

BIOGRAPHY POEMS

This month you will be writing two poems to describe two of the characters from a book that you have completed reading. Your poems may be about the protagonist (the good guy), the antagonist (the bad guy), or even minor characters, however, you should know enough about the characters to provide creative details and descriptions of the characters. Your poems should be thoughtful, revealing the true nature of your characters (should be organized based on a clear topic).

Your poems should contain 8 lines. The lines should be organized as follows:

- Line 1 - Character's name
- Line 2 - Four traits that describe the character
- Line 3 - Who loves... (three nouns)
- Line 4 - Who feels... (three adjectives)
- Line 5 - Who needs...
- Line 6 - Who gives...
- Line 7 - Who fears...
- Line 8 - Who would like to see...

Along with your poems you will need to answer the following questions (in complete sentences):

How are these two characters alike?

How are these two characters different?

You will be asked to read one of your poems to the class. Practice speaking your poem, paying attention to your speed, fluency, and the rhythm of your poem (punctuation). Use the skills that we have been learning and practicing in class to assist you. You will be assessed using the following.

Descriptors	1	2	3	4
Content and Ideas	Writer's poem lacks a central idea; is not clear. Topic may get lost in irrelevant details.	Writer's topic is vague or may have too many topics in one poem.	Writer's topic is represented <i>through the eyes of the poet</i> . Looks at topic from a different angle and/or what the topic resembles. It is clear that the topic matters to the poet.	Poet writes about the topic in a way that is focused, engaging, strong, and artful; with imagery.
Music of the Poem Sound	Confusing flow causes need for rereading.	Awkward rhythms (ineffective line breaks) affect reading.	Poet makes use of patterns, and/or sounds, words, and lines to create a rhythm.	Smooth phrasing and rhythm enhances reading.
Language	Poet uses imprecise language and halting phrases. Words do not give a clear image in the reader's mind of the topic.	Poet's vocabulary is more telling than showing. Words do not all keep the rhythm or enhance the mood.	Writer selects precise words which paint a picture in the reader's mind. Words support the poem's mood.	Words are precise, paints a strong, clear, complete picture in the reader's mind. Vivid descriptive words and details used in the poem. Words evoke a strong feeling in the reader.
Spelling	The writer could read the writing.	The writer misspelled several grade level words.	The writer misspelled some grade level words.	The writer spelled grade level words correctly.
Punctuation	The writer had spaces between words. Ending punctuation is not used correctly. The writer used capital letters to start most sentences.	The writer ended sentences with punctuation. The writer used capital letters for names and places.	The writer used capitals and ending marks to give meaning to the poem.	The poet strategically used punctuation to help the reader read with expression. Convention rules used to reinforce the total effect of the poem.