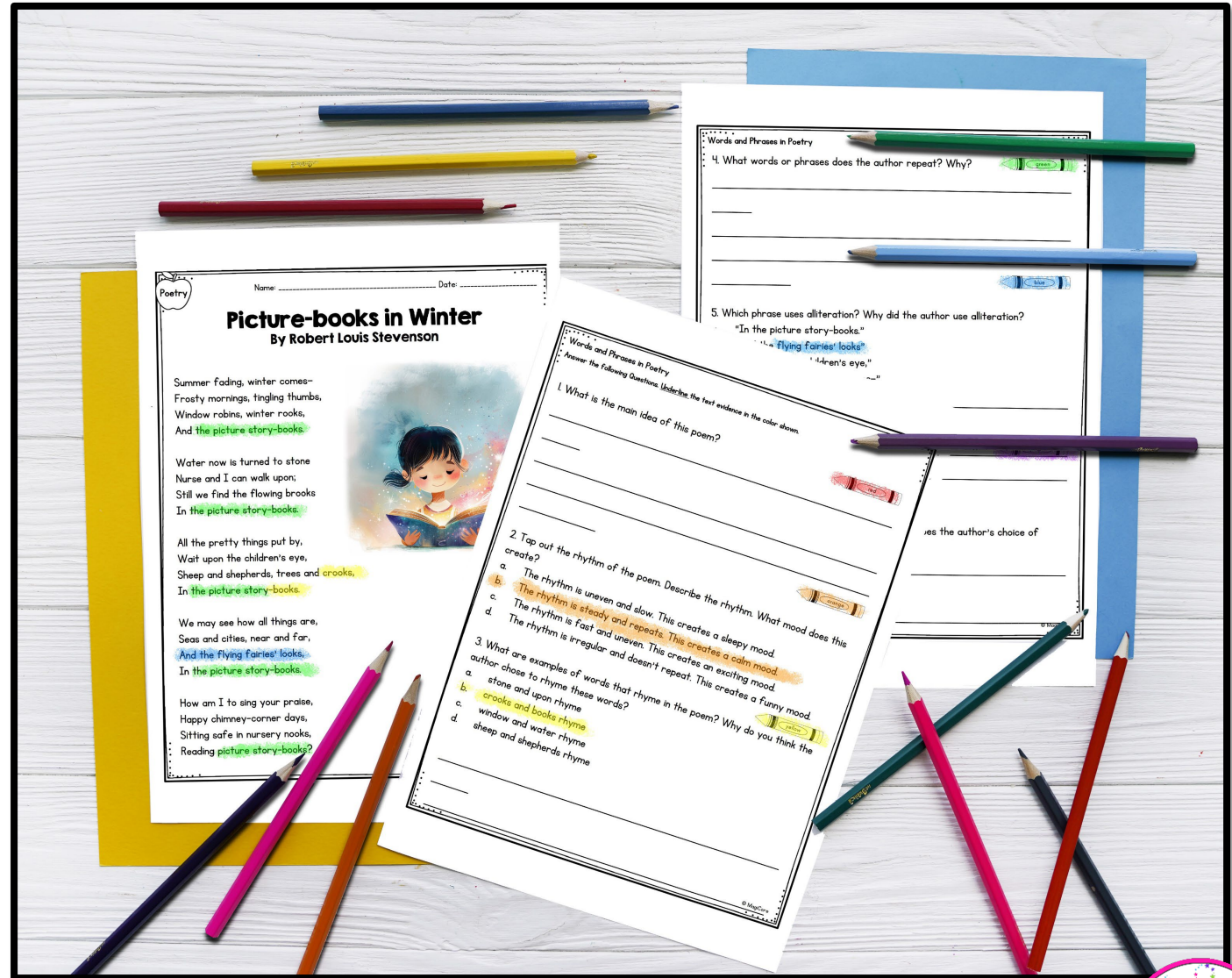


- Variety of poems with different moods to increase comprehension AND curiosity.
- Dive into poems to learn poetic elements.

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

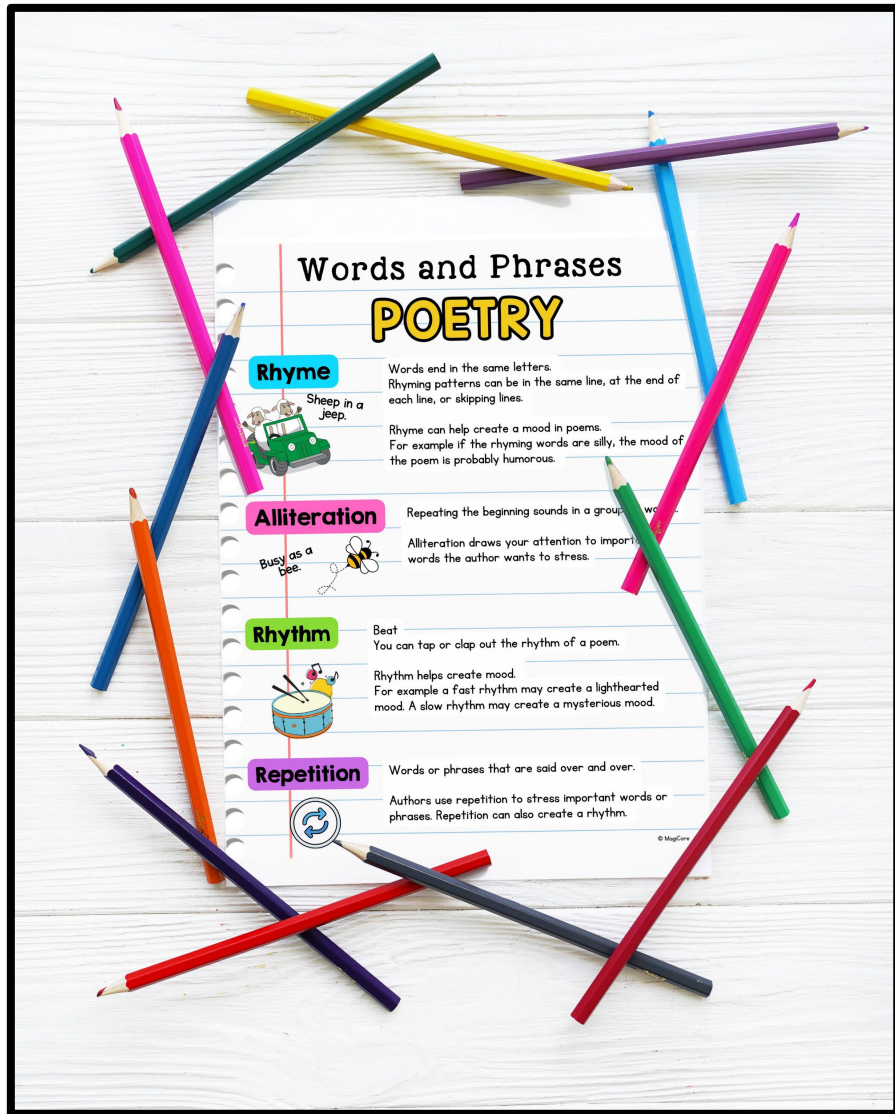
# QUESTIONS

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

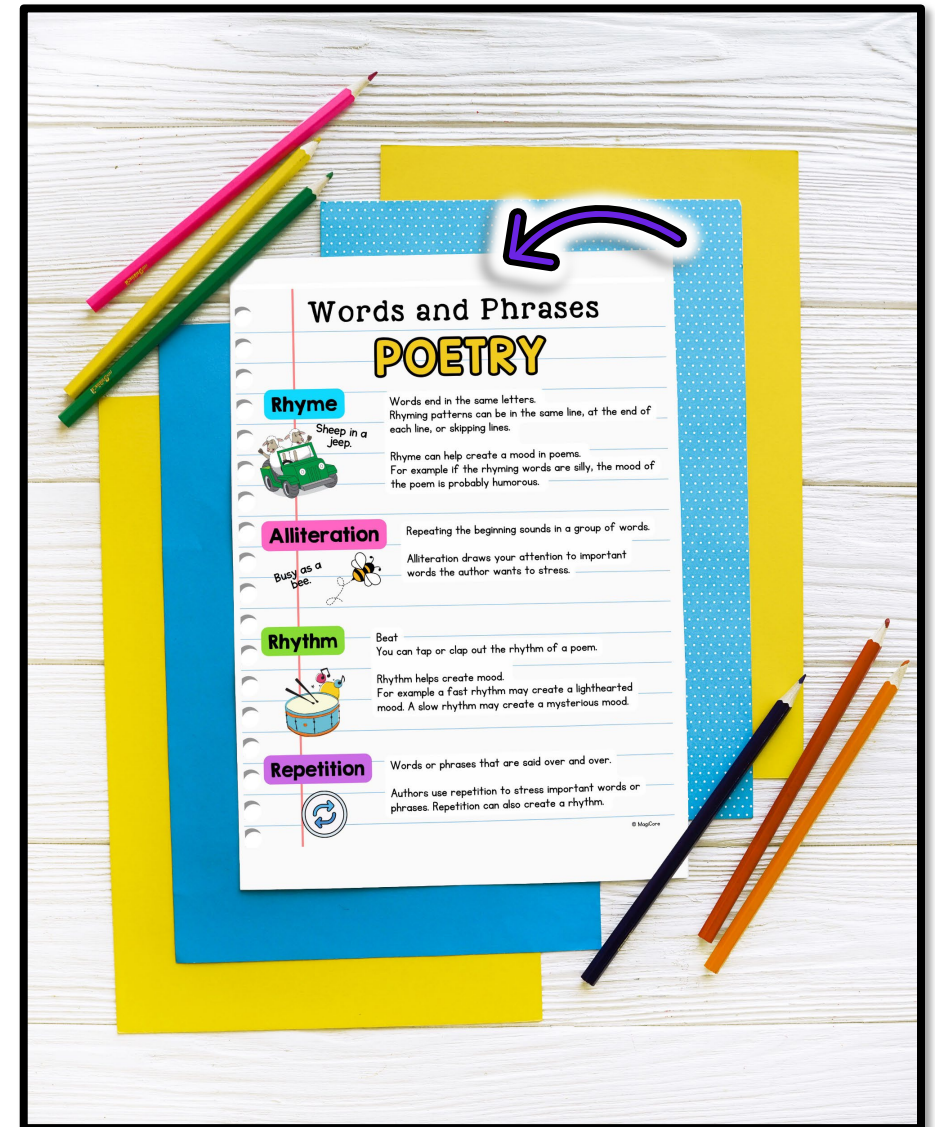




# ANCHOR CHARTS



- 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

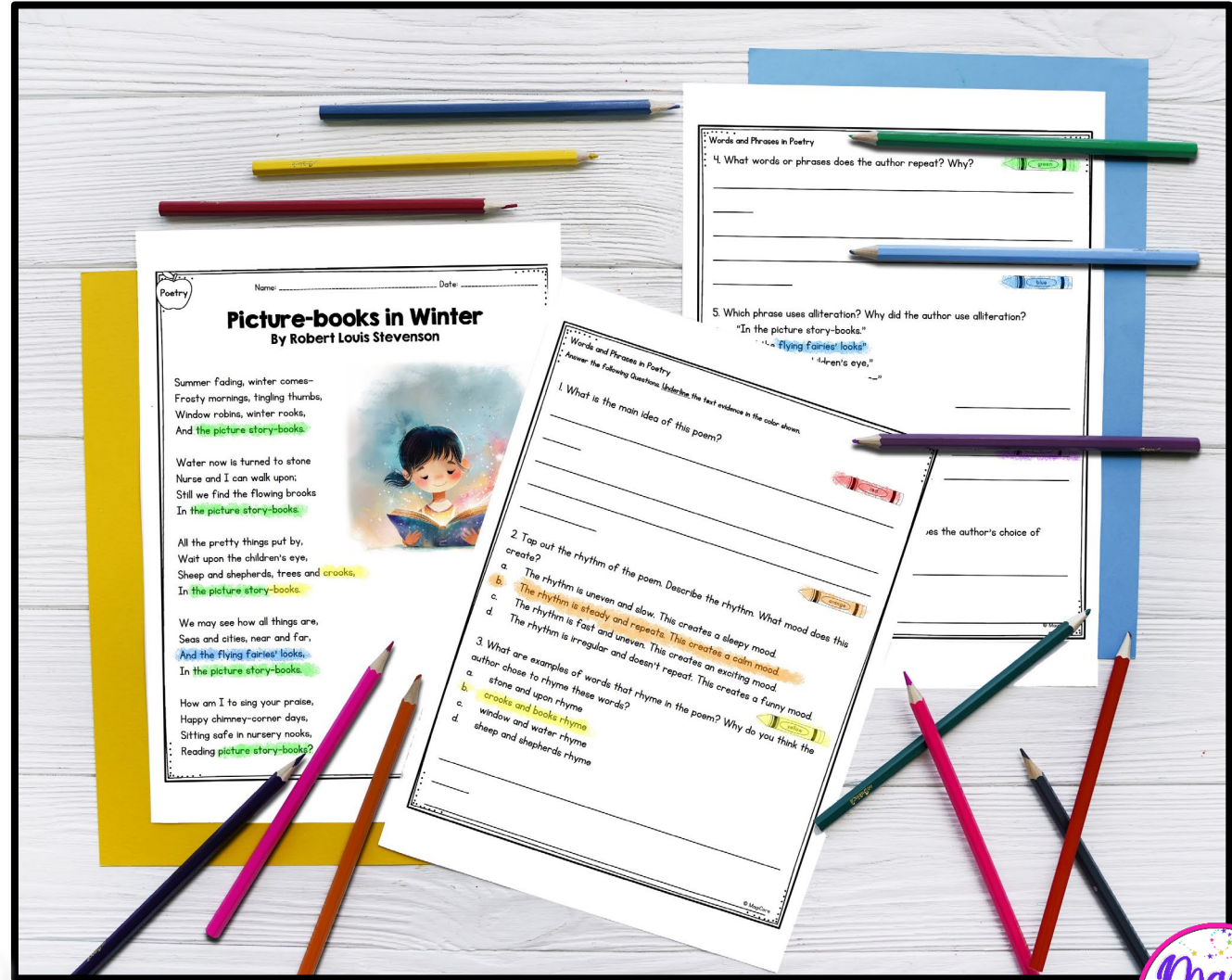
- Same format as practice
- Two tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments





# 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 exposed 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.

**ABOUT LEXILE LEVELS**

**CERTIFIED LEXILE PARTNER**

Common Core Kingdom, LLC DBA MagiCore™ 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.

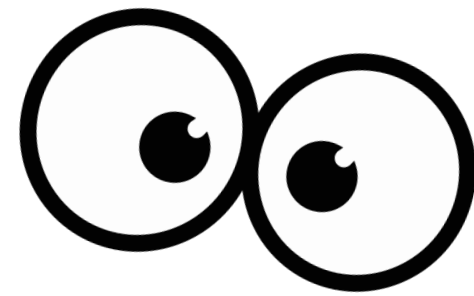
Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12<sup>th</sup> grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

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

Keep in mind when using any leveled text that support to reach text at the high end of their Common Core Standards, "It is important to re appropriate. The expectation that scaffolding built into the Standards' grade-by-grade text general movement, however, should be toward independence both within and across the text co



# TAKE A PEEK



## WORDS & PHRASES IN POETRY

2nd grade

### Table of Contents

\*This product includes poems in the 2<sup>nd</sup>-3<sup>rd</sup> 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 12<sup>th</sup> 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.

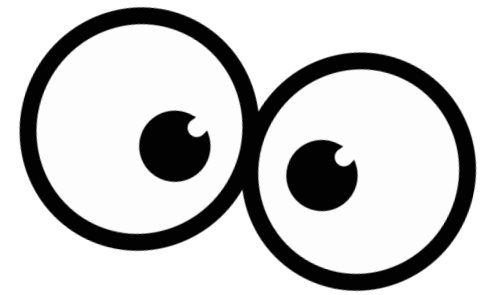
### Repetition



Words or phrases that are said over and over.

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

# 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.

© MagCore

### 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 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? 

- a. me and head rhyme
- b. head and bed rhyme
- c. heels and head rhyme
- d. sometimes and shoots rhyme

---

---

---

---

© MagCore

### Words and Phrases in Poetry

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

---

---

---

---

5. Which phrase uses alliteration? Why did the author use alliteration? 


- 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? 

---

---

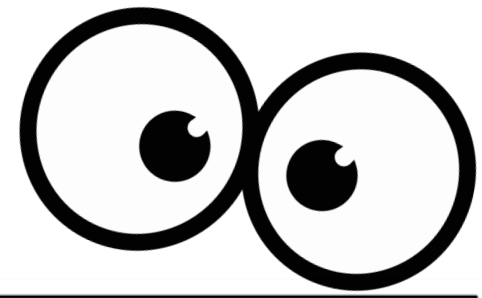
---

---

© MagCore



# 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.

© MagCore

### 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 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?



- a. air and stair rhyme
- b. rings and call rhyme
- c. stair and rings rhyme
- d. skim and spooks rhyme

---

---

---

---

---

© MagCore

### Words and Phrases in Poetry

4. Which line appeals to the readers sense of hearing?



- 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?



*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?



---

---

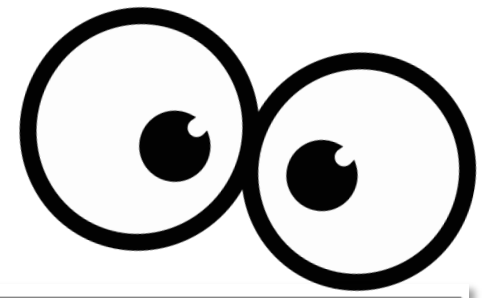
---

---

---

© MagCore

# 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.



© MagCore

### 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 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?



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

---

---

---

© MagCore

### Words and Phrases in Poetry

4. What are three things the author imagines marching?



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

5. What do the following lines from the poem mean?



*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?



---

---

---

---

---

© MagCore



# 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



Love this unit but need something more comprehensive? Try the SKILL PACK!



# FULL YEAR BUNDLES AVAILABLE

## 3rd Grade Reading Comprehension Mega Bundle

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



## 2nd Grade Reading Comprehension Mega Bundle

- ★ 21 reading passages
- ★ more than 250 Lexile-leveled passages
- ★ anchor charts
- ★ questions focused on skills for each standard