

INSTRUCTIONAL FOCUS DOCUMENT

Grade 3/English Language Arts and Reading



UNIT: 02 TITLE: Discovering Other Literary Genres

SUGGESTED DURATION:
Six Weeks



State Resources:

Teacher Reading Academy <http://www.meadowscenter.org/vgc/otra/>
or <http://searchlight.utexas.org/learnsplash>

RATIONALE:

This unit bundles student expectations that address the literary form and elements of literary nonfiction, poetry, and drama. Genre study connects reading and writing to allow students to become better writers and strategic readers who approach text meaningfully and purposefully, while optimizing understanding and communication. Students are immersed in the structure of literary works to comprehend text they read and communicate authentically about their reading and within their writing. Poetry, drama, biography, and autobiography provide the avenues for students to learn how to make inferences, draw conclusions, summarize, analyze characters, and provide textual evidence during their reading experiences. Students continue to examine teacher selected and student selected literature and media based on individual interest and abilities providing opportunities to make important personal and world connections within and across different contexts.

In Unit 01, students examined fictional text by sequencing and summarizing the plot’s main events, describing the interactions of characters, and identifying various types of fictional literature. Students used the writing process to compose stories with interesting characters, a believable setting, and a plot that builds to a climax. During this unit, students continue their exploration of literacy through the genres of literary nonfiction, poetry, and drama. They identify and explain the differences in points of view between a biography and an autobiography. Students continue to explore the elements of character and plot through the dialogue presented in dramatic scripts. Students read various forms of poetry and describe the characteristics of the poems and the images they create. Sensory language is identified in text and explored in writing to create an experience that appeals to the senses. Vocabulary development increases with the exploration of prefixes, suffixes, homographs, and homophones. Word study is inclusive of genre-specific vocabulary, literary terms, and appropriate vocabulary from the literature. In Grade 04, students continue to examine autobiographies and biographies by comparing and contrasting them with a fictional adaptation. They also explore the structural elements of poetry and drama.



MISCONCEPTIONS/UNDERDEVELOPED CONCEPTS:

- None Identified

PERFORMANCE INDICATORS	CONCEPTS	KEY UNDERSTANDINGS FOR LEARNERS
After reading an excerpt of a biography and an autobiography, determine which excerpt is the biography and which is the autobiography. In a paragraph, explain the difference in point of view. (3.Fig19C; 3.9A; 3.20C) ELPS 1E; 4D, 4E, 4F, 4G, 4I, 4J; 5F, 5G	Element – Point of View, Characters Interpretation – Understand	Different points of view can be seen in various types of text.
In a small group, read a self-selected play with appropriate fluency. Using a graphic organizer, identify and explain	Elements – Plot, Character, Setting, Dialogue	Understanding literary elements facilitates the reader’s ability to make meaning of the text.

INSTRUCTIONAL FOCUS DOCUMENT

Grade 3/English Language Arts and Reading



UNIT: 02 TITLE: Discovering Other Literary Genres

SUGGESTED DURATION:
Six Weeks

PERFORMANCE INDICATORS	CONCEPTS	KEY UNDERSTANDINGS FOR LEARNERS
<p>how plot, characters, and setting are portrayed through dialogue. (3.1E; 3.3A; 3.Fig19C, 3.Fig19D; 3.7A) ELPS 1E; 2D, 2G; 3C, 3D, 3E, 3G, 3H; 4E, 4F, 4G, 4I, 4J; 5G</p>	<p>Interpretation – Meaning</p>	<p>The ability to decode patterns supports the development of word reading, fluency, and comprehension.</p>
<p>Produce a poetry notebook that contains 3-5 different forms of published and original poems that include different sound patterns, repetitive language, and language conventions. For each poem, explain in writing the characteristics of the poem (e.g., rhyme, verse, repetition, etc.) and how it creates imagery. (3.4D; 3.6A; 3.10A; 3.18B; 3.20C) ELPS 1H; 4A, 4G, 4K; 5F, 5G</p>	<p>Interpretation – Connections Perception – Interest Techniques – Figurative Language</p>	<p>Authors use writer’s craft to engage and sustain the reader’s interest and to make connections with the reader.</p>
	<p>Interpretation – Meaning Form – Narrative Poetry, Lyrical Poetry, Humorous Poetry, Free Verse Structure – Rhyme, Meter, Patterns of Verse</p>	<p>Authors use form and structure to communicate meaning.</p>
<p>Using the writing process and effective written conventions, write a personal narrative about an experience in your life. (3.17A, 3.17B, 3.17C, 3.17D, 3.17E; 3.19A) ELPS 5C, 5D, 5E, 5F, 5G</p>	<p>Purpose Form – Personal Narrative</p>	<p>Authors establish a purpose, and plan for the development of a story.</p>
	<p>Techniques – Sensory Detail, Precise Words Element- Point of view</p>	<p>Authors use literary techniques to communicate a story.</p>
	<p>Conventions – Written Conventions</p>	<p>Authors use conventions of written language to communicate clearly and effectively.</p>
<p>Write multiple entries including thoughts, connections, and/or strategies that deepen understanding of fictional texts, poetry, literary nonfiction, drama, and media. Provide evidence from the text to support ideas. (3.Fig19A, 3.Fig19B, 3.Fig19C, 3.Fig19D, 3.Fig19E; 3.2A, 3.2B, 3.2C; 3.11A; 3.20C) ELPS 1E; 4D, 4F, 4G, 4I, 4J, 4K; 5F, 5G</p>	<p>Interpretation – Connections, Relevance, Understanding Perception – Thoughts</p>	<p>Readers use strategies to support understanding of text. Readers create connections to make text personally relevant and useful.</p>

INSTRUCTIONAL FOCUS DOCUMENT

Grade 3/English Language Arts and Reading



UNIT: 02 TITLE: Discovering Other Literary Genres

SUGGESTED DURATION:
Six Weeks

PERFORMANCE INDICATORS	CONCEPTS	KEY UNDERSTANDINGS FOR LEARNERS
Record multiple entries in a Word Study Notebook to demonstrate knowledge of new words, their meanings, and relationships. (3.4A, 3.4B, 3.4C, 3.4E) ELPS 1A, 1C, 1E, 1F, 1H; 4A; 5B, 5F, 5G	Interpretation – Vocabulary	An extensive vocabulary supports the development of oral and written communication.
	Interpretation – Meaning	Readers use strategies to identify the intended meaning of words and phrases in text.

KEY ACADEMIC VOCABULARY SUPPORTING CONCEPTUAL DEVELOPMENT
<ul style="list-style-type: none"> • Biography – an account or interpretations of a series of events making up a person’s life • Autobiography – the life story of a person as told by himself or herself • Point of view – the perspective from which the events in the story are told – the vantage point or stance

This chart provides an organizational structure for the TEKS included in this unit. Ongoing TEKS may be reviewed during whole group and small group instruction or applied by students through meaningful practice.			
INSTRUCTIONAL COMPONENTS	INSTRUCTION		FORMATIVE ASSESSMENT EXAMPLES
Word Study	TEKS: Phonics: 3.1Ai-v,C,D Vocabulary: 3.4A,B,C,E Spelling: 3.24A,Bi-iii,C,D,F,G	ONGOING TEKS: Phonics: 3.1Bi-v	Informal Language Sample Observation Data
Shared Reading / Independent Reading	TEKS: Comprehension: 3.Fig19A,B,C,D,E,F Phonics: 3.1E Strategies: 3.2A,B,C Vocabulary: 3.4B Poetry: 3.6A Drama: 3.7A Fiction: 3.8A,B Nonfiction: 3.9A Sensory Language: 3.10A Media Literacy: 3.16B Reading/Writing Connection: 3.20C	ONGOING TEKS: Fluency: 3.3A Independent Reading: 3.11A Listening: 3.29A,B Speaking: 3.30A Teamwork: 3.31A	Teacher-Student Conference Checklist Rubric Reader’s Notebook Reading Log Writer’s Notebook
Writing	TEKS: Writing Process: 3.17A,B,C,D,E	ONGOING TEKS: Conventions: 3.22Ai-ii	Word Study Notebook

INSTRUCTIONAL FOCUS DOCUMENT

Grade 3/English Language Arts and Reading



UNIT: 02 TITLE: Discovering Other Literary Genres

SUGGESTED DURATION:
Six Weeks

This chart provides an organizational structure for the TEKS included in this unit. Ongoing TEKS may be reviewed during whole group and small group instruction or applied by students through meaningful practice.		
INSTRUCTIONAL COMPONENTS	INSTRUCTION	FORMATIVE ASSESSMENT EXAMPLES
	Literary Text: 3.18B Writing: 3.19A Conventions: 3.22Aiii-v,vii,viii,B,C Handwriting: 3.23A Capitalization: 3.23Biii Punctuation: 3.23Ci-ii,D Spelling: 3.24A,Bi-iii,C,D,F,G	Spelling: 3.24Bv Listening: 3.29A Speaking: 3.30A Teamwork: 3.31A Oral Fluency Check Portfolio

TEKS# SE#	TEKS	SPECIFICITY
3.1	<i>Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:</i>	
3.1A	Decode multisyllabic words in context and independent of context by applying common spelling patterns, including:	Decode MULTISYLLABIC WORDS IN CONTEXT AND INDEPENDENT OF CONTEXT BY APPLYING COMMON SPELLING PATTERNS Spelling patterns: are letter sequences that frequently occur in certain positions in words and are also known as phonograms or rimes
3.1Ai	dropping the final “e” and add endings such as -ing, -ed, or -able (e.g., use, using, used, usable);	Rules for adding a suffix to words ending in -e: <ul style="list-style-type: none"> • If a word ends in -e, drop the final -e if the suffix begins with a vowel (e.g., make/making) • If a word ends in -e, keep the final -e if the suffix begins with a consonant (e.g., polite/politely) • If a word ends in -e, keep the final -e if the final -e is preceded by a vowel (e.g., agree/agreeing)
3.1Aii	doubling final consonants when adding an ending (e.g., hop to hopping);	Note: When adding a suffix beginning with a vowel to a VC pattern word, the final consonant is doubled (e.g., swim-swimming-swimmer).
3.1Aiii	changing the final “y” to “i” (e.g., baby to babies);	Rules for changing “y” to “i” when adding a suffix: <ul style="list-style-type: none"> • If a word ends in y, change the y to i if the y is preceded by a consonant (e.g., happy/ happier/happiest) • If a word ends in y, keep the y if it is preceded by a vowel (e.g., play/playful) • If a word ends in y, keep the y if the suffix begins with i (e.g., carry/carrying)
3.1Aiv	using knowledge of common prefixes and suffixes (e.g., dis-, -ly);	Including, but not limited to: <ul style="list-style-type: none"> • Prefixes (un-, re-, dis-, in-, non-, pre-, ir-) • Suffix (-ful, -less, -er, -de, -able, -ment, -ing, -ed, -e, -s, -ly) • Other prefixes and suffixes as found in decodable text

INSTRUCTIONAL FOCUS DOCUMENT

Grade 3/English Language Arts and Reading



UNIT: 02 TITLE: Discovering Other Literary Genres

SUGGESTED DURATION:
Six Weeks

TEKS# SE#	TEKS	SPECIFICITY
		Prefix: one or more sounds or letters placed before a root word or base word that changes the meaning of the word Suffix: one or more sounds or letters placed after the root or base word that changes the meaning of the word
3.1Av	using knowledge of derivational affixes (e.g., -de, ful-, -able).	Affix: a word element, such as a prefix or suffix, that occurs before or after a root or base word to modify its meaning (e.g., the prefix <i>un-</i> and the suffix <i>-able</i> in <i>unbelievable</i>) Derivational affix: an affix added to a word to change the word usage (part of speech) (e.g., teach/teacher, play/playful/playfulness, rich/enrich/enrichment)
3.1C	Decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought).	Decode WORDS BY APPLYING KNOWLEDGE OF COMMON SPELLING PATTERNS Including, but not limited to: <ul style="list-style-type: none"> • (-ield, -oint, -ought, -eigh, -ood, -ould,-urse, -ute) • Spelling patterns are letter sequences that frequently occur in certain positions in words are also known as phonograms or rimes.
3.1D	Identify and read contractions (e.g., I'd, won't).	Identify, Read CONTRACTIONS Including, but not limited to: <ul style="list-style-type: none"> • Identify words in contractions • Know that apostrophes are also used in contractions of other words such as slang or dialect (e.g., ain't, y'all) • Identify differences between it's and its, your and you're, there and they're and their <p>Contraction: a shortened word made by substituting an apostrophe for a letter or letters (e.g., "I am" contracts to "I'm")</p>
3.1E	Monitor accuracy in decoding.	Monitor ACCURACY IN DECODING
3.2	<i>Reading/Beginning Reading /Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</i>	
3.2A	Use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions.	Use IDEAS TO MAKE AND CONFIRM PREDICTIONS Including, but not limited to: <ul style="list-style-type: none"> • Illustrations

INSTRUCTIONAL FOCUS DOCUMENT

Grade 3/English Language Arts and Reading



UNIT: 02 TITLE: Discovering Other Literary Genres

SUGGESTED DURATION:
Six Weeks

TEKS# SE#	TEKS	SPECIFICITY
		<ul style="list-style-type: none"> • Titles • Topic sentences • Key words • Foreshadowing clues <p>Ideas: a wide range of tools a student may use to make and confirm predictions</p> <p>Foreshadowing: the use of hints or clues in a narrative to suggest what action is to come</p>
3.2B	<p>Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.</p> <p><i>Supporting Standard</i></p>	<p>Ask</p> <p>RELEVANT QUESTIONS, SEEK CLARIFICATION, AND LOCATE FACTS AND DETAILS ABOUT STORIES AND OTHER TEXTS AND SUPPORT ANSWERS WITH EVIDENCE FROM TEXT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Literal questions (e.g., Who is the main character? What is the story setting? What is the topic?) • Interpretive questions (e.g., What does this mean? What is the author's purpose in writing this text?) • Evaluative questions (e.g., Do you agree or disagree? What is your feeling or opinion about this?) • Synthesis questions (e.g., What if...? How might...?) • Find specific text evidence such as details or specific facts to support answers
3.2C	<p>Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).</p>	<p>Establish</p> <p>PURPOSE FOR READING SELECTED TEXTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • To be informed • To understand • To interpret • To solve problems • To be entertained • For enjoyment <p>Monitor</p> <p>COMPREHENSION, MAKING CORRECTIONS AND ADJUSTMENTS WHEN THAT UNDERSTANDING BREAKS DOWN</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Identify clues • Use background knowledge • Generate questions • Re-read a portion aloud

INSTRUCTIONAL FOCUS DOCUMENT

Grade 3/English Language Arts and Reading



UNIT: 02 TITLE: Discovering Other Literary Genres

SUGGESTED DURATION:
Six Weeks

TEKS# SE#	TEKS	SPECIFICITY
3.4	<i>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</i>	<ul style="list-style-type: none"> • Ask for help
3.4A	Identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -ful, -less) and know how they change the meaning of roots. <i>Readiness Standard</i>	Identify THE MEANING OF COMMON PREFIXES AND SUFFIXES AND KNOW HOW THEY CHANGE THE MEANING OF ROOTS Including, but not limited to: <ul style="list-style-type: none"> • Change meaning of base words • Change the meaning of root words • Common prefixes (de-, non-, pre-, ir-, un-, re-, dis-, in-) • Common suffixes (-ful, -less, er-, -able, -ment, -ly, -er, -ing, -ed, -s, -es) • Other prefixes and suffixes as found in appropriate grade-level text Prefix: one or more sounds or letters placed before a root word or base word that changes the meaning of the word Suffix: one or more sounds or letters placed after the root or base word that may change the meaning of the word (e.g., photograph, autograph) Base word: words that can stand alone and has its own meaning (e.g., school, preschool) Root word: the basic part of a word that carries meaning (e.g., rupt (erupt, interrupt), graph (photograph, autograph))
3.4B	Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs. <i>Readiness Standard</i>	Use CONTEXT TO DETERMINE THE RELEVANT MEANING OF UNFAMILIAR WORDS OR DISTINGUISH AMONG MULTIPLE MEANING WORDS AND HOMOGRAPHS Including, but not limited to: <ul style="list-style-type: none"> • Identify and use relationships between surrounding words, phrases, sentences, and paragraphs • Distinguish words as multiple meaning and/or homograph Multiple meaning word: a word that has more than one meaning (e.g., trunk) Homograph: a word that is spelled the same as another word, but that has a different meaning, e.g., read (present tense) and read (past tense)

INSTRUCTIONAL FOCUS DOCUMENT

Grade 3/English Language Arts and Reading



UNIT: 02 TITLE: Discovering Other Literary Genres

SUGGESTED DURATION:
Six Weeks

TEKS# SE#	TEKS	SPECIFICITY
3.4C	Identify and use antonyms, synonyms, homographs, homophones. <i>Supporting Standard</i>	Identify, Use ANTONYMS, SYNONYMS, HOMOGRAPHS, HOMOPHONES Antonym: a word that means the opposite or nearly the opposite of another word (e.g., son/daughter, top/bottom) Synonym: a word with a similar meaning as another word (e.g., happy/glad, mad/angry)
3.4E	Alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.	Alphabetize A SERIES OF WORDS TO THE THIRD LETTER Use A DICTIONARY OR A GLOSSARY TO DETERMINE THE MEANINGS, SYLLABICATION, AND PRONUNCIATION OF UNKNOWN WORDS Including, but not limited to: <ul style="list-style-type: none"> • Use guide words • Use the dictionary key • Use phonetic spelling to pronounce a word Syllabication: forming or dividing words into syllables Pronunciation: the manner in which someone utters a word Word meaning: identify single and multiple meanings
3.Fig19	<i>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</i>	
3.Fig19A	Establish purposes for reading selected texts based upon own and others' desired outcome to enhance comprehension.	Establish PURPOSE FOR READING SELECTED TEXT BASED UPON OWN AND OTHERS' DESIRED OUTCOME TO ENHANCE COMPREHENSION Including, but not limited to: <ul style="list-style-type: none"> • To be informed • To understand • To interpret

INSTRUCTIONAL FOCUS DOCUMENT

Grade 3/English Language Arts and Reading



UNIT: 02 TITLE: Discovering Other Literary Genres

SUGGESTED DURATION:
Six Weeks

TEKS# SE#	TEKS	SPECIFICITY
		<ul style="list-style-type: none"> • To solve problems • To be entertained • For enjoyment <p>Purpose: the intended goal of a piece of writing; the reason a person writes</p>
3.Fig19B	Ask literal, interpretive, and evaluative questions of text.	<p>Ask</p> <p>LITERAL, INTERPRETIVE AND EVALUATIVE QUESTIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Ask questions before, during, and after reading <p>Literal question: knowledge level, fact-based question (e.g., who, what, when, where, why, and how questions); questions asked for clarification</p> <p>Interpretive question: (e.g., What does this mean?)</p> <p>Evaluative question: (e.g., Do you agree or disagree? What is your feeling or opinion about this?)</p>
3.Fig19C	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).	<p>Monitor, Adjust</p> <p>COMPREHENSION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Use background knowledge • Create sensory images (images created by using the five senses- sight, smell, sound, touch, taste) • Re-read a portion aloud • Use contextual clues (See 3.4B) • Generate literal, evaluative, and interpretive questions (See 3.Fig19B) • Ask for help
3.Fig19D	<p>Make inferences about text and use textual evidence to support understanding.</p> <p><i>Readiness Standard</i> (Fiction, Expository)</p> <p><i>Supporting Standard</i> (Literary Nonfiction, Poetry)</p>	<p>Make</p> <p>INFERENCES ABOUT TEXT AND USE TEXTUAL EVIDENCE TO SUPPORT UNDERSTANDING</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Title • Cover • Illustrations • Plot • Facts/details • Background knowledge/experience

INSTRUCTIONAL FOCUS DOCUMENT

Grade 3/English Language Arts and Reading



UNIT: 02 TITLE: Discovering Other Literary Genres

SUGGESTED DURATION:
Six Weeks

TEKS# SE#	TEKS	SPECIFICITY
		<p>Inference: connecting bits of information to make a logical guess. Readers make inferences by drawing conclusions, and making predictions.</p> <p>Draw Conclusions: a form of inference in which the reader gathers information, considers the general thoughts or ideas that emerge from the information, and comes to a decision. The conclusion is generally based on more than one piece of information.</p> <p>Plot: the basic sequence of events in a story. The plot includes the problem and solution.</p> <p>Textual evidence: specific details or facts found in text that support what is inferred</p>
3.Fig19E	<p>Summarize information in text, maintaining meaning and logical order.</p> <p><i>Readiness Standard</i> (Fiction, Expository) <i>Supporting Standard</i> (Literary Nonfiction, Poetry)</p>	<p>Summarize</p> <p>INFORMATION IN TEXT, MAINTAINING MEANING AND LOGICAL ORDER</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Brief, coherent sentences that communicate the key information (short paragraph) in logical order • A main idea (the central meaning) • Main character(s) in fiction • Details that come from the beginning, middle, and end • Must remain true to the author's interpretation and emphasis • Focus on what the author is saying <p>Summarize: to reduce large sections of text to their essential points and main idea. Note: It is still important to attribute summarized ideas to the original source.</p>
3.Fig19F	<p>Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>	<p>Make</p> <p>CONNECTIONS BETWEEN LITERARY AND INFORMATIONAL TEXTS WITH SIMILAR IDEAS AND PROVIDE TEXTUAL EVIDENCE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Thematic links • Author analysis • Own experiences (things done or seen) • Ideas in other text- concepts that connect texts • Larger community: a group of people that have the same interest or live in the same area <p>Various genres include, but are not limited to:</p> <ul style="list-style-type: none"> • Fiction • Nonfiction • Poetry • Drama

INSTRUCTIONAL FOCUS DOCUMENT

Grade 3/English Language Arts and Reading



UNIT: 02 TITLE: Discovering Other Literary Genres

**SUGGESTED DURATION:
Six Weeks**

TEKS# SE#	TEKS	SPECIFICITY
		<ul style="list-style-type: none"> • Expository • Persuasive • Procedural <p>Thematic links: similar central ideas or message</p> <p>Author analysis: a process that connects the author's logical relationship to the text he/she wrote (e.g., perspective, purpose)</p> <p>Textual evidence: specific details or facts found in text that support what is inferred</p>
3.6	<i>Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:</i>	
3.6A	<p>Describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).</p> <p><i>Supporting Standard</i></p>	<p>Describe</p> <p>THE CHARACTERISTICS OF VARIOUS FORMS OF POETRY AND HOW THEY CREATE IMAGERY</p> <p>Poetry forms includes, but are not limited to:</p> <ul style="list-style-type: none"> • Narrative poetry • Lyrical poetry • Humorous poetry • Free verse <p>Lyrical poetry: a short poem of personal feelings and emotions, which may or may not be set to music and often involves the use of regular meter</p> <p>Narrative poetry: poetry that tells a story to entertain</p> <p>Humorous poetry: poetry that deals with amusing happenings</p> <p>Free Verse poetry: poetry composed of rhymed or unrhymed lines that have no set patterns. Free verse has a casual irregular rhythm similar to that of everyday speech.</p> <p>Conventions of poetry include, but not limited to:</p> <ul style="list-style-type: none"> • Rhyme: two words or lines that end in the same sound (patterns that emphasize sound) • Meter: the movement of words in the poem • Patterns of verse: the number of syllables in a line • Repetition: a repeating cadence/meter that enriches or emphasizes words, phrases, lines, and even whole verses of poems. Alliteration is a type of repetition.