TEACHER'S ANSWER KEY

ROAR

By Katy Perry
Reviewing Figurative Language & Poetic Devices Through Song Lyrics

Created by Tracee Orman

www.teacherspayteachers.com/Store/Tracee-Orman
“Roar” By Katy Perry ~ Figurative Language Through Songs

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Music and video for “Roar” can be viewed here: http://vevo.ly/GcxgNb or http://vevo.ly/swlE6A
Song can be purchased via iTunes here: https://itunes.apple.com/us/album/prism-deluxe/id690928033

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KG Fonts
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SEPARATE FILES:
* PDF of all handouts
* Student Handout - Text only (Microsoft Word)

PROCEDURE:
This lesson is designed to be a REVIEW of figurative language and poetic devices. Students should be familiar with the terms. However, I did include a definition sheet to aid them. Your own definitions may differ, so if you need to make adjustments, you may edit the student copy (it is provided in Microsoft Word).

After distributing the handout, you may wish to play the song to help students hear the sound devices. Links to the video and the iTune version are provided on page 2. If the song cannot be played, you may have students read it aloud.

After students find the devices, have them write about the song's meaning. This will make it easier for them to make connections to the poems (an optional activity).

WRITING ACTIVITY - Finally, have students write their own "roar" - or poem about something they've overcome. If they cannot think of anything, they can either write of a fictional experience, or write of something they are proud of, or create their own "battle cry." They could even write one for the school (or school mascot) to build school spirit.

* If you and your students enjoy comparing the songs to the poems, you may want to check out my Poetry & Song Lyric packet, which features several poems and songs paired with similar messages, making it easier for students to interpret and find meaning in poetry. THANKS FOR SUPPORTING YOUR FELLOW TEACHERS! :)
Common Core State Standards

Grade 8
CCSS.ELA-Literacy.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text; including a variety of word relationships and nuances in word meanings.

Grades 9-10
CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text; including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text; including a variety of word relationships and nuances in word meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place, how it sets a formal or informal tone).
CCSS.ELA-Literacy.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Grades 11-12
CCSS.ELA-Literacy.L.11-12.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text; including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text; including a variety of word relationships and nuances in word meanings; analyze the impact of specific word choices on meaning and tone; including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Additional standards may be practiced that are not listed above.
DEFINITIONS OF POETIC/RHETORICAL DEVICES AND FIGURATIVE LANGUAGE

POETIC/RHETORICAL DEVICES (sound devices used to create a mood, set the tone)

<table>
<thead>
<tr>
<th>Assonance</th>
<th>Consonance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The repetition of VOWEL sounds</td>
<td>The repetition of CONSONANT sounds</td>
</tr>
<tr>
<td>Rhyme - the repetition of vowel</td>
<td>Alliteration - repetition of</td>
</tr>
<tr>
<td>sounds in neighboring words</td>
<td>beginning consonant sounds</td>
</tr>
<tr>
<td>(pair/fair, madly/glad).</td>
<td>(Sad/Sunday, knowing/nobody, candy/</td>
</tr>
<tr>
<td>True (or Pure) Rhyme - the vowel</td>
<td>kisses)</td>
</tr>
<tr>
<td>sounds and the last syllable of</td>
<td>Near rhyme - the repetition of</td>
</tr>
<tr>
<td>words have identical sounds</td>
<td>sounds (usually the consonant sound</td>
</tr>
<tr>
<td>(making/faking, true/blue).</td>
<td>will match, but not the vowel sound).</td>
</tr>
<tr>
<td>Perfect Rhyme - the vowel sounds</td>
<td>Half rhyme - only the ending</td>
</tr>
<tr>
<td>and the last stressed syllable of</td>
<td>consonant sounds are identical</td>
</tr>
<tr>
<td>words in the end of the lines</td>
<td>but the vowels are not</td>
</tr>
<tr>
<td>have identical sounds (making/faking, true/blue).</td>
<td>(trolley/bully, mirth/forth).</td>
</tr>
</tbody>
</table>

Anaphora - the repetition of words at the beginning of a clause (Dr. Martin Luther King, Jr.'s "I Have a Dream" speech, William Blake in London: In every cry of every man/in every infant's cry of fear/in every voice, in every ban…)

Epistrophe - the repetition of words at the ending of a clause ("There is no Negro problem. There is no Southern problem. There is no Northern problem. There is only an American problem." Lyndon B. Johnson in "We Shall Overcome")

Internal Rhyme - the rhyming of two or more words within the same line

Onomatopoeia - words that imitate their sound (BAM! SPLAT! hiss... rip)

Eye Rhyme - is NOT a sound device, but a visual device. It occurs when two words LOOK as though they should rhyme because they have near-identical spellings, yet they DO NOT rhyme. In classic poem, eye rhymes may be a result of pronunciation/dialect differences (perhaps the words rhymed for the poet). In some cases, eye rhymes are purposefully used to set a tone (usually those that deal with somber topics such as death, war, loneliness). Examples include: dove/move (bird/the action), slaughter/laughter, pint/lint, have/grave, bomb/tomb, come/home

FIGURATIVE LANGUAGE (figures of speech not meant to be taken literally)

Allusion - reference to another person, place, event, literary work, etc.
Hyperbole - exaggeration
Idiom - a common phrase or figure of speech not to be taken literally (beating around the bush, raining cats and dogs)
Metaphor - comparison of two things (equaling one to the other)
Personification - a metaphor that gives human qualities/traitts to non-human things
Simile - comparing two things using "like" or "as"
In the lyrics for the song "Roar," find the following examples of figurative language and poetic devices: alliteration, allusion, anaphora, epistrophe, hyperbole, idiom, metaphor, onomatopoeia, personification, and simile.

**"Roar"** written by Bonnie McKee, performed by Katy Perry

I used to bite my tongue and hold my breath
Scared to rock the boat and make a mess
So I sat quietly, agreed politely
I guess that I forgot I had a choice
I let you push me past the breaking point
I stood for nothing, so I fell for everything

[Pre-Chorus]
You held me down, but I got up
Already brushing off the dust
You hear my voice, you hear that sound
Like thunder, gonna shake the ground
You held me down, but I got up
Get ready cause I've had enough
I see it all, I see it now

[Chorus]
I've got the eye of the tiger, a fighter,
dancing through the fire
'Cause I am a champion
and you're gonna hear me ROAR
Louder, louder than a lion
'Cause I am a champion
and you're gonna hear me ROAR
Oh oh oh oh oh oh [x2]
You're gonna hear me roar

Now I'm floating like a butterfly
Stinging like a bee I earned my stripes
I went from zero, to my own hero

[Repeat Pre-Chorus & Chorus]

ANSWER KEY

1. **ALLITERATION:** bite/breath, make/mess, So/sat, push/past/point, fighter/fire, louder/lion, stinging/stripes
2. **IDIOMS:** bite my tongue, hold my breath, rock the boat, past the breaking point, stood for nothing, fell for everything, brushing off the dust, eye of the tiger, floating like a butterfly, stinging like a bee, earned my stripes, zero to (my own) hero.
3. **SIMILES:** my voice/thunder, I (speaker)/butterfly, I (speaker)/bee
4. **ONOMATOPOEIA:** roar, oh
5. **HALF RHYME:** tiger/fighter, lion/champion
6. **EPISTROPHE:** I am a champion, you're gonna hear me roar
7. **ALLUSIONS:** eye of the tiger - alludes to fictional character Rocky Balboa (boxer) from Rocky movies; float like a butterfly/sting like a bee - alludes to Muhammad Ali (boxer)
8. **ANAPHORA:** So I, You, 'Cause
9. **PERSONIFICATION:** Thunder shaking the ground
10. **TRUE RHYME:** quietly/politely, sound/ground
11. **HYPERBOLE:** (same as idioms) plus - shake the ground, see it all, dancing through the fire, hear me roar

Why do you think the writer chose these particular words and phrases for this song? Answers will vary, some may say that the idioms are appropriate because they best express the fighting spirit and perseverance for the theme.

**EXTEND IT** - Have students give the MEANING of the idioms and the comparisons. Example: "bite my tongue" means holding back from saying something.

Students can also look up information about the boxing allusions, as well as the song lyrics to Survivor's "Eye of the Tiger."

NOTE: Some of the examples in the song will work for more than one item. THERE MAY BE ADDITIONAL EXAMPLES NOT MENTIONED.
"Roar" By Katy Perry - Figurative Language Through Songs

What is the song about? In the "student notes" column, write your thoughts about each section. What is the speaker saying? How is she using figurative language to convey her feelings? What is the tone of each section?

**"Roar" written by Bonnie McKee, performed by Katy Perry**

<table>
<thead>
<tr>
<th>Pre-Chorus</th>
<th>Chorus</th>
</tr>
</thead>
<tbody>
<tr>
<td>I used to bite my tongue and hold my breath</td>
<td>I've got the eye of the tiger, a fighter, dancing through the fire</td>
</tr>
<tr>
<td>Scared to rock the boat and make a mess</td>
<td>'Cause I am a champion and you're gonna hear me roar</td>
</tr>
<tr>
<td>So I sat quietly, agreed politely</td>
<td>Louder, louder than a lion</td>
</tr>
<tr>
<td>I guess that I forgot I had a choice</td>
<td>'Cause I am a champion and you're gonna hear me roar</td>
</tr>
<tr>
<td>I let you push me past the breaking point</td>
<td>Oh oh oh oh oh oh [x2]</td>
</tr>
<tr>
<td>I stood for nothing, so I fell for everything</td>
<td>You're gonna hear me roar</td>
</tr>
</tbody>
</table>

• **Pre-Chorus**
  - Speaker is expressing that she felt silenced, she wasn't able to speak her mind or say how she felt. She just went along with whatever. The tone is deflating - sounds like “p” and “b” are weaker, showing her own weakness.
  - Idioms are used to show how the speaker silenced herself out of fear until she just couldn’t sit quiet any longer (she reached her "breaking point").

• **Chorus**
  - Speaker is now getting stronger, showing how even though she was pushed down, she still got up. The tone is a little angry.
  - Again, idioms are used to express the speaker’s actions. "Brushing off the dust" means getting up after being knocked down and letting it be a by-gone (not dwelling in the failure, "brushing" the memory of it away).
  - Her voice is "like thunder" and won’t be silenced this time

• **Pre-Chorus & Chorus**
  - The tone definitely shifts, moving away from the anger to mainly powerful. The "i" sounds softens it a bit while the repetition of the "e" and "ch" sounds make it a stronger passage. And though the word "roar" is seemingly harsh, the actual sound of it isn’t. The "r" ending sound (tiger, fighter, fire, roar) show perseverance.
  - "Eye of the tiger, a fighter, dancing through the fire" are all figures of speeches used to show her perseverance and strength in overcoming the obstacles. She’s using a metaphor, comparing herself to a fighter, a champion, and roaring louder than a lion (who is the "king" of the jungle). "Eye of the tiger" is also a reference to *Rocky Balboa*, a fictional boxer. *Survivor* sang the song to accompany the "Rocky III" movie release.

• **Pre-Chorus & Chorus**
  - This passage moves away from the "r" sound, ending with the "ing" and "o" sounds. The anger seems to be replaced by empowerment. The speaker has finally found her voice.
  - Idioms/allusions are used here to strengthen the "fighter" metaphor, drawing on Muhammed Ali’s (aka Cassius Clay) famous lines about himself.

Katy explained what the song means to her: "[It’s] A song about standing up for yourself, who can be the biggest bully in the equation is yourself and can get in your way and it’s a song about speaking up for yourself and having the strength". -click for source link
**“Roar” By Katy Perry - Figurative Language Through Songs**

**Figurative Language & Poetic Devices**

**Scavenger Hunt**

1. Find two examples of **ALLITERATION**. *make/mess, push/past*

2. Find four **IDIOMS**. *bite my tongue/hold my breath/rock the boat/past the breaking point/stood for nothing, fell for everything*

3. Find a **SIMILE**. *List the two things being compared. “You hear my voice, you hear that sound, like thunder, gonna shake the ground” my voice = thunder*

4. Find two examples of **ONOMATOPOEIA**. *roar/oh*

5. Find an example of **HALF RHYME**. *lion/champion - both end with the “n” sound, but the vowel sounds differ.*

6. Find an example of **EPISTROPHE**. *you’re gonna hear me roar*

7. Find an **ALLUSION** to a famous sports figure. *(Identify the figure it alludes to.) - floating like a butterfly/stinging like a bee = Muhammad Ali, boxer*

8. Find one example of **ANAPHORA**. *“You…” and “I see…”*

9. Find an example of **PERSONIFICATION**. *Thunder shaking the ground*

10. Find the example of **TRUE RHYME**. *sound/ground*

*Why do you think the writer chose these particular words and phrases for this song? Answers will vary. Some may say that the idioms are appropriate because they best express the fighting spirit and perseverance for the theme.*

---

**Lyrics**

*You held me down, but I got up*
*Already brushing off the dust*
*You hear my voice, you hear that sound*
*Like thunder, gonna shake the ground*
*You held me down, but I got up*
*Get ready ‘cause I’ve had enough*
*I see it all, I see it now*

[Chorus]
*I’ve got the eye of the tiger, a fighter, dancing through the fire*
*’Cause I am a champion and you’re gonna hear me roar*
*Louder, louder than a lion*
*’Cause I am a champion and you’re gonna hear me roar*
*Oh oh oh oh oh oh, [x2]*
*You’re gonna hear me roar*

Now I’m floating like a butterfly
Stinging like a bee I earned my stripes
I went from zero, to my own hero

[Chorus, repeat]

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POETRY CONNECTIONS

Page 14 for students who may need more assistance
Page 15 for advanced students
See It Through
by Edgar Guest

When you’re up against a trouble,
Meet it squarely, face to face;
Lift your chin and set your shoulders,
Plant your feet and take a brace.
When it’s vain to try to dodge it,
Do the best that you can do;
You may fail, but you may conquer,
See it through!

Black may be the clouds about you
And your future may seem grim,
But don’t let your nerve desert you;
Keep yourself in fighting trim.
If the worst is bound to happen,
Spite of all that you can do,
Running from it will not save you,
See it through!

Even hope may seem but futile,
When with troubles you’re beset,
But remember you are facing
Just what other men have met.
You may fail, but fall still fighting,
Don’t give up, whate’er you do;
Eyes front, head high to the finish.
See it through!

© 1917

"Roar" By Katy Perry - Figurative Language Through Songs

Read "See It Through" by Edgar Guest; compare/contrast it to the song "Roar."

POETRY CONNECTIONS

THEME

Similarities
Both are encouraging the listeners to empower themselves, to have perseverance.

Differences
In "See It Through" the speaker talks directly to the listener, telling him/her not to give up. In "Roar" the speaker uses her own experience, sharing with the listener, without having to "preach" the message.

FIGURATIVE LANGUAGE

Similarities
"Meet it squarely, face-to-face" is somewhat similar to the boxing allusions in "Roar"—don’t back down from the fight.

"Cause I am a champion, You’re gonna hear me roar" and "See it through"

Both have repeated phrases for effect:
Both use alliteration: face/face; men/met; fail/fall/fighting; head/high (see "Roar" alliteration on page 6)

Differences
"Roar" uses more idioms than "See It Through." (Though many of the lines in "See It Through" seem cliché.)

"See It Through" contains more true rhymes than "Roar"—face/brace, do/through, grim/trim, do/you/through, beset/met

OTHER NOTES:
I have studied many times
The marble which was chiseled for me--
A boat with a furled sail at rest in a harbor.
In truth it pictures not my destination
But my life.
For love was offered me and I shrank from its disillusionment;
Sorrow knocked at my door, but I was afraid;
Ambition called to me, but I dreaded the chances.
Yet all the while I hungered for meaning in my life.
And now I know that we must lift the sail
And catch the winds of destiny
Wherever they drive the boat.
To put meaning in one’s life may end in madness,
But life without meaning is the torture
Of restlessness and vague desire--
It is a boat longing for the sea and yet afraid.

© 1916

QUESTIONS

1. Imagery: In "George Gray," the speaker uses the image of a boat as a metaphor for life. Explain this metaphor.
   The speaker expresses that the boat is life (the "furled" sails indicating the life is over) and that we humans must "lift the sail and catch the winds of destiny" to steer it in the direction you want it to go. He expresses how he was afraid to love, afraid of loss (sorrow), but realizes that these are essential to life and without love and loss (happiness and sadness), there is no meaning to life.

2. In "Roar," the speaker uses the idiom "rock the boat." How does the line in the song lyric relate to the boat metaphor in "George Gray"?
   The speaker in "George Gray" was afraid to take chances, or "rock the boat," as well.

3. What have both speakers learned?
   Now in death, the speaker in "George Gray" realizes he shouldn’t have been afraid to take chances and experience love and loss. The speaker in "Roar" has realized this, too, in a different way: she was afraid to voice her opinion and do what she wanted. For her, it is not too late and she can go on living a meaningful life on her own terms--not specified by someone else's.

Extended activity
- Why is this poem titled "George Gray"? Research the title and explain (in complete sentences) its title.
  "George Gray" is a poem from Spoon River Anthology, which is a collection of short poems as epitaphs written by the fictional residents of Spoon River. Resident George Gray, therefore, is both the speaker and subject of the poem. It is his epitaph.

Note: furled = roll or fold up and secure neatly.
<table>
<thead>
<tr>
<th><strong>IMAGERY, DICTION, SYNTAX Questions</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I used to bite my tongue and hold my breath</td>
<td><strong>IMAGERY will vary</strong></td>
</tr>
<tr>
<td>Scared to rock the boat and make a mess</td>
<td><strong>Negative connotative words:</strong> bite, scared, rock, mess, push, breaking, nothing, fell</td>
</tr>
<tr>
<td>So I sat quietly, agreed politely</td>
<td><strong>“Positive” words that are used in a negative way:</strong> quietly, agreed, politely, choice (because she is silenced, powerless)</td>
</tr>
<tr>
<td>I guess that I forgot I had a choice</td>
<td></td>
</tr>
<tr>
<td>I let you push me past the breaking point</td>
<td></td>
</tr>
<tr>
<td>I stood for nothing, so I fell for everything</td>
<td></td>
</tr>
</tbody>
</table>

**[Pre-Chorus]**

You held me down, but I got up
Already brushing off the dust
You hear my voice, you hear that sound
Like thunder, gonna shake the ground
You held me down, but I got up
Get ready cause I’ve had enough
I see it all, I see it now

**IMAGERY will vary**

**Negative connotative words:** held, down

**“Negative” words that are used in a positive way:** brushing off, thunder, shake

**[Chorus]**

I’ve got the eye of the tiger, a fighter,
Dancing through the fire
‘Cause I am a champion and you’re gonna hear me roar
Louder, louder than a lion
‘Cause I am a champion and you’re gonna hear me roar
Oh oh oh oh oh oh oh oh oh oh [x2]
You’re gonna hear me roar

**IMAGERY will vary**

**Positive connotative words:** dancing, champion

**“Negative” words that are used in a positive way:** fighter, fire, roar, louder

**Now I’m floating like a butterfly**

Stinging like a bee I earned my stripes
I went from zero, to my own hero

**IMAGERY will vary**

**Positive connotative words:** floating, butterfly, hero

**“Negative” words that are used in a positive way:** stinging, zero

**TONE** - The tone changes throughout the song as the speaker find her “voice.” It begins more negative becomes more positive in the pre-chorus and rest of the song. By the end, the speaker is empowered and positive.

**SYNTAX** - Answers will vary. Students will notice a change in tone as words are mixed up.

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Common Core Resources You Might Like...

"Roar" By Katy Perry: Figurative Language Through Songs

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