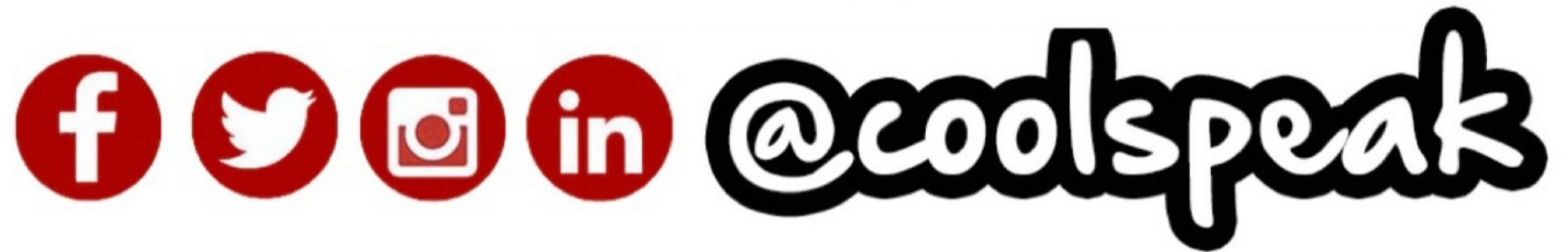


coolSpeak.

The Youth Engagement Company



“We Put The Motivation Back Into Education”

www.coolspeak.net

JOAQUÍN ZIHUATANEJO

partner brother non- song artist writer I am
father Dallas fiction singer adventurer son a
teacher Poet writer business foodie speaker multitude
poet Laureate friend owner tio truth and
world story picker pen- cyclist teller so
champ teller dreamer enthusiast disc good are
nieto essayist believer mentor golfer listener you



‘Where a quiet voice can become a loud voice’

Children, Young People and Poetry in 2024

Francesca Bonafede, Christina Clark, Irene Picton and
Elena Chamberlain

National Literacy Trust

October 2024

The 2024 sample

4,372

Children and young people aged 8 to 16 from England participated between April and June 2024.

Gender

46.5% boy

49.2% girl

0.7% non-binary

2.3% would rather not say

1.3% described another way

Age of respondents

21.6% aged 8 to 11 / **71.0%** aged 11 to 14 / **7.4%** aged 14 to 16

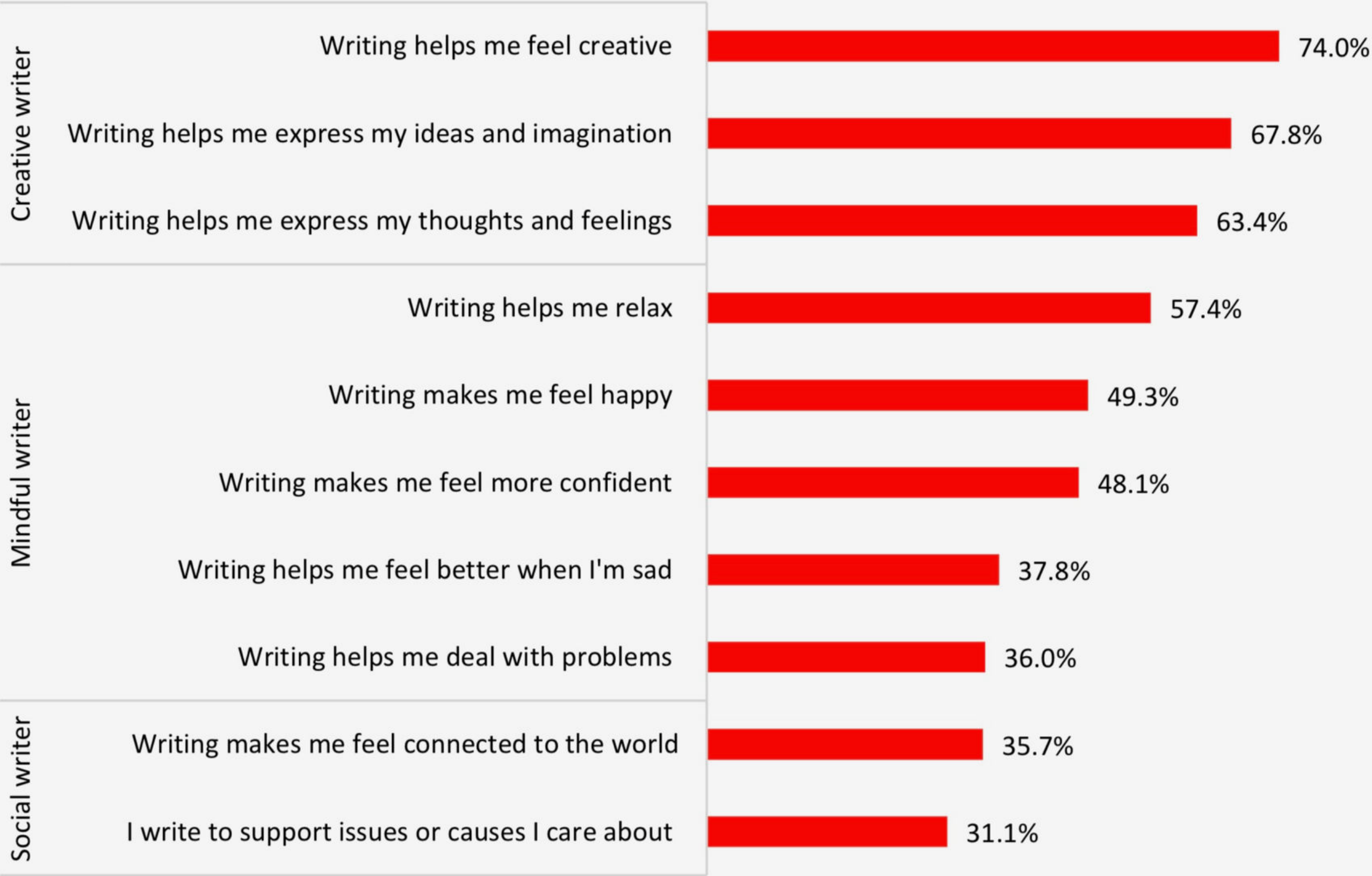
“Poetry raises generations. It fuels a love for writing at a younger age, all the way to the end. I wouldn't be who I am without it, and neither would the world.”

(Girl, Year 9)

Figure 4: Poetry readers’ motivations for reading



Figure 8: Poetry writers and their writing motivations



Investigating the Impact Poetry Instruction Has on Students' Writing

Diana Brannon, Ed.D.
Professor of Education
Elmhurst University
USA

Abstract

According to the latest National Assessment of Educational Progress (NAEP) for writing, only 24 percent of eighth grade students in the United States perform at the proficient level for writing. The proficient level of writing includes students writing a text that is coherent, well structured, having appropriate connections and transitions, developed and effective ideas, relevant supporting details, effective voice, thoughtful word choice, and utilizing a variety of supporting details. A twelve-week study was conducted to measure the effectiveness of teaching poetry as a vehicle to improve fourth grade students' writing skills and ability to analyze their areas of growth and areas for improvement in writing. Mentor poetry texts were utilized to facilitate students' writing skills by providing a model for discussion and instruction related to advanced word choice, fluency, tone, voice, and conventions. After studying the assigned poem each week, students participated in a quick write to apply the skills studied and discussed. Overall, students significantly improved in all of the writing areas assessed. The classroom teacher also reported seeing improvements in students' writing, vocabulary, self-evaluation, and confidence.

Table 2*Six Traits Writing Rubric*

	Beginning (1)	Developing (2)	Proficient (3)	Excellent (4)
Ideas	My writing does not reflect the main idea or topic	My writing is on topic, but it is unclear.	My writing is clear and the main idea is developed.	My writing is clear, focused, and very well developed.
Organization	My writing seems random.	My writing is unorganized and includes few transitions.	My writing is logically organized with clear transitions.	My writing has many transitions that help make my writing interesting.
Sentence Fluency	I did not write complete sentences. variety.	My sentences were short and did not include	I used complete sentences of a variety of lengths. of sentences (. / !)	I used a variety sentence lengths and different types
Word Choice	I used boring word choices.	I used ordinary words, but described the picture correctly.	I used some interesting verbs, adverbs, and / or adjectives.	I used specific powerful words, interesting phrases, verbs, adverbs, and adjectives.
Voice	My writing sample is boring.	My writing is detailed but just relates to what is seen.	My writing is interesting.	My writing comes alive to engage the reader.

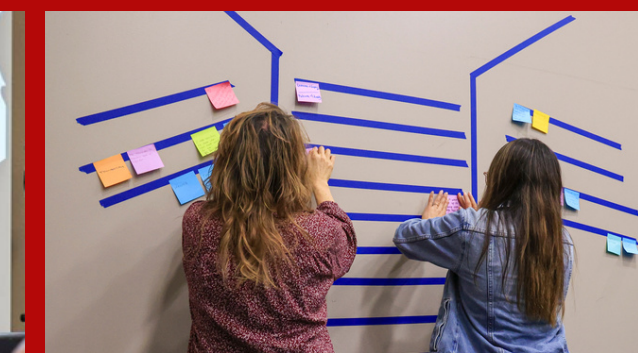
Table 4*Comparison Between Teacher and Student Pre-Post Intervention Writing Scores Per Trait*

	<u>Pre-Program</u>		<u>Post-Program</u>	
	<u>Student</u>	<u>Teacher</u>	<u>Student</u>	<u>Teacher</u>
Ideas	2.02	1.98	3.75	3.48*
Organization	2.66	2.00*	3.23	3.16
Sentence Fluency	2.45	2.50	3.52	3.00*
Word Choice	1.73	1.97*	3.27	3.11
Voice	1.73	1.89	2.72	2.64
Sensory Details	2.09	1.93	3.30	3.10*
<u>Details & Figurative Language</u>	<u>2.18</u>	<u>1.75*</u>	<u>3.70</u>	<u>3.45*</u>

*p < .05



Mon. 10:30 AM	Joaquín	Stand Up & Be Heard: Bringing Poetry and an On Campus Poetry Anthology to Your Middle School/High School Students
Mon. 1:45 PM	Chu	Unlocking the Magic of Student Engagement: Making High Impact Programming (HIP) Work for You
Mon. 7:00 PM	CoolSpeak	Join the Conference Social Event!
Tue. 9:00 AM	Joaquín	Dollars For Scholars
Tue. 10:30 AM	Chris	Belong Here: Combating Imposter Phenomenon With Goal Setting





Scan to get access to the slides, resources, and more!

Connect with Joaquín

Email: joaquin@coolspeak.net

Facebook: Joaquín Zihuatanejo

Instagram: [@joaquinzihuatanejo](https://www.instagram.com/joaquinzihuatanejo)

Blue Sky: [@jzthepoet.bsky.social](https://bsky.app/profile/jzthepoet.bsky.social)

Website: jzthepoet.com



coolspeak.com
info@coolspeak.net
[@CoolSpeak](https://www.instagram.com/CoolSpeak)

clspk.com/gearupwest