

**6<sup>th</sup> Grade**

**Poetry Assessment 1**

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**Read the following poems and answer the questions, using all you know about interpreting poetry through close reading and re-reading.**

Stone

Go inside a stone  
That would be my way.  
Let somebody else become a dove  
Or gnash with tiger's tooth.  
I am happy to be a stone.

From the outside the stone is a riddle:  
No one knows how to answer it.  
Yet within, it must be cool and quiet  
Even though a cow steps on it full weight,  
Even though a child throws it in a river;

The stone sinks slow, unperturbed  
To the river bottom  
Where the fishes come to knock on it  
And listen.

I have seen sparks fly out  
When two stones are rubbed,  
So perhaps it is not dark inside after all;  
Perhaps there is moon shining  
From somewhere, as though behind a hill –  
Just enough light to make out  
The strange writings, the star charts  
On the inner walls.

- Charles Simic

In lines 4-5, the speaker says

Let somebody else become a dove  
Or gnash with tiger's tooth.

What does the speaker mean in these lines? Be sure to explain the phrases “become a dove” and “gnash with tiger's tooth” and how they connect to the rest of the poem.

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How does stanza 2 help develop a theme in this poem? Be sure to explain how stanza 2 is important to a bigger point in the poem, including specific text references to support your thinking.

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Tysheen Stanton

The way I look at things is  
You have to shoot for a goal,  
Figuratively.  
You have to run around,  
Or through your opponent,  
Literally.  
You have to  
Stand tall,  
Move fast,  
Play hard,  
While everyone on the sidelines is  
Looking at your every move.  
You have to grab the ball,  
Or the world,  
With two hands  
And jam that sucker home.  
You watch me today at the tryouts.  
I'm ready to step up to a whole new level.  
Basketball is my life.  
It's the only game in town.  
It's the only thing I know.

- Mel Glenn (from *Jump Ball: A Basketball Season In Poems*)

The speakers in the poem “Stone” and the poem “Tysheen Stanton” have different perspectives on what’s important in life. Write an essay in which you compare and contrast the perspectives in the two poems. Be sure to include:

- What the speaker in “Stone” thinks is important in life
- What the speaker in “Tysheen Stanton” thinks is important in life
- Evidence from both texts to support your points

TCRWP Poetry Analysis Rubric-Sixth Grade

<b>Sixth Grade Poetry Analysis Rubric</b>  Across responses, student demonstrates...	<b>Level 1- Attempting Standards</b>  Across responses, student demonstrates...	<b>Level 2 Approaching Standards</b>  Across responses, student demonstrates...	<b>Level 3- Meeting Standards</b>  Across responses, student demonstrates...	<b>Level 4- Exceeding Standards</b>  Across responses, student demonstrates...
<p><b>Interpretive understanding of the poem(s) – a more than literal comprehension of the key ideas and details across the poem(s).</b></p> <p><b>CCSS: RL 6.1, 6.2, and 6.4 RW 6.9a</b></p>	<p>A <u>misunderstanding</u> of the poem'(s) key ideas and details.</p>	<p>A <u>mostly literal</u> understanding or a <u>retelling</u> of the poem'(s) key ideas and details.</p> <p>e.g. “The speaker does not want to be a dove.”</p> <p>Or “This stanza shows that the speaker thinks stones are quiet on the inside, which is why the speaker wants to be a stone.”</p>	<p><b>An <u>inferential</u> understanding of the poem(s), demonstrating an attention to figurative and connotative meanings, and to themes that develop across the poem(s) through key details.</b></p> <p>e.g. “Dove” and “tiger’s tooth” represent different ways of being– calm and fierce, for example; or free and wild. The speaker does not want to be like these wild animals, but instead wants to be still and mysterious like a stone.”</p>	<p>An understanding of the potential <u>symbolism</u> in the details of the poems –of how the small details in the poems stand for a bigger message about life.</p> <p>e.g. “The word “dove” which is a symbol for peace, and the phrase “tiger’s tooth” which stands for fighting or fierceness – these both seem to show how people take sides in the world. The speaker in this poem teaches us that there is something powerful about not taking a side, but just being quiet, like a stone.”</p>
<p><b>A command of evidence, as revealed by student’s inclusion and analysis of relevant evidence to support interpretation.</b></p> <p><b>CCSS: RL 6.5, 6.6 RW 6.9a</b></p>	<p>Little reference to text and/or <u>irrelevant</u> text evidence.</p> <p>OR</p> <p>Evidence is included but <u>not explained or connected</u> to the student’s interpretation.</p>	<p><u>Mostly relevant</u> references to specific text evidence.</p> <p>An <u>uneven attention</u> to the evidence –some evidence is analyzed, while other evidence is included but not explained or connected to the student’s interpretation.</p>	<p><b><u>Relevant</u> references to specific text evidence, with <u>explanatory writing</u> connecting the text to the student’s interpretation.</b></p>	<p><u>Insightful</u> references to specific words, lines, or phrases, with analytic writing that <u>discusses the significance of specific poetic craft</u> within the poem.</p>