

Open your Billy  
Collins TPCASTT so  
we can review  
together



## **Objective(s):**

I can apply the steps of TPCASTT

## **Purpose:**

To explain & analyze poems.

## **Success Criteria:**

TPCASTT together We Real Cool

## **Homework:**

TPCASTT Ozymandias

## 2 Minute Interviews- record in ISN

1. Family: Who is in your family? Feel free to include pets
2. Place- what is the best place you've ever been? Or a place you'd like to visit?
3. Hobby- do you have one? if so, what is it?
4. Other? What should your partner know about you?

# Daily procedures in action:

- Concerns? then celebrations
- Supplies:
  - ISN
  - TPCASTT
  - writing utensil
  - Highlighters: yellow, blue, green, pink, purple, orange
- #40BookChallenge / book a month post by Nov 1
- Spelling bee THURSDAY ELO

# Agenda:

1. 2 minute interviews
2. TPCASTT review Billy Collins
3. TPCASTT together We Real Cool
4. Short Constructed Response for We Real Cool
5. HOMEWORK: Ozymandias- TPCASTT and SCR

# TPCASTT - Introduction to Poetry

T- Title

P- Paraphrase- (above)

C - Connotation: (*imagery, figures of speech (simile, metaphor, personification, symbolism, etc), diction, point of view, and sound devices (alliteration, onomatopoeia, rhythm, and rhyme).* Highlight in orange and comment on what it is

A- Attitude

S- Shift

*highlight the text in purple where this happens & explain above*

key word

punctuation

division of phrases

changes

irony

T- Theme (lesson)

T- Title

# TPCASTT - Introduction to Poetry - Paraphrasing

## **I**ntroduction to Poetry Billy Collins- 1988

I ask them to take a poem  
and hold it up to the light  
like a color slide

or press an ear against its hive.

I say drop a mouse into a poem  
and watch him probe his way out,

or walk inside the poem's room  
and feel the walls for a light switch.

I want them to waterski  
across the surface of a poem  
waving at the author's name on the shore.

But all they want to do  
is tie the poem to a chair with rope  
and torture a confession out of it.

They begin beating it with a hose  
to find out what it really means.

# TPCASTT - review Billy Collins

T	<p><b>TITLE:</b> Before you even think about reading the poetry or trying to analyze it, <b>speculate on what you think the poem might be about</b> based upon the title. Often time authors conceal meaning in the title and give clues in the title. Jot down what you think this poem will be about.</p>
P	<p><b>PARAPHRASE:</b> Before you begin thinking about meaning or trying to analyze the poem, don't overlook the <b>literal meaning of the poem</b>. One of the biggest problems that students often make in poetry analysis is jumping to conclusions before understanding what is taking place in the poem. When you paraphrase a poem, write in your own words exactly what happens in the poem. Look at the number of sentences in the poem—your paraphrase should have exactly the same number. This technique is especially helpful for poems written in the 17th and 19th centuries. Some times your teacher may allow you to <i>summarize</i> what happens in the poem. Make sure that you understand the difference between a <i>paraphrase</i> and a <i>summary</i>.</p>
C	<p><b>CONNOTATION:</b> <b>Orange</b> Although this term usually refers solely to the emotional overtones of word choice, for this approach the term refers to any and all poetic devices, focusing on how such devices contribute to the meaning, the effect, or both of a poem. You may consider imagery, figures of speech (simile, metaphor, personification, symbolism, etc), diction, point of view, and sound devices (alliteration, onomatopoeia, rhythm, and rhyme). It is not necessary that you identify all the poetic devices within the poem. The ones you do identify should be seen as a way of supporting the conclusions you are going to draw about the poem. <b>EMOTIONS</b></p>
A	<p><b>ATTITUDE:</b> Having examined the poem's devices and clues closely, you are now ready to explore the multiple attitudes that may be present in the poem. Examination of diction, images, and details suggests the speaker's attitude and contributes to understanding. You may refer to the list of <b>words on Tone</b> that will help you. Remember that usually the tone or attitude <b>cannot be named with a single word Think complexity.</b></p>

S	<p><b>SHIFTS:</b> <b>Purple</b> Rarely does a poem begin and end the poetic experience in the same place. As is true of most us, the poet's understanding of an experience is a gradual realization, and the poem is a reflection of that understanding or insight. Watch for the following <b>keys to shifts</b>:</p> <ul style="list-style-type: none"> <li>• key words, (but, yet, however, although)</li> <li>• punctuation (dashes, periods, colons, ellipsis)</li> <li>• stanza divisions</li> <li>• changes in line or stanza length or both</li> <li>• irony</li> <li>• changes in sound that may indicate changes in meaning</li> <li>• changes in diction</li> </ul>
T	<p><b>TITLE:</b> Now <b>look at the title again</b>, but this time on an interpretive level. What <b>new insight does the title provide</b> in understanding the poem.</p>
T	<p><b>THEME:</b> What is the poem saying about the <b>human experience</b>, motivation, or condition? What subject or subjects does the poem address? What do you learn about those subjects? <b>What idea does the poet want you take away with you</b> concerning these subjects? Remember that the theme of any work of literature is stated in a complete sentence.</p>

# TPCASTT Rubric

- attached to each posted assignment

<b>Advanced</b> 4	<b>Proficient</b> 3	<b>Partially Proficient</b> 2	<b>In Progress</b> 1
<p>All TPCASTT steps are indicated on the poem with great detail and reflection based on connotations; each step is labeled. Student thinking is accurate and written on text; conclusions are drawn from textual inferences and not from guessing or personal connections; as a result of all 6 steps, the final step, Theme, is identified accurately as a result of the other work. Student has demonstrated how the author uses the Shift and Attitude steps to reveal his or her intended meaning in the poem.</p>	<p><b>All TPCASTT steps are indicated on the poem and are labeled.</b> Student thinking is accurate all or most of the time and is written on the poem clearly; inferences are based on logical textual guesses and show a consistent attempt to connect textual ideas and phrases; <b>theme is included and is based on the work from the previous 6 steps.</b></p>	<p>Almost all TPCASTT steps are listed on the poem; some are labeled or color-coded, <i>but it may be unclear which comments/colors match each step</i>; textual inferences are attempted and are correct sometimes but may be more like guesses or connections rather than based on textual support; theme may be partially correct.</p>	<p>The TPCASTT strategy steps are unclear, missing, or do not follow the steps of the strategy. At this point the strategy is not helping to dig into the text to pull out an accurate theme based on textual evidence and inference. Work may be incomplete or inaccurate most of the time. The objective of identifying the theme with support has not been achieved yet.</p>

T- Title

T – The poem will  
be about...

***We Real Cool***

by *Gwendolyn Brooks*

# **We Real Cool**

by Gwendolyn Brooks

We real cool. We

Left school. We

Lurk late. We

Strike straight. We

Sing sin. We

Thin gin. We

Jazz June. We

Die soon.

[Video for We Real Cool](#)

# We Real Cool

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# P- Paraphrase

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## C- connotation

**Personification-**

**Metaphor-**

**Imagery-**

**End rhymes-**

**Repetition-**

# A - attitude

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# S - shifts

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# T- title interpreted

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# T- theme

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On your own- TPCASTT Ozymandias for a formative

## TPCASTT

**Title**- guess what it will be about

**Paraphrase** - what is the literal translation? EACH line

**Connotation**- **Orange** - Emotions around / find fig.lang.

**Attitude** - words from tone list on literary analysis

**Shift** - **Purple** - where does the change happen

**Title** - any new insight to the title?

**Theme** - human experience- state lesson

\*what does the author want you to take away?