Georgia Performance Standards Framework for ELA Unit 6-8th Grade

Grade: 8  
Topic: TPCASTT - Poetry Analysis device-  
***Flexible activity that can be used whenever poetry is used.  
Instructional unit: Response to Literature  
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The task:  
TPCASTT is a mnemonic device that helps students to focus on analyzing the key elements of poetry. Before using this device, teachers should have already taught the basic terminology within TPCASTT. 

TPCASTT is an acronym for “Title, Paraphrase, Connotation, Attitude, Subject, Title, and Theme.” The teacher should model the process of analyzing a poem using the acronym. Next, the teacher should divide the students into groups and issue each group a poem. Students will work together to analyze their given poem and then return to the large group for discussion. After discussion, one member from each group will present the findings to the class. During presentations, all students will fill in the spaces on the attached chart.

Modification:  
Provide students with a sheet that has the acronym written, the meaning of each letter and a sample poem and response next to each letter.

T - Title  
P - Paraphrase  
C - Connotation  
A - Attitude  
S - Subject  
T - Title  
T - Theme

Focus Standard:  

**ELA8R1** The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.  
For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:  
b. Compares and contrasts genre characteristics from two or more selections of literature.  
h. Analyzes and evaluates how an author’s use of words creates tone and mood and provides supporting details from text.
Circumstances of the assignment/Notes to the Teachers:
This activity is designed to be used after the students have knowledge of poetic elements.

This device can be used to analyze any type of poem.

Teacher can collect/find poems from any literature textbook or anthology. Some recommended poets are: Naomi Shihab Nye, Pablo Neruda, Gary Soto, Langston Hughes, Walter Dean Myers, Ralph Fletcher, Maya Angelou, Robert Frost, William Shakespeare, Eloise Greenfield, Gwendolyn Brooks, Edna St. Vincent Millay, Georgia Heard; Russell Simmons Def Poetry Jam, Edgar Allen Poe and Jane Yolen, Cool Salsa: Bilingual Poems on Growing up Latino in the Untied States by Lori Carlson
<table>
<thead>
<tr>
<th>T</th>
<th>Title</th>
<th>Look at the title to see if you can make a guess as to what the poem will be about</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Paraphrase</td>
<td>Put poem into your own words.</td>
</tr>
<tr>
<td>C</td>
<td>Connotation</td>
<td>Examine poem for meaning beyond the literal. Watch for symbolism, imagery, irony, allusions, and diction.</td>
</tr>
<tr>
<td>A</td>
<td>Attitude</td>
<td>What is the tone or mood of the poem?</td>
</tr>
<tr>
<td>S</td>
<td>Shifts</td>
<td>Are there any shifts in the poem? (Time, speaker, mood, occasion)</td>
</tr>
<tr>
<td>T</td>
<td>Title</td>
<td>Now that you’ve read the poem, determine how the meaning of the title has or has not changed.</td>
</tr>
<tr>
<td>T</td>
<td>Theme</td>
<td>First list what the poem is about (subjects); then determine what the poet is saying about each of the subjects.</td>
</tr>
</tbody>
</table>