

A-C.2.1.1

► Anchor and Eligible Content

Literature Text: Craft and Structure

A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first- and third-person narrations.

Note: “Story” means narration of events told through the text types of story, drama, or poem.

► Instructional Supports

- Select a mentor text that is an example of a first-person narrative. Teach students that a first-person narrative is a story where the narrator tells the story from his or her own perspective. Teach students the features of a first-person narrative, including the use of singular pronouns (e.g., *I, me, my, mine*) and plural pronouns (e.g., *we, us, our, ourselves*). Highlight these features in the read-aloud example.
- Select a mentor text that is an example of a third-person narrative. Teach students that a third-person narrative is written as if the narrator is watching what is happening in the story from the outside or as a bystander. Teach students the features of a third-person narrative, including the characters’ names and personal pronouns (e.g., *he, she, they*). Highlight these features in the read-aloud example.
- Select two or three short literary texts. Have students work independently, in small groups, or in pairs to identify whether the narration of the text is first person or third person, using textual evidence. Lead a discussion about student findings.

► Clarifications

- Point of view for literary text is the perspective from which the story is told.
- Discussions regarding this standard should focus on character and narrator point of view—seeing the events of a story through the character’s or narrator’s perspective.

► Enrichment

- [Point of View Examples](#)

► Key Terms

literary text, narrator, perspective, point of view, first-person, third-person

► Resources

- [Teaching Point of View with *Two Bad Ants* Lesson](#)
- [Charting Characters for a More Complete Understanding of the Story](#)
- [Picture Books to Teach Point of View](#)
- [First-Person Point of View Picture Books](#)
- [Mentor Texts for 1st and 3rd Person](#)

A-C.3.1.1

► Anchor and Eligible Content

Literature Text: Integration of Knowledge and Ideas

A-C.3.1.1 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Note: “Story” means narration of events told through the text types of story, drama, or poem.

► Instructional Supports

- Lead a discussion about comparison and contrast. To compare is to analyze the similarities and differences between two or more things. To contrast is to determine what is different about two or more things.
- The identification of similarities and differences between two texts will serve as the basis for discussing the significance of the similarities and differences. Using mentor texts, ask students to identify the themes, including details from the text to support the theme. Follow this activity by asking the students to describe how the themes are the same and how they are different (compare/contrast).
- Select two texts with the same or similar themes, settings, or plots. Explain to students that sometimes authors choose the same theme, setting, or plot but represent the theme, setting, or plot in different ways. Model for students how to mark the textual evidence that demonstrates the theme, setting, or plot from each text. Record their findings on chart paper and lead a discussion to compare the use of the theme, setting, or plot in the two texts.
- Select two stories written by the same author about the same or similar characters. Have students work in pairs, in small groups, or independently to read both versions of the story. Have students use a graphic organizer to compare the two stories. Have students share their findings with other students. Lead a classroom discussion about student findings.
- Select two longer stories written by the same author about the same or similar characters. Have students compare and contrast themes, settings, and/or plots using a Venn diagram. Students can

also respond to a prompt in their journals such as “How are these two stories similar?” “How are they different?”

► Clarifications

- Students may require [direct instruction on theme](#) (note: this is a multi-grade resource).
- Avoid limiting discussion to the identification of a theme, setting, or plot. The intent of the standard is analysis (compare and contrast), which may include the step of identification.
- A paired passage set can include two equally weighted literary passages or a set of a *primary* literary passage paired with a *supporting* informational passage.

► Enrichment

- [Literary Devices: Theme](#)
- [Teaching Students to Compare and Contrast When Reading](#)
- [How to Write a Theme Statement](#)

► Key Terms

compare, contrast, literary text, plot, setting, theme, characters

► Resources

- [The Literary Element of Theme](#)
- [Comparison T-Chart \(online graphic organizer\)](#)
- [Compare and Contrast Map \(interactive\)](#)
- [Compare and Contrast Elements of Texts](#)
- [Is Superman Really All That Super? Critically Exploring Superheroes Lesson](#)
- [Activities to Teach Theme](#)
- [How to Teach the Central Message](#)

A-K.1.1.1

► Anchor and Eligible Content

Literature Text: Key Ideas and Details

A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

► Instructional Supports

Question-Answer Strategies

- Discuss with the class the importance of asking questions before, during, and after reading a text to aid comprehension. Prereading activities, such as [Anticipation Guides](#) or [K-W-H-L Charts](#), will activate students' prior knowledge and introduce tier 2 and tier 3 vocabulary. Follow up the discussion with a whole-class read-aloud, including frequent stops for questions about the text.
- Explicit questions about a passage will not “demonstrate understanding,” so it is important that the questions require text-based answers. This may require scaffolding from factual or vocabulary-based questions to help build to answering more inferential questions. This may frequently require a rereading of the passage.
- Text-dependent questions have two key requirements: They can only be answered by reading the text, and they require evidence or support from the text. For this reason, it is common for these questions to have two parts—an initial question about the text followed by a question requiring text evidence that supports the student's initial answer. For example: What does the author want you [readers] to understand about [character's name]? Which details help you [readers] know [answer to first question] is important? A collaborative, whole-class question-and-answer session will guide students toward making evidence-based inferences about the text.

Using Explicit Details

- As described above, responding to questions about a text requires supporting answers with explicit details from the text. The content of the question may come from other reading standards

(e.g., point of view). For example: What is [character's name] point of view? Which details help you [reader] understand this?

- A key feature of this standard, “referring explicitly to the text,” means that students are not required to possess any prior knowledge in order to answer a text-based question. Explicit text is an idea or message stated directly by the author.

► Clarifications

- All questions must be text dependent. No question should be answerable without first reading the text, nor should an answer require prior knowledge.
- Standard A-K.1.1.1 supports all other reading standards.

► Enrichment

- [Text-Dependent Questions](#)
- [Text-Dependent Questions: Samples and Resources](#)

► Key Terms

answer, ask, details, explicit details, literary text, questions

► Resources

- Text-Dependent Questions—Graphic Organizer
- Evidence-based Sentence Starters
- R*A*C*E Graphic Organizer for Constructed Response Answers

Text-Dependent Questions

1. _____

My Response

Evidence from Text

2. _____

My Response

Evidence from Text

3. _____

My Response

Evidence from Text

Evidence-based Sentence Starters

The author wrote _____

The author stated _____

According to the text _____

The text stated _____

One example from the text is _____

In the text, it said _____

Based on the text, _____

On page ____ it said _____

For example _____

R•A•C•E: Constructed Response

Restate the question.

Answer the question.

Cite evidence from the text.

Explain your evidence.

A-K.1.1.2

► Anchor and Eligible Content

Literature Text: Key Ideas and Details

A-K.1.1.2 Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

► Instructional Supports

Recounting a Text

- Lead a whole-class activity in recounting (describing or telling) a text, such as a story, drama, or narrative poem, using a graphic organizer such as that provided in this document. “Recounting” in this standard means describing or telling the details and events of a passage. A “recount” does not require interpretation of the text.
- Work on [recounting passages](#), building up to more intricate elements of a text, including problem or conflict, major plot points, and resolution, for example. Students should become increasingly comfortable working with a whole text, as this recounting transitions into summarizing at grade 4 and beyond.
- As students recount a passage, ask them to be discriminating readers, distinguishing between insignificant details and more important events of the passage. Additionally, part of recounting is being able to discern the correct order of major events.

Determine Central Message/Lesson/Moral

- Review the meaning of “central message” (or lesson/moral depending on genre of text). Lead a discussion of past literary texts read and discuss the central messages for those texts. Remind students that a central message is what the author is trying to tell the readers through the text. A central message is found in a story and is an idea that readers can apply to their lives. Remind students that a theme is a story’s central idea or message. It is what the author of a

literary text wants the reader to remember most. Review the concept that fables have a “moral,” or a line that explains what the lesson of the story is.

- Demonstrate that the central message of a text, such as in narrative poetry, is conveyed through the key details. Use the Central Message graphic organizer to illustrate this structure. When determining the central message of the passage, ask students to support that determination with details from the passage (*how* the message is conveyed). Notice that standard A-K.1.1.1 supports this standard through explicit reference to the text to support the central message.
- Select a short literary text. Have students work in small groups or pairs to explain how the meaning is conveyed by the central message, theme, or moral of the text. Lead a classroom discussion about their findings. Have students practice describing their findings by using sentence frames such as, “I think the central message/theme/moral of the text is _____. One way that the meaning is conveyed by the central message/theme/moral is _____. Another way is _____.”

► Clarifications

- Persistent discussion of central message is a scaffolding step in discussing theme in grade 4 and beyond. Additionally, understanding theme is required to meet standard A-C.3.1.1.

► Enrichment

- [Determining the Central Message or Lesson of a Story](#)
- [Retell, Recount, Summary: What’s the Difference?](#)
- [How to Teach Summarizing Through Recounting and Retelling](#)

► Key Terms

central message, diverse cultures, fable, folktale, lesson, literary text, moral, key details, myth, recount, story

► Resources

- Recounting a Text Organizer
- Central Message + Key Details Organizer
- [Activities to Teach Theme](#)

Recounting a Text

Characters

Setting

Beginning

Middle

End

Central Message + Key Details			
Central Message:			
Key Detail 1	Key Detail 2	Key Detail 3	
How does the detail show the central message?	How does the detail show the central message?	How does the detail show the central message?	

A-K.1.1.3

► Anchor and Eligible Content

Literature Text: Key Ideas and Details

A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.

Note: “Story” means narration of events told through the text types of story, drama, or poem.

► Instructional Supports

Describe Characters

- Review with students that characters in a story are the people or animals in the story. Have the students participate in a dramatic activity that allows them to act as characters in a story. The dramatic activity can be a skit or reader’s theater. Either one of these activities can provide students with the opportunity to role-play as characters to assist them in understanding character emotions, traits, and motivations.
- Explain to students how to describe characters. Characters can be described based on physical description, actions, dialogue, internal thoughts, and/or what other characters say about the target character. Using a [mentor text](#), lead a whole-class discussion, identifying [character traits](#) and tying them to plot development (events). Encourage students to make [inferences about character traits](#) using dialogue from the passage as evidence.
- Throughout the mentor text, lead the students in a discussion about the emotions, traits, dialogue, and actions that their characters express. Have students observe and discuss what the characters have conveyed through their emotions, traits, dialogue, and actions. Repeat this process with various genres.
- The practice of character description can be continued with texts of any length. Exercises can be focused on the various methods of characterization (e.g., via a character’s feelings, via a character’s motivations). In small groups, give students the opportunity to discuss character development and interaction with the events in a text.

Explain How Character Actions Contribute to Plot

- Have students engage in a dramatic activity (from above) that allows them to act as characters in a story. The dramatic activity can be a skit or reader's theater. Either one of these activities can provide students the opportunity to role-play as characters to assist them in understanding how to describe in detail how characters' behavior influences story events, how the characters' emotions influence story events, and how the characters' traits influence story events.
- Continuing with the mentor text used to identify character traits (see above), lead a classroom discussion about the events in the story. Move the conversation from a simple description of character actions toward a discussion about how the characters actions influence the progression of the plot ("sequence of events"). Additionally, discuss how characters change over the course of a text and use the [Character Change Graphic Organizer](#) to show how and why those characters changed.

► Clarifications

- The crux of this standard is the intersection of the characters and the development of other areas of a text. Simple description of a character, for example, is a scaffolding step but does not fully meet the intention of the standard.
- Note: The "e.g." in the standard means "for example" and is not intended as an exhaustive list of character descriptions.

► Enrichment

- [Teacher Read-Aloud That Models Reading for Deep Understanding](#)
- [Identifying Character Motivations](#)

► Key Terms

actions, characters, character feeling, character motivation, character trait, literary text, sequence of events, stories

► Resources

- Character Map
- [Reader's Theater](#)
- [Reader's Theater Scripts and Plays](#)
- [Character Traits—List](#)
- [“The Wind in the Willows” Lesson](#)

Character Map		
Character Name:		
Trait 1:		
Evidence/Example	Evidence/Example	Evidence/Example
Trait 2:		
Evidence/Example	Evidence/Example	Evidence/Example
Trait 3:		
Evidence/Example	Evidence/Example	Evidence/Example

A-C.2.1.1

► Anchor and Eligible Content

Literature Text: Craft and Structure

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Note: “Story” means narration of events told through the text types of story, drama, or poem.

► Instructional Supports

- Select a mentor text that is an example of a first-person narrative. Teach students that a first-person narrative is a story where the narrator tells the story from his or her own perspective. Teach students the features of a first-person narrative, including the use of singular pronouns (e.g., *I, me, my, mine*) and plural pronouns (e.g., *we, us, our, ourselves*). Highlight these features in the read-aloud example.
- Select a mentor text that is an example of a third-person narrative. Teach students that a third-person narrative is written as if the narrator is watching what is happening in the story from the outside or as a bystander. Teach students the features of a third-person narrative, including the characters’ names and personal pronouns (e.g., *he, she, they*). Highlight these features in the read-aloud example.
- Select two or three short literary texts. Have students work independently, in small groups, or in pairs to identify whether the narration of the text is first person or third person, using textual evidence. Lead a discussion about student findings.

► Clarifications

- Point of view for literary text is the perspective from which the story is told.
- Discussions regarding this standard should focus on character and narrator point of view—seeing the events of a story through the character’s or narrator’s perspective.

► Enrichment

- [Point of View Examples](#)

► Key Terms

literary text, narrator, perspective, point of view, first-person, third-person

► Resources

- [Teaching Point of View with *Two Bad Ants* Lesson](#)
- [Charting Characters for a More Complete Understanding of the Story](#)
- [Picture Books to Teach Point of View](#)
- [First-Person Point of View Picture Books](#)
- [Mentor Texts for 1st and 3rd Person](#)

A-V.4.1.1

► Anchor and Eligible Content

Literature Text: Vocabulary Acquisition and Use

A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

► Instructional Supports

Using Context to Determine Word and Phrase Meaning

- Explain to students that there are often clues to the meanings of unknown words or phrases in a text before and after an unknown word or phrase. Share with students an anchor chart that explains the types of [context clues](#) that can be used to find word meanings. Select or create a text that will allow students to determine the meanings of words or phrases by using a variety of types of context clues, including definitions, antonyms, synonyms, and inferences. Model for students how to use context clues to determine the meanings of the words or phrases in the text.
- Prepare a reading lesson from a class text by identifying several unfamiliar words that have ample context clues (“as used in a text”); prepare a list of these words and phrases for student use. Students can work independently, in small groups, or in pairs to practice using context clues to determine the meanings of these unknown words and phrases.
- Create a chart of new vocabulary words as well as the context words that clue the meaning. Leave space in the chart to write the definitions of the words. Have students check the definitions in an online or hard copy dictionary.

Using Affixes to Determine Word Meaning

- Lead a discussion with students about affixes. Explain that a prefix is a letter or group of letters (e.g., *un-*, *dis-*, *anti-*) added to the beginning of a word to form a different word with a different meaning. Explain to students that a suffix is a letter or group of letters (e.g., *-less*, *-ness*, *-ful*) added to the end of word to form a different word with a different meaning. Introduce a list of [most common prefixes and suffixes](#) and discuss how they are used at the beginning or ending of a base word or root. Teach the meanings of affixes and provide opportunities for students to read and write words with affixes.

Using Roots to Determine Word Meaning

- Introduce common roots with which they may be familiar. Have students work in small groups or pairs to practice identifying roots in words found in sentences and predicting their meanings. Lead a discussion about student findings.
- Lead a discussion with students about Latin and Greek roots and how these can help a reader understand the meanings of new words. Provide examples of [common Latin roots](#) and [common Greek roots](#). Provide words with common roots to students and have them determine the meanings of those words.
- Select a short text that contains words with common Latin and Greek roots. Have students work in pairs, in small groups, or independently to identify words with common Latin and Greek roots in the text and determine the meanings of the words. Have students write a new sentence for each word they find. Lead a reflective classroom discussion about the sentences and the meanings of the words.

► Clarifications

- Sufficient context for a student to determine meaning must be present in the text. Students should not be asked to determine word meaning in isolation.

► Enrichment

- [Techniques for Teaching Vocabulary to Elementary Students](#)
- [Choosing Words to Teach](#)
- [Affix and Root Words: Teacher's Guide](#)

► Key Terms

context clue, literary text, context, affix, prefix, suffix, root

► Resources

- [Types of Context Clues](#)
- [Rooting Out Meaning Lesson Plan](#)
- [Four Words Vocabulary Exercise](#)
- [Clues to Meaning: Root Words Activity](#)
- [What are affixes?](#)
- [Root Words, Suffixes, and Prefixes](#)
- [Prefix and Suffix Activities](#)

A-V.4.1.2

► Anchor and Eligible Content

Literature Text: Vocabulary Acquisition and Use

A-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- b. Distinguish shades of meaning among related words (e.g., *knew, believed, suspected, heard, wondered*).

► Instructional Supports

Distinguish Literal and Nonliteral Meanings

- Explain to students that figurative language is any language that goes beyond the literal meaning of the words to incorporate emotion and abstract thinking. Teach students the different types of figurative language (e.g., idiom, metaphor, simile). Select mentor texts that incorporate figurative language. Direct students' attention to the figurative language and provide students with opportunities to determine the meaning of the figurative language. Provide opportunities for students to read various levels of texts independently, in pairs, and in small groups to identify and interpret figurative language. Lead a classroom discussion about students' interpretations.
- Incorporate figurative language into teacher-modeled writing. Encourage students to paint an image in their head or imagine their reaction if the situation described in the figurative language really occurred to help students interpret the meaning of figurative language in text. For example, if using figurative language such as "She is a night owl," ask students to first imagine whether the person is really an owl. Then, ask students to describe why the girl is being compared to an owl. Providing guiding questions helps students determine the meaning of figurative language. Provide opportunities for students to offer guiding questions to classmates when reading and interpreting figurative language in pairs and small groups.

Distinguish Shades of Meaning

- Explain to students that some words have similar meanings and that words can be related in a variety of ways. Tell students that words may only have subtle differences in nuances or shades of meaning. Remind students that they can use a resource such as a thesaurus to find words that have similar meanings. Select a common verb, such as *run*, or a common adjective, such as *happy*, and lead a classroom discussion where students brainstorm a list of words that mean almost the same thing. Model for students how to use a thesaurus to expand those lists. Have students practice taking common words and finding synonyms for those common words.
- Review the concept of nuances or shades of meaning by reminding students that sometimes words that are synonyms have similar meanings but different degrees of meaning. Model for students how to take the list of synonyms they found for the verb *run* and list them in order from slowest to fastest (e.g., *jog*, *run*, *sprint*). Repeat this routine with nouns and adjectives. Provide opportunities for students to use each noun, verb, or adjective in a sentence, explaining the small differences in meaning. Have students work in pairs, in small groups, or independently to practice describing the nuances or shades of meaning of nouns, verbs, and adjectives.
- Using class texts (reading passages used in class), demonstrate to students how the interpretation of a text can be altered based on word choice. Students can apply their knowledge of nuances of word meanings when making inferences about a text. For example, what is the difference if an author describes a character as intelligent, bright, or clever?

► Clarifications

- Word meanings should be determined within the context of a passage.

► Enrichment

- [Interactive Word Matrix](#)
- [Connecting Word Meanings through Semantic Mapping](#)
- [Literal and Nonliteral Meanings of Words and Idioms](#)

► Key Terms

literal meaning, nonliteral meaning, nuance, context, real-life connection, related words, shades of meaning, word relationship

► Resources

- [Literal and Nonliteral Language](#)
- [Patterns of Word Changes](#)

B-C.2.1.1

► Anchor and Eligible Content

Informational Text: Craft and Structure

B-C.2.1.1 Explain the point of view from which a text is written.

► Instructional Supports

- Introduce the concept of point of view. Explain that in informational texts, the point of view refers to the author's opinion, stance, viewpoint, or perspective about the topic. The focus of the standard is on what the author believes and understands; evidence from the text will serve as a basis for the inferences regarding point of view. Explain that the author's word choice will help to indicate the author's perspective. Using an informational [mentor text](#), read the text and ask students to explain the author's point of view.
- Using mentor texts with a clear point of view, students can work in groups to determine the author's point of view or perspective in the texts. Students should include examples from the text to support the inference regarding the author's point of view. Students can use [sentence frames](#) to express the author's point of view (perspective) about the text.

► Clarifications

- Point of view in informational text is defined as the author's stance or viewpoint about the topic.
- Discussions regarding standard B-C.2.1.1 should focus on an author's point of view, which refers to the author's perspective or opinion.

► Enrichment

- [Analyzing Author's Point of View](#)

► Key Terms

informational text, perspective, point of view

► Resources

- Anchor Chart: Author's Point of View
- [7 Reading Comprehension Lessons to Teach Students to Identify the Author's Point of View](#)
- [3 Anchor Charts for Teaching Nonfiction Point of View](#)
- [Author's Point of View](#) (video)

Anchor Chart: Author's Point of View

Author's Point of View	Text Evidence

B-C.2.1.2

► Anchor and Eligible Content

Informational Text: Craft and Structure

B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.

► Instructional Supports

- Have students brainstorm the [types of text features](#) they know and have used (e.g., tables of contents, captions, titles, subheadings, glossaries, indices). Create a chart of student responses and record the purpose of each text feature.
- Lead a guided reading of an informational text. Discuss the placement and purpose of the different text features. Practice using text features to locate information quickly. See Text Feature Scavenger Hunt.
- Using an online text, model for students how to select a keyword for searching and how to click on a hyperlink for further information. Introduce text features unique to electronic sources, called [Digital Text Features](#).
- Take a moment for direct instruction to help students understand the meaning of and how to identify “relevant information.” Using a mentor text, identify the relevant information and how to locate it using the text features. Students can practice this skill by describing to a classmate how to use a text feature (e.g., headings) to find information about a given topic in the text.

► Clarifications

- Note: The “e.g.” in the standard means “for example” and is not intended as an exhaustive list of text features.
- Educators may also include a lesson on “skimming” as a method of rereading a text to find information.

► Enrichment

- [Teaching and Assessing Understanding of Text Structures across Grades](#)
- [Determining Importance: Helping Students Recognize Important Points in Content Text](#)

► Key Terms

hyperlink, informational text, key word, locate information, relevant information, search tool, sidebar, skimming, text feature

► Resources

- Text Feature Scavenger Hunt.
- [Reader of the Rocks: Lesson in Determining Importance](#) (Adapt for use in grade 3.)
- [Research Building Blocks: Skim, Scan, Scroll Lesson](#)
- [Using Text Features to Locate Information](#)
- [Exploring How Section Headings Support Understanding of Expository Texts Lesson](#)
- [Common Print and Digital Text Features Chart](#)
- [Guiding Students Through Expository Text with Text Feature Walks](#)



Text Feature Scavenger Hunt



Text Feature	Page Number	Purpose
Photographs		
Graphs		
Graphic Organizers		
Headings		
Table of Contents		
Diagram		
Glossary		
Caption		
Index		
Map		
Types of Print		

B.C.3.1.1

► Anchor and Eligible Content

Informational Text: Integration of Knowledge and Ideas

B-C.3.1.1 Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

► Instructional Supports

Describe Logical Connections

- Explain to students that when they are reading a text, they need to understand not only what each sentence and paragraph means but also how each sentence and paragraph relates to each other.
- Explain to students that text structures are ways that authors organize information in a text. Have students brainstorm the types of text structures they may know and have used (e.g., comparison, cause and effect, problem and solution, sequence of steps). Create a chart of student responses and discuss features of each text structure.
- Have students work together to identify and describe comparisons, cause/effect relationships, or sequences within sentences and paragraphs. Ask students, “What is the relationship between these two sentences?” Throughout the discussion, help students understand that the author is showing a comparison, cause/effect, or sequence.

How Connections Support Specific Points

- Explain to students that a particular point is an idea or belief the author wants to convey, a reason is why the author thinks this, the evidence is facts or data to support the author’s reasons, and a claim is something the author believes that also requires supporting evidence. Explain that [signal words](#) inform the reader as to the connections between sentences. Show a sample text and explain how the signal words inform the reader about the connections between sentences. Then, explain how these sentences support the author’s points.
- Select a short informational text. Have students read the text individually and respond to a prompt such as the following: “What is the overall point the author is trying to make in this text?”

“How do the connections between the sentences support this point? Once students have responded to this prompt about the text, lead a discussion about their findings.

- Select a short informational text that has at least two points. Have students work independently, in small groups, or in pairs to determine the points and how the connections between the sentences support those points. Lead a discussion about the points and the connections.

► Clarifications

- The importance of the standard is its role in scaffolding up to the higher grades where students are expected to explain the use of evidence to support authors’ points (claims).
- Note: The “e.g.” in the standard means “for example” and is not intended as an exhaustive list of text connections.

► Enrichment

- [Cause-Effect Relationships in Play, Picture Books, and Text](#)
- [Internet Articles Written in the Compare and Contrast Format](#)

► Key Terms

cause and effect, comparison, informational text, logical connection, paragraph, sentence, sequence

► Resources

- [Signal Words Posters](#)
- [Text Structures Chart](#)
- [Exploring Compare and Contrast Structure in Expository Texts](#)
- [Exploring Cause and Effect Using Expository Texts](#)
- [How to Teach Expository Text Structure](#)
- [Teaching Text Structures](#)
- [Teaching Text Structure to Young Readers](#)

- [Compare and Contrast Tool Kit](#)
- [Exploring Compare and Contrast Structure in Expository Texts](#)
- [Cause and Effect Graphic Organizer](#)

B-C.3.1.2

► Anchor and Eligible Content

Informational Text: Integration of Knowledge and Ideas

B-C.3.1.2 Compare and contrast the most important points and key details presented in two texts on the same topic.

► Instructional Supports

- Select a short informational text. Read the text aloud and have students respond to this prompt: “What are the important points in the text?” Then, ask students, “What are the details that support these points?” Elicit discussion with students. Record in an anchor chart that shows “Important Points” and “Key Details.”
- Present students with two texts on the same topic. First, identify the important points and key details of each text. Next, discuss how to compare the points (How are they similar?) and contrast the points (How are they different?). Students will identify specific details in the text to demonstrate the similarities and differences. For example, ask how the presentation of the topic in text 1 compares to the presentation of the same topic in text 2. Students should be taught how to take notes of the similarities and differences, using a Venn Diagram, for example.

► Clarification

- Meeting standard B-C.3.1.2 requires the use of paired texts of any length.

► Enrichment

- [Signal Words](#)

► Key Terms

contrast, compare, important point, informational text, key detail, topic

► Resources

- [Exploring Compare and Contrast Structure in Expository Texts](#)
- [Interactive Venn Diagram](#)
- [Compare and Contrast Elements of Texts](#)

B-C.3.1.3

► Anchor and Eligible Content

Informational Text: Integration of Knowledge and Ideas

B-C.3.1.3 Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

► Instructional Supports

- Review the various ways that informational texts present information, including through illustrations, maps, photographs, and words. Select a book from a collection of [informational mentor texts](#) that has information presented with illustrations such as maps and photographs. Ask how the picture/graphic helps the reader understand the text as a whole. Encourage responses that demonstrate an understanding of words and images working together.
- Discuss the integration of illustrations, maps, photographs, and text, highlighting how one supports or clarifies the other. Have students use a graphic organizer to interpret the information from print and nonprint features. How does the picture/photo/map of [topic] help you understand [passage]? Use the Text and Illustrations graphic organizer.

► Clarifications

- This standard requires an analysis of the text and the illustration. Interpretation of the illustration independent of its interaction with the text does not meet the intention of the standard.
- Note: The “e.g.” in the standard means “for example” and is not intended as an exhaustive list of types of illustrations.

► Enrichment

- [Text and Illustrations Video](#)

► Key Terms

connect, illustration, informational text, interpret, key event, map, photograph,

► Resources

- Text and Illustrations chart
- [Guiding Students Through Expository Text with Text Features Walks](#)
- [Interpreting Text Features](#)
- [Text Feature Scavenger Hunt](#)
- [Mentor Text Lessons for Text Features](#)

Text and Illustrations	Meaning			
	=	=	=	=
	Text			
	+	+	+	+
	Illustration			

B-K.1.1.1

► Anchor and Eligible Content

Informational Text: Key Ideas and Details

B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

► Instructional Supports

Question-Answer Strategies

- Discuss with the class the importance of asking questions before, during, and after reading a text to aid comprehension. Prereading activities, such as [Anticipation Guides](#) or [K-W-H-L Charts](#), will activate students' prior knowledge and introduce tier 2 and tier 3 vocabulary. Follow up the discussion with a whole-class read-aloud, including frequent stops for questions about the text.
- Explicit questions about a passage will not “demonstrate understanding,” so it is important that the questions require text-based answers. This may require scaffolding from factual or vocabulary-based questions to help build to answering more inferential questions. This may frequently require a rereading of the passage.
- Text-dependent questions have two key requirements: They can be answered only by reading the text, and they require evidence or support from the text. For this reason, it is common for these questions to have two parts—an initial question about the text followed by a question requiring text evidence that supports the student's initial answer. For example: What does the author want you [readers] to understand about [character's name]? Which details help you [readers] know [answer to first question] is important? A collaborative, whole-class question-and-answer session will guide students toward making evidence-based inferences about the text.

Using Explicit Details

- As described above, responding to questions about a text requires supporting answers with explicit details from the text. The content of the question may come from other reading standards

(e.g., point of view). For example: What is [author's] point of view? Which details help you [reader] understand this?

- A key feature of this standard, “referring explicitly to the text,” means that students are not required to possess any prior knowledge in order to answer a text-based question. See [Complete Guide to Creating Text-Dependent Questions](#).

► **Clarifications**

- All questions must be text dependent. No question should be answerable without first reading the text, nor should an answer require prior knowledge.
- Standard B-K.1.1.1 supports all other reading standards.

► **Enrichment**

- [Depend on the Text! How to Create Text-Dependent Questions](#)
- [Text-Dependent Questions](#)
- [Text-Dependent Questions: Samples and Resources](#)

► **Key Terms**

answer, ask, details, explicit, informational text, questions

► **Resources**

- Evidence-based Sentence Starters
- Text-Dependent Questions—Graphic Organizer
- Content Anchor Chart
- R*A*C*E Graphic Organizer for Constructed Response Answers
- [K-W-L-S Chart](#)

Evidence-based Sentence Starters

The author wrote _____

The author stated _____

According to the text _____

The text stated _____

One example from the text is _____

In the text, it said _____

Based on the text, _____

On page ____ it said _____

For example _____

Text-Dependent Questions

1. _____

My Response

Evidence from Text

2. _____

My Response

Evidence from Text

3. _____

My Response

Evidence from Text

Content Anchor Chart

Before Reading

Preview the text by looking at the title, cover, chapter name, or thinking about what you have already read.

During Reading

As you read, ask yourself questions that begin with...

After Reading

Check for understanding...

I wonder why...	Who?	What did I read about?
I wonder how...	What?	
I wonder when...	Where?	Things that confused me...
I wonder if...	When?	Parts I should read again...
I wonder where...	Why?	
I wonder when...	How?	Now I wonder...
I wonder what...		

R•A•C•E: Constructed Response

Restate the question.

Answer the question.

Cite evidence from the text.

Explain your evidence.

B-K.1.1.2

► Anchor and Eligible Content

Informational Text: Key Ideas and Details

B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

► Instructional Supports

Determine Main Idea

- Introduce the concept of main idea, and model the process for determining the main idea using a [mentor text](#). Class discussions can begin with a short text or portion of a text (e.g., one paragraph or section). As grade 3 is the introduction of “main idea” in the standards, students may require direct instruction on differentiating main idea from key details. Use a [main idea tree](#) graphic organizer to help students identify the key details in the text. Have students discuss how each detail supports the main idea.
- If scaffolding is necessary, review and practice the concept of main idea with an excerpt from an informational text.

Recount Details, Support Main Ideas

- Discuss how the key details contribute to the main idea, differentiating between key details and minor, supporting (or even insignificant) details.
- Avoid limiting the discussion to sequencing of key details. To address the second skill of the standard, students will recount (describe or tell) the key details and explain how each key detail supports the main idea. Recounting alone does not meet the standard as it does with the first skill of standard A-K.1.1.2 (“Recount poems, dramas, or stories . . .”).

► Clarification

- Standard B-K.1.1.2 does not limit discussions to whole-text determination of the main idea; students can engage in activities to determine the main idea of a portion of text in addition to a whole text.

► Enrichment

- [Understanding the Main Idea When Reading](#)

► Key Terms

informational text, main idea, key details, recount

► Resources

- [Traveling Terrain: Comprehending Nonfiction Text on the Web](#)
- [Graphic Organizers: Main Idea](#)
- [Nonfiction Pyramid](#)
- [Reasoning for Teaching and Marking Major Details](#)
- [FCAT Reading Skill: Determine Main Ideas, Stated or Implied](#)

B-K.1.1.3

► Anchor and Eligible Content

Informational Text: Key Ideas and Details

B-K.1.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

► Instructional Supports

- Engage in a close reading of informational texts, highlighting the language authors use to convey passage of time, sequencing, and cause and effect. Discussion regarding these elements of a text should include the interaction between the elements and not be limited to identification of the elements. Students will study these elements through the lens of relationships and interactions between one another.
- Using a [mentor text](#), demonstrate the relationships and interactions between events and ideas in the text. This may be guided by a review of specific [language that signals specific relationships](#). Using this language will help students articulate how or why one event caused another event, for example.
- Encourage the use of [Informational Text Notes](#) while reading. Demonstrate how to record the information in the notes *and* how to review the notes to detect relationships within the text. Guided notes or independent notes can accompany all reading assignments, including independent and small group work.

► Clarifications

- Avoid limiting discussions to basic sequencing of events or asking which event came first, last, etc. Replace this with the discussion of *why* an event occurs last or what has to happen *in order for* the last step to occur.
- The key component of standard B-K.1.1.3 is the discussion of the relationship between ideas and not the discussion of the text structure (e.g., cause/effect).

► **Enrichment**

- [Making Connections in a Nonfiction \(Informational\)Text](#)
- [Teaching and Assessing Understanding of Text Structures Across Grades](#)
- [Teaching Students to Think about Text](#)
- [Teaching Text Structure to Young Readers](#)

► **Key Terms**

relationship, cause and effect, historical event, informational text, scientific idea or concept, sequence, technical procedure, time

► **Resources**

- [Teaching Text Structure in Primary Grades](#)
- [Cause and Effect Graphic Organizer](#)
- [Sequence Graphic Organizer](#)
- [Time Graphic Organizer](#)

B-V.4.1.1

► Anchor and Eligible Content

Informational Text: Vocabulary Acquisition and Use

B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
- c. Determine the meaning of general academic and domain-specific words and phrases used in a text.
- d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).

► Instructional Supports

Using Context to Determine Word and Phrase Meaning

- Explain to students that there are often clues to the meanings of unknown words or phrases in a text before and after an unknown word or phrase. Share with students an anchor chart that explains the context clues that can be used to find word meanings. Select or create a text that will allow students to determine the meanings of words or phrases by using a variety of types of context clues, including definitions, antonyms, synonyms, and inferences. Model for students how to use context clues to determine the meanings of the words or phrases in the text.
- Identify several unfamiliar words in a piece of text that have ample context clues (“as used in a text”); prepare a list of these words and phrases for student use. Students can work independently, in small groups, or in pairs to practice using context clues to determine the meanings of these unknown words and phrases. All student definitions should be supported by associated context clues. Note: This may require direct instruction on what is meant by “context clues.”
- Lead a discussion with students about what strategies they use when they come to a word they do not know and there is not enough context to help determine the meaning. Remind students that they are able to use word parts to help determine the meaning of the word.

- Create a chart of new vocabulary words as well as the context words that clue the meaning. Have space in the chart to write the definitions of the words. Have students check the definitions in an online or hard copy dictionary.

Using Affixes to Determine Word Meaning

- Lead a discussion with students about affixes. Explain that a prefix is a letter or group of letters (e.g., *un-*, *dis-*, *anti-*) added to the beginning of a word to form a different word with a different meaning. Explain to students that a suffix is a letter or group of letters (e.g., *-less*, *-ness*, *-ful*) added to the end of a word to form a different word with a different meaning. Introduce a list of the [most common prefixes and suffixes](#) and discuss how they are used at the beginning or ending of a base word or root. Teach the meanings of affixes and provide opportunities for students to read and write words with affixes.

Determining Meaning of General Academic and Domain-Specific Vocabulary

- Introduce the concept of academic vocabulary and discuss how it is different from spoken vocabulary. Explain that academic vocabulary is the vocabulary that includes high-frequency words used in academic settings. There are words that extend beyond one subject area (e.g., *analyze*, *estimate*, *determine*).
- Introduce the concept of domain-specific vocabulary and how it is different from academic vocabulary. Explain that domain-specific vocabulary includes words that are used within a particular area of study or discipline. For example, *photosynthesis* is a word that is specific to the domain of science. Model for students the use of this precise vocabulary during direct instruction in each content area. Require students to use domain-specific vocabulary in both their oral and written responses.
- Using a reading selection from the content areas (e.g., science or social studies), extract domain-specific words or phrases and ask students to work in groups or independently to define the words, pulling from context clues. Note: This may require direct instruction on what is meant by “context clues.”

- Independently and in small groups, students can scan a text, identifying any domain-specific words and phrases. The students can work to define the words and phrases. All definitions should be coupled with contextual support from the passage.

Using Roots to Determine Word Meaning

- Introduce common roots with which they may be familiar. Have students work in small groups or pairs to practice identifying roots in words found in sentences and predicting their meanings. Lead a discussion about student findings.
- Lead a discussion with students about Latin and Greek roots and how these can help a reader understand the meanings of new words. Provide examples of [common Latin roots](#) and [common Greek roots](#). Provide words with common roots to students and have them determine the meanings of those words.
- Select a short text that has words that are made up of common Latin and Greek roots. Have students work in pairs, in small groups, or independently to identify words with common Latin and Greek roots in the text and determine the meanings of the words by identifying their morphemes. Have students write a new sentence for each word they find. Lead a classroom discussion about the sentences and the meanings of the words.

► Clarification

- “General academic and domain-specific words” are sometimes referred to as “tier 2” and “tier 3” vocabulary. Incorporation of this vocabulary is best achieved when content areas are integrated and coordinated across the curriculum.

► Enrichment

- [A Guide to Tier 1, 2, and 3 Vocabulary](#)
- [Tier 2 Words](#)
- [Academic Vocabulary Words for 3rd Graders](#)

► Key Terms

academic, domain-specific, spatial and temporal relationships, vocabulary acquisition

► Resources

- Chart of New Vocabulary Words (Context Clues)
- [Using Context Clues](#)
- [Using Context Clues to Understand Word Meanings](#)
- [Root Words, Suffixes, and Prefixes](#)
- [Common Content Area Roots and Affixes](#)
- [Content Area Vocabulary Learning](#)

Context Clues		
New Word	Context Clue	Meaning
		Prediction: Definition:
		Prediction: Definition:
		Prediction: Definition:
		Prediction: Definition:
		Prediction: Definition:
		Prediction: Definition:

B-V.4.1.2

► Anchor and Eligible Content

Informational Text: Vocabulary Acquisition and Use

B-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- b. Distinguish shades of meaning among related words (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

► Instructional Supports

Distinguish Literal and Nonliteral Meanings

- Explain to students that figurative language is any language that goes beyond the literal meaning of the words to incorporate emotion and abstract thinking. Teach students the different types of figurative language (e.g., idiom, metaphor, simile). Select mentor texts that incorporate figurative language. Direct students' attention to the figurative language and provide students with opportunities to determine the meaning of the figurative language. Provide opportunities for students to read various levels of texts independently, in pairs, and in small groups to identify and interpret figurative language. Lead a classroom discussion about students' interpretations.
- Incorporate figurative language into teacher-modeled writing. Encourage students to paint an image in their head or imagine their reaction if the situation described in the figurative language really occurred to help students interpret the meaning of figurative language in text. For example, if using figurative language such as "She is a night owl," ask students to first imagine whether the person is really an owl. Then, ask students to describe why the girl is being compared to an owl. Providing guiding questions helps students determine the meaning of figurative language. Provide opportunities for students to offer guiding questions to classmates when reading and interpreting figurative language in pairs and small groups.

Distinguish Shades of Meaning

- Explain to students that some words have similar meanings and that words can be related in a variety of ways. Tell students that words may only have subtle differences in nuances or shades

of meaning. Remind students that they can use a resource such as a thesaurus to find words that have similar meanings. Select a common verb, such as *run*, or a common adjective, such as *happy*, and lead a classroom discussion where students brainstorm a list of words that mean almost the same thing. Model for students how to use a thesaurus to expand those lists. Have students practice taking common words and finding synonyms for those common words.

- Review the concept of nuances or shades of meaning by reminding students that sometimes words that are synonyms have similar meanings but different degrees of meaning. Model for students how to take the list of synonyms they found for the verb *run* and list them in order from slowest to fastest (e.g., *jog*, *run*, *sprint*). Repeat this routine with nouns and adjectives. Provide opportunities for students to use each noun, verb, or adjective in a sentence, explaining the small differences in meaning. Have students work in pairs, in small groups, or independently to practice describing the nuances or shades of meaning of nouns, verbs, and adjectives.
- Using class texts (reading passages used in class), demonstrate to students how the interpretation of a text can be altered based on word choice. Students can apply their knowledge of nuances of word meanings when making inferences about a text. For example, what is the difference if an author describes a character as intelligent, bright, or clever?

► Clarification

- Word meanings should be determined within the context of a passage.

► Enrichment

- [Interactive Word Matrix](#)
- [Connecting Word Meanings through Semantic Mapping](#)
- [Literal and Nonliteral Meanings of Words and Idioms](#)

► Key Terms

literal meaning, nonliteral meaning, nuance, context, real-life connection, related words, shades of meaning, word relationship

► Resources

- [Literal and Nonliteral Language](#)
- [Patterns of Word Changes](#)
- [Third Grade Figurative Language Practice](#)
- [Read Alouds for Teaching Figurative Language](#)

D.1.1.1–D.1.1.9

► Anchors and Eligible Content

Conventions of Standard English Grammar and Usage

D.1.1.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

D.1.1.2 Form and use regular and irregular plural nouns.

D.1.1.3 Use abstract nouns (e.g., *childhood*).

D.1.1.4 Form and use regular and irregular verbs.

D.1.1.5 Form and use the simple verb tenses (e.g., *I walked*; *I walk*; *I will walk*).

D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement.*

D.1.1.7 Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

D.1.1.8 Use coordinating and subordinating conjunctions.

D.1.1.9 Produce simple, compound, and complex sentences.

Note: Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades.

► Instructional Supports

- Provide the students with resources that explain and demonstrate the variety of functions of the parts of speech. The function of a part of speech is “what it can do” and not a definition of the term.
 - Nouns can function as the subject of a sentence or as an antecedent to a pronoun.
 - Pronouns can function as the subject of a sentence or as the object of a preposition.
 - Verbs can function as a predicate in a sentence or modify a noun.
 - Adjectives function as a modifier of a noun.
 - Adverbs can function as a modifier of a verb, an adjective, or another adverb.
- Explain the characteristics of regular and irregular plural nouns. Provide students with a short writing sample that contains both correct and incorrect uses of plural nouns. Guide students to

identify which are correct and which are incorrect. Provide an exercise in which students use regular and irregular plural nouns correctly in writing.

- Differentiate between the use of concrete and abstract nouns. Explain the use of abstract nouns, including understanding the number of the abstract noun as it relates to the predicate (singular or plural). Provide students with a short writing sample that contains the use of both concrete and abstract nouns.
- Continue these types of exercises to do the following:
 - form and use regular and irregular verbs.
 - form and use the simple verb tenses (e.g., *I walked*; *I walk*; *I will walk*).
 - ensure subject-verb and pronoun-antecedent agreement.
 - form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.
 - use coordinating and subordinating conjunctions.
 - produce simple, compound, and complex sentences.
- New-to-grade skills may require direct instruction.
- Incorporate student writing samples (anonymously from your students or [samples available online](#)) to demonstrate the skills and/or apply corrections to embedded errors.

► **Clarifications**

- Aside from limited use of direct instruction “drills,” aim to incorporate the language standard instruction into longer writing activities, revision of students’ own writing, or observation of how authors use the skills (when reading passages for class).

► **Enrichment**

- [Attending to Grammar](#)
- There are many excellent print resources available; resources marketed for ESL educators are adaptable for all students.

► Key Terms

abstract noun, adjective, adverb, comparative adjective, comparative adverb, complex sentence, compound sentence, conventions, coordinating conjunction, grammar, irregular plural noun, irregular verb, noun, pronoun, pronoun-antecedent agreement, regular plural noun, regular verb simple sentence, simple verb tense, subject-verb agreement, subordinating conjunction, superlative adjective, usage, verb

► Resources

- [Arts and Humanities: Grammar](#)
- [Adjectives and Adverbs](#)
- [What is a pronoun?](#)
- [Concrete and Abstract Nouns](#)
- [Coordinating Conjunctions](#)
- [Coordinating Conjunctions Practice](#)
- [Subordinating Conjunctions Practice](#)
- [Introduction to Irregular Verbs](#)
- [Pronoun-Antecedent Agreement](#)
- [Subject-Verb Agreement](#)
- [Comparative and Superlative Adjectives](#)
- [Comparative Adverbs](#)
- [Simple and Compound Sentences](#)

D.1.1.1–D.1.1.9

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D.1.1.8 Use coordinating and subordinating conjunctions.

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Note: Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades.

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► **Enrichment**

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► Key Terms

abstract noun, adjective, adverb, comparative adjective, comparative adverb, complex sentence, compound sentence, conventions, coordinating conjunction, grammar, irregular plural noun, irregular verb, noun, pronoun, pronoun-antecedent agreement, regular plural noun, regular verb simple sentence, simple verb tense, subject-verb agreement, subordinating conjunction, superlative adjective, usage, verb

► Resources

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D.1.1.9 Produce simple, compound, and complex sentences.

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- Explain the characteristics of regular and irregular plural nouns. Provide students with a short writing sample that contains both correct and incorrect uses of plural nouns. Guide students to

identify which are correct and which are incorrect. Provide an exercise in which students use regular and irregular plural nouns correctly in writing.

- Differentiate between the use of concrete and abstract nouns. Explain the use of abstract nouns, including understanding the number of the abstract noun as it relates to the predicate (singular or plural). Provide students with a short writing sample that contains the use of both concrete and abstract nouns.
- Continue these types of exercises to do the following:
 - form and use regular and irregular verbs.
 - form and use the simple verb tenses (e.g., *I walked*; *I walk*; *I will walk*).
 - ensure subject-verb and pronoun-antecedent agreement.
 - form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.
 - use coordinating and subordinating conjunctions.
 - produce simple, compound, and complex sentences.
- New-to-grade skills may require direct instruction.
- Incorporate student writing samples (anonymously from your students or [samples available online](#)) to demonstrate the skills and/or apply corrections to embedded errors.

► **Clarifications**

- Aside from limited use of direct instruction “drills,” aim to incorporate the language standard instruction into longer writing activities, revision of students’ own writing, or observation of how authors use the skills (when reading passages for class).

► **Enrichment**

- [Attending to Grammar](#)
- There are many excellent print resources available; resources marketed for ESL educators are adaptable for all students.

► Key Terms

abstract noun, adjective, adverb, comparative adjective, comparative adverb, complex sentence, compound sentence, conventions, coordinating conjunction, grammar, irregular plural noun, irregular verb, noun, pronoun, pronoun-antecedent agreement, regular plural noun, regular verb simple sentence, simple verb tense, subject-verb agreement, subordinating conjunction, superlative adjective, usage, verb

► Resources

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D.1.1.1–D.1.1.9

► Anchors and Eligible Content

Conventions of Standard English Grammar and Usage

D.1.1.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

D.1.1.2 Form and use regular and irregular plural nouns.

D.1.1.3 Use abstract nouns (e.g., *childhood*).

D.1.1.4 Form and use regular and irregular verbs.

D.1.1.5 Form and use the simple verb tenses (e.g., *I walked*; *I walk*; *I will walk*).

D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement.*

D.1.1.7 Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

D.1.1.8 Use coordinating and subordinating conjunctions.

D.1.1.9 Produce simple, compound, and complex sentences.

Note: Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades.

► Instructional Supports

- Provide the students with resources that explain and demonstrate the variety of functions of the parts of speech. The function of a part of speech is “what it can do” and not a definition of the term.
 - Nouns can function as the subject of a sentence or as an antecedent to a pronoun.
 - Pronouns can function as the subject of a sentence or as the object of a preposition.
 - Verbs can function as a predicate in a sentence or modify a noun.
 - Adjectives function as a modifier of a noun.
 - Adverbs can function as a modifier of a verb, an adjective, or another adverb.
- Explain the characteristics of regular and irregular plural nouns. Provide students with a short writing sample that contains both correct and incorrect uses of plural nouns. Guide students to

identify which are correct and which are incorrect. Provide an exercise in which students use regular and irregular plural nouns correctly in writing.

- Differentiate between the use of concrete and abstract nouns. Explain the use of abstract nouns, including understanding the number of the abstract noun as it relates to the predicate (singular or plural). Provide students with a short writing sample that contains the use of both concrete and abstract nouns.
- Continue these types of exercises to do the following:
 - form and use regular and irregular verbs.
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- Aside from limited use of direct instruction “drills,” aim to incorporate the language standard instruction into longer writing activities, revision of students’ own writing, or observation of how authors use the skills (when reading passages for class).

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- There are many excellent print resources available; resources marketed for ESL educators are adaptable for all students.

► Key Terms

abstract noun, adjective, adverb, comparative adjective, comparative adverb, complex sentence, compound sentence, conventions, coordinating conjunction, grammar, irregular plural noun, irregular verb, noun, pronoun, pronoun-antecedent agreement, regular plural noun, regular verb simple sentence, simple verb tense, subject-verb agreement, subordinating conjunction, superlative adjective, usage, verb

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D.1.1.1–D.1.1.9

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Conventions of Standard English Grammar and Usage

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Note: Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades.

► Instructional Supports

- Provide the students with resources that explain and demonstrate the variety of functions of the parts of speech. The function of a part of speech is “what it can do” and not a definition of the term.
 - Nouns can function as the subject of a sentence or as an antecedent to a pronoun.
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 - Adjectives function as a modifier of a noun.
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- Explain the characteristics of regular and irregular plural nouns. Provide students with a short writing sample that contains both correct and incorrect uses of plural nouns. Guide students to

identify which are correct and which are incorrect. Provide an exercise in which students use regular and irregular plural nouns correctly in writing.

- Differentiate between the use of concrete and abstract nouns. Explain the use of abstract nouns, including understanding the number of the abstract noun as it relates to the predicate (singular or plural). Provide students with a short writing sample that contains the use of both concrete and abstract nouns.
- Continue these types of exercises to do the following:
 - form and use regular and irregular verbs.
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- Aside from limited use of direct instruction “drills,” aim to incorporate the language standard instruction into longer writing activities, revision of students’ own writing, or observation of how authors use the skills (when reading passages for class).

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abstract noun, adjective, adverb, comparative adjective, comparative adverb, complex sentence, compound sentence, conventions, coordinating conjunction, grammar, irregular plural noun, irregular verb, noun, pronoun, pronoun-antecedent agreement, regular plural noun, regular verb simple sentence, simple verb tense, subject-verb agreement, subordinating conjunction, superlative adjective, usage, verb

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D.1.1.1–D.1.1.9

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D.1.1.1–D.1.1.9

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D.1.1.1–D.1.1.9

► Anchors and Eligible Content

Conventions of Standard English Grammar and Usage

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- Explain the characteristics of regular and irregular plural nouns. Provide students with a short writing sample that contains both correct and incorrect uses of plural nouns. Guide students to

identify which are correct and which are incorrect. Provide an exercise in which students use regular and irregular plural nouns correctly in writing.

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D.1.1.1–D.1.1.9

► Anchors and Eligible Content

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identify which are correct and which are incorrect. Provide an exercise in which students use regular and irregular plural nouns correctly in writing.

- Differentiate between the use of concrete and abstract nouns. Explain the use of abstract nouns, including understanding the number of the abstract noun as it relates to the predicate (singular or plural). Provide students with a short writing sample that contains the use of both concrete and abstract nouns.
- Continue these types of exercises to do the following:
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abstract noun, adjective, adverb, comparative adjective, comparative adverb, complex sentence, compound sentence, conventions, coordinating conjunction, grammar, irregular plural noun, irregular verb, noun, pronoun, pronoun-antecedent agreement, regular plural noun, regular verb simple sentence, simple verb tense, subject-verb agreement, subordinating conjunction, superlative adjective, usage, verb

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D.1.2.1–D.1.2.6

► Anchor and Eligible Content

Conventions of Standard English Capitalization, Punctuation, and Spelling

D.1.2.1 Capitalize appropriate words in titles.

D.1.2.2 Use commas in addresses.

D.1.2.3 Use commas and quotation marks in dialogue.

D.1.2.4 Form and use possessives.

D.1.2.5 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).

D.1.2.6 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

- a. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

► Instructional Supports

- New-to-grade skills may require direct instruction. To the extent possible, build on like skills from previous grades (e.g., apostrophe to show possessive case, spelling patterns).
- Review and explain the rules for correct capitalization, including capitalization in titles, using a chart like this one: [Title Capitalization Rules Chart](#). Identify correct and incorrect use of capitalization in written passages. Prompt students to write short samples in which they use capitalization correctly.
- Ask students to recall what they know about possessives (their role in a sentence and form). Model the correct use of apostrophes when writing possessive common nouns, proper nouns, and plural nouns. Review other forms of possessives (possessive pronouns and irregular possessives). Possessives appear as a new-to-grade skill for the last time in grade 3; highlight correct usage in peer editing. As possessives are commonly misused, challenge them to find examples in the press or neighborhood advertisements.

- Review with students [common spelling patterns](#). Review [suffix spelling rules](#). Provide practice for spelling patterns and suffix spelling rules.
- Explain to students that when they are writing, they may indicate words they do not know how to spell. When assessing student writing, note words that students tend to misspell. Help each student create a personal list of words the student tends to misspell to use as a reference when writing. This list might be utilized instructionally to note spelling errors related to mispronunciations, misspellings of high-frequency words, and commonly taught phonics skills. Create a class list of commonly misspelled words. Model for students how to use resources such as an electronic spellchecker or a dictionary (print or online) to find the correct spellings of words.
- Incorporate student writing samples (anonymously from your students or from samples you may find online) to demonstrate the skills and/or apply corrections to embedded errors.

► Clarifications

- Aside from limited use of direct instruction “drills,” aim to incorporate the language standard instruction into longer writing activities, revision of students’ own writing, or observation of how authors use the skills (when reading passages for class).
- Absent from this standard, but important for producing clear writing, is including proper paragraph structure with the instruction of punctuating dialogue (L.3.2c).
- Any lessons regarding spelling should be grounded in linguistics and not rote memorization lists. Frequently confused words are usage errors and are addressed by standard L1; they should not be considered spelling errors.

► Enrichment

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- There are many excellent print resources available; resources marketed for ESL educators are adaptable for all students.

► Key Terms

capitalization, comma, conventions, grammar, possessive, punctuation, quotation mark, spelling, title, usage

► Resources

- [Arts and Humanities: Grammar](#)
- [Capital Letters and Titles](#)
- [Commas and Addresses](#)
- [Commas and Quotation Marks in Dialogue](#)
- [Common Spelling Patterns](#)
- [Suffix Spelling Rules](#)

D.1.2.1–D.1.2.6

► Anchor and Eligible Content

Conventions of Standard English Capitalization, Punctuation, and Spelling

D.1.2.1 Capitalize appropriate words in titles.

D.1.2.2 Use commas in addresses.

D.1.2.3 Use commas and quotation marks in dialogue.

D.1.2.4 Form and use possessives.

D.1.2.5 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).

D.1.2.6 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

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► Enrichment

- [Attending to Grammar](#)
- There are many excellent print resources available; resources marketed for ESL educators are adaptable for all students.

► Key Terms

capitalization, comma, conventions, grammar, possessive, punctuation, quotation mark, spelling, title, usage

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D.2.1.1

► Anchor and Eligible Content

Knowledge of Language

D.2.1.1 Choose words and phrases for effect.*

Note: Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades.

► Instructional Supports

- Explain to students that using words and phrases for effect means using language strategically. Write two sentences on the board such as the following: “The caterpillar walked on the leaf.” “The curious caterpillar wiggled across the leaf.” Ask students which sentence creates the effect of painting a picture in the reader’s mind. Provide additional examples for students to use to practice examining the specific effect of writing strategically.
- Have students choose a draft of a narrative or informative piece that they have previously written. Remind students that as they are revising, they need to revise words and phrases to write for effect. Have students underline these words and phrases in their drafts. Have students share their drafts during peer-editing conferences to check each other’s work for the use of words and phrases strategically for a specific effect. Have students review the peer feedback and revise their drafts as needed.
- Write a paragraph that contains vague or nondescript words and phrases and present it to the students. Model for the students how a writer can replace vague or nondescriptive words and phrases with more interesting words. Explain that writers should choose precise and descriptive words and phrases for meaning and style. Help students write sentences in which they substitute less effective words and phrases for effective vocabulary.

► Clarification

- Instruction in this standard should allow for independent writing practice and revision. Students should practice skills, not just identification.

► Enrichment

- [Word Choice](#)

► Key Terms

effect, words, phrases, writing, written English

► Resources

- [Using Descriptive Language: Inventing Your Own Bug!](#)
- [Writing Mini-Lesson: Million Dollar Words](#)

Appendices

Anchor Chart: Author's Point of View

Author's Point of View	Text Evidence

Central Message + Key Details

Central Message:

Key Detail 1

Key Detail 2

Key Detail 3

How does the detail show
the central message?

How does the detail show
the central message?

How does the detail show
the central message?

Character Map

Character Name:		
Trait 1:		
Evidence/Example	Evidence/Example	Evidence/Example
Trait 2:		
Evidence/Example	Evidence/Example	Evidence/Example
Trait 3:		
Evidence/Example	Evidence/Example	Evidence/Example

Content Anchor Chart

Before Reading

Preview the text by looking at the title, cover, chapter name, or thinking about what you have already read.

During Reading

As you read, ask yourself questions that begin with...

After Reading

Check for understanding...

I wonder why...	Who?	What did I read about?
I wonder how...	What?	
I wonder when...	Where?	Things that confused me...
I wonder if...	When?	Parts I should read again...
I wonder where...	Why?	
I wonder when...	How?	Now I wonder...
I wonder what...		

Context Clues

New Word	Context Clue	Meaning
		Prediction: Definition:
		Prediction: Definition:
		Prediction: Definition:
		Prediction: Definition:
		Prediction: Definition:
		Prediction: Definition:

Evidence-based Sentence Starters

The author wrote _____

The author stated _____

According to the text _____

The text stated _____

One example from the text is _____

In the text, it said _____

Based on the text, _____

On page ____ it said _____

For example _____

Informative Writing Map

Informative Writing Map

Introduction

	Introduction

Facts/Details

Facts/Details	

Conclusion

Conclusion	

Text and Illustrations

Illustration	+	Text	=	Meaning
	+		=	
	+		=	
	+		=	

R•A•C•E: Constructed Response

Restate the question.

Answer the question.

Cite evidence from the text.

Explain your evidence.

Recounting a Text

Characters

Setting

Beginning

Middle

End



Text Feature Scavenger Hunt



Text Feature	Page Number	Purpose
Photographs		
Graphs		
Graphic Organizers		
Headings		
Table of Contents		
Diagram		
Glossary		
Caption		
Index		
Map		
Types of Print		

Text-Dependent Questions

1. _____

My Response

Evidence from Text

2. _____

My Response

Evidence from Text

3. _____

My Response

Evidence from Text



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blank.*

