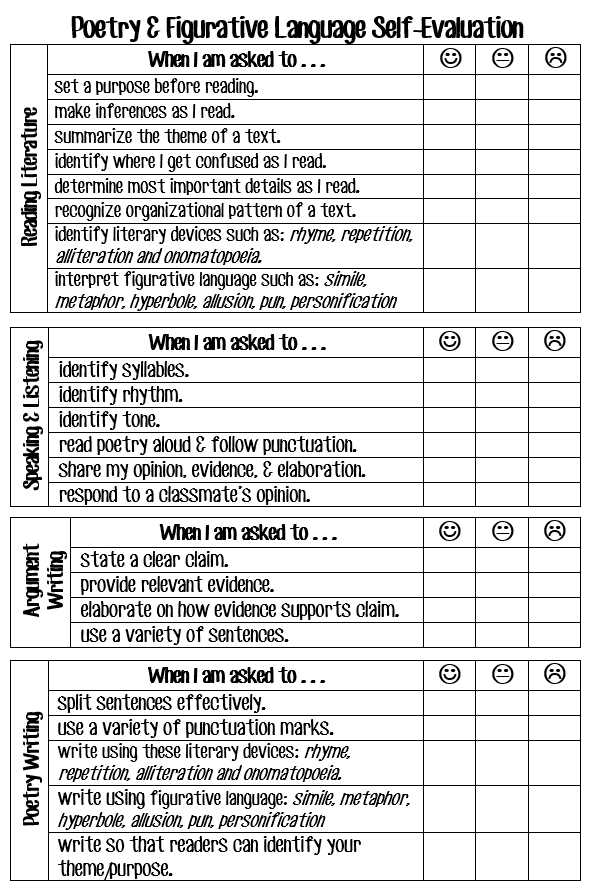
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| **Poetry & Figurative Language Self-Evaluation** | | | | |
| **Reading Literature** | **When I am asked to . . .** | **☺** | **😐** | **☹** |
| set a purpose before reading. |  |  |  |
| make inferences as I read. |  |  |  |
| summarize the theme of a text. |  |  |  |
| identify where I get confused as I read. |  |  |  |
| determine most important details as I read. |  |  |  |
| recognize organizational pattern of a text. |  |  |  |
| identify literary devices such as: *rhyme, repetition, alliteration and onomatopoeia.* |  |  |  |
| interpret figurative language such as: *simile, metaphor, hyperbole, allusion, pun, personification* |  |  |  |



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| **Speaking & Listening** | **When I am asked to . . .** | **☺** | **😐** | **☹** |
| identify syllables. |  |  |  |
| identify rhythm. |  |  |  |
| identify tone. |  |  |  |
| read poetry aloud & follow punctuation. |  |  |  |
| share my opinion, evidence, & elaboration. |  |  |  |
| respond to a classmate’s opinion. |  |  |  |

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| **Argument Writing**  **Argument Writing** | **When I am asked to . . .** | **☺** | **😐** | **☹** |
| state a clear claim. |  |  |  |
| provide relevant evidence. |  |  |  |
| elaborate on how evidence supports claim. |  |  |  |
| use a variety of sentences. |  |  |  |

|  |  |  |  |  |
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| **Poetry Writing** | **When I am asked to . . .** | **☺** | **😐** | **☹** |
| split sentences effectively. |  |  |  |
| use a variety of punctuation marks. |  |  |  |
| write using these literary devices: *rhyme, repetition, alliteration and onomatopoeia.* |  |  |  |
| write using figurative language: *simile, metaphor, hyperbole, allusion, pun, personification* |  |  |  |
| write so that readers can identify your theme/purpose. |  |  |  |