

A-C.2.1.1

► Anchor and Eligible Content

Literature Text: Craft and Structure

A-C.2.1.1 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.

► Instructional Supports

- Review with students how to identify the point of view from which a story is told. Explain that cues such as pronouns help readers to determine point of view and narrator.
- Give students two short stories told from different points of view. Lead a discussion to determine the narrator of each text. Give students longer passages to read independently and have them note textual evidence that shows the narrator of the text. See [Narrator’s Point of View Flow Chart](#). This flowchart can help students pinpoint which point of view a story is told from; challenge the students to discuss further how the point of view reveals aspects of the passage.
- Discuss with students the similarities and differences between first- and third-person narrations, including the differences between limited and omniscient third-person point of view. Discuss how stories might be different if told from a different point of view.

► Clarifications

- Point of view may be supported by one or two lines of text evidence, but students must read through extended sections of a passage to accurately identify point of view.
- Once identification of the narrator is made, students will need to analyze how the point of view impacts the text in order to achieve the highest rigor of the standard.
- In literary texts, the narrative point of view refers to the perspective from which the story is told.

► Enrichment

- [5 Easy Activities for Teaching Point of View](#)
- [Analyzing and Comparing How Point of View Affects Fiction and Literary Nonfiction](#)

► Key Terms

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

► Resources

- [Charting Characters for a More Complete Understanding of the Story](#)
- [Read Alouds for Teaching Point of View](#)
- [Point of View](#)
- [Point of View: Who Is Telling the Story?](#)

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 treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.

► Instructional Supports

Compare and Contrast Treatment of Themes/Topics

- Review how to identify the theme and topic of a literary text. Tell students that a pattern of events is the way actions happen in a story. Read through a story that is either a myth or part of traditional literature from another culture. Analyze the pattern of events and then plot the events on a timeline. Discuss possible themes in the story.
- Present students with another myth or part of traditional literature. Discuss the similarities and differences between the two. Use a Venn diagram to chart the similarities and differences. For example, a similar theme or topic may be addressed differently due to the characters’ perspectives as influenced by cultural differences. In addition, the treatment of the theme or topic is related to how the author develops the central message through literary elements (e.g., plot and conflict, character actions, conflict resolution, setting and atmosphere, tone) and literary devices (e.g., symbolism, imagery, figurative language).

Compare and Contrast Patterns of Events

- Explain that there are common patterns of events in traditional literature. Share a chart like the one below that outlines some common patterns of events in traditional literature.

Pattern of Events	Description
The Quest	Main character undertakes a journey to achieve a goal or complete a task.
The Hero's Journey	Main character has a call to adventure, faces difficulties, and returns changed.
The Rule of Three	Main character faces three trials or problems, the third being the most challenging.
Reversal of Fortune	Main character faces a situation that changes from good to bad or bad to good.
Good vs. Evil	Main character who is good faces character or characters who is/are evil.
The Trickster	Main character is mischievous and uses wit to outsmart others.
Coming-of-Age	Main character journeys from childhood to adulthood, learning important lessons.

Select two short traditional stories, like two fairy tales or two myths. Discuss the patterns of events in both stories. Use a Venn diagram to chart the similarities and differences.

► Clarifications

- 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 scaffolding step of identification.
- Educators are encouraged to take a broad view of “cultures” to include social groups, age groups, or stages of civilizations (e.g., time periods) in addition to ethnic groups.

► Enrichment

- [Literary Devices: Theme](#)

► Key Terms

literary text, theme, topic, patterns of events, compare, contrast

► Resources

- [Compare and Contrast](#)
- [Compare and Contrast Traditional Literature](#)

A-K.1.1.1

► Anchor and Eligible Content

Literature Text: Key Ideas and Details

A-K.1.1.1 Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.

► Instructional Supports

Explicit Text and Drawing Inferences

- Clarify for students the difference between “explicit text” and “inference.” Explicit text is an idea or message stated directly by the author. An inference is a reasonable conclusion based on evidence found in the text. Students should be aware that both are tied to the text.
- As a large group, read through a short excerpt from a novel or a short story. Identify details and examples that explain what the text says explicitly about the characters, setting, plot, and theme. Ask students questions that can be answered with explicit details from the text. Next, ask students text-dependent questions that require them to make inferences. See [Complete Guide to Creating Text-Dependent Questions](#).
- Have students practice making inferences (e.g., [Where Am I? Who Am I?](#)). Students should identify details and examples from the text to support their inferences.
- Share a selection of longer literary texts with students. Give students a variety of questions that require both explicit details and inferential responses. As required by the standard, student responses should be supported by details and examples from the text.

► Clarification

- Rather than asking students questions they can answer solely from their prior knowledge and experience, the standards call for students to answer questions that depend on their having read texts closely.

► Enrichment

- [Asking Questions While Reading](#)

► Key Terms

literary text, details, explicit details, implicit details, inferences, textual clues, draw inferences, literal questions, inferential questions

► Resources

- Text-Dependent Question—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 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.

► Instructional Supports

Determining a Theme

- Review the characteristics of a theme, explaining that a theme is the underlying message of a story, drama, or poem. Discuss common themes in literature. See [Teaching About Themes in Literature](#).
- Choose a short story, drama, or poem that contains a clear theme, and present it to the class. Lead a discussion to identify details and examples that demonstrate the theme(s) of the selection. When determining the theme of the passage, students will support their determination with evidence (details) from the passage.
- Provide students with a longer literary text. Guide students to use graphic organizers (e.g., [Theme Graphic Organizer](#)) to help determine the theme of the text. Students should include textual support that helped them determine the theme.

Summarize a Text

- Review with students the idea that a summary is a brief description of the key events of the text. Using the same short literary text from the steps above, guide students to choose details that summarize. This instruction will also include how to determine which details should be excluded from a summary (distinguish between supplementary details and key details).
- Select a longer text and have students summarize on their own. Students can compare summaries with classmates to determine the most important details to include and those that should be excluded.

► Clarifications

- Take time to reinforce with students the idea that a theme is a statement inferred from the text and not a one-word topic contained in the text. For example, “friendship” is a topic and “The bond between friends can overcome any obstacle” is a theme.
- Time-ordered sequencing tasks do not reach the summarizing skill intended by standard A-K.1.1.2.

► Enrichment

- [How to Teach Theme](#)
- [Mentor Texts for Teaching Theme](#)
- [Summarizing](#)
- [How to Write a Theme Statement](#)

► Key Terms

literary text, theme, summary, details, examples, textual clues, story, drama, poem, novel, draw inferences, plot points

► Resources

- [Reading Rockets: Summarizing Lesson](#)
- [Classroom Strategies: Summarizing](#)
- [25 Most Common Themes in Children's Literature](#)

A-K.1.1.3

► Anchor and Eligible Content

Literature Text: Key Ideas and Details

A-K.1.1.3 Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

► Instructional Supports

Describe Characters

- Review how to describe characters. Remind students that characters can be described by physical attributes, actions, thoughts, words, other characters' thoughts and words, etc. Review a short story or drama excerpt using a [mentor text](#). Identify particular details within the text that can be used to describe characters in depth.
- Identify explicit details of characters within the text, using them to help develop detailed descriptions of each character. Also guide students to make [inferences about the characters](#) based on dialogue. All descriptions of characters will be supported with details from the text.

Describe Setting

- Remind students that setting in literature is the physical location of a story and the time period in which it is told. Locate particular details within the passage that can be used to identify and describe the setting in depth. All descriptions of setting will be supported with details from the text. Have students complete a [T-chart graphic organizer](#) in which they place the setting on the left side of the T-chart and details that describe the setting on the right side of the T-chart.

Describe Events

- Using a short story that has clear, important events, lead a classroom discussion. Use a graphic organizer ([Story Maps](#)) to highlight details that provide an understanding of the events.
- Discuss the difference between main events and less significant events in the story. Guide students to differentiate the different events as they read.

► Clarification

- Conclusions and inferences about characters, setting, and events should be supported with details from the text.

► Enrichment

- [Teaching Story Setting](#)
- [Adjectives and Character Traits](#)
- [Character Traits: A lesson for Upper Elementary Students](#)
- [Teacher Read-Aloud That Models Reading for Deep Understanding](#)
- [EQulP Rubric for Lessons & Units: ELA/Literacy \(3–5\) and ELA \(6–12\)](#)

Key Terms

literary text, stories, dramas, characters, setting, plot event, events, describe

► Resources

- Character Map
- [Character Traits—List](#)

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-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 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definition, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).
- b. Use common, grade-appropriate Greek and Latin affixes as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).

► 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. Have space in the chart to write the definitions of the words. Have students check the definitions in an online or hard copy dictionary.

Determining the Meaning of Mythological Allusions

- Introduce students to the concept of “allusion,” and discuss how authors sometimes use allusions in writing. Introduce common mythological allusions found in popular culture (e.g., [Greek Mythology and Our Modern Lives](#)). Brainstorm other allusions with the class.
- Provide students with a passage that contains one or more mythological allusions. Have students work to practice determining the meaning of the allusion based on the context of the passage.

Using Greek and Latin Affixes to Determine Word and Phrase Meaning

- Explain to students that a prefix is a letter or group of letters that comes at the beginning of a word and that a prefix can alter the meaning of a base word.
- Explain to students that affixes are letters or groups of letters that are added to the beginning of a base word (prefix) or at the end of a base word (suffix) and that alter the meaning of that word. Explain that affixes can be Greek or Latin in origin. Provide students with a list of the most common [Greek and Latin affixes](#).
- Have students read a grade-level passage that contains words with Greek and Latin suffixes. Have students identify words with Greek and Latin suffixes while they read. As they find each word, they can add it to a graphic organizer to identify the base word, identify the suffix, and determine the word’s meaning.

Using Greek and Latin Roots to Determine Word and Phrase Meaning

- Review with students the concept of a root word. Remind students that a root is either a base word or a part of a word to which affixes can be added. Explain to students that some roots are Greek or Latin in origin. Share some [common Greek roots](#) and some [common Latin roots](#). Model how to decode words with Greek and Latin origins by highlighting the root in yellow and the affixes in pink. Have students read through each affix and root before combining and reading the whole word.
- Have students read a grade-level passage that contains words with Greek and Latin roots. Have students identify words with Greek and Latin roots as they read. As they find each word, they can add it to a [graphic organizer](#) to identify the base word, identify any affixes, and determine the word’s meaning.

► Clarification

- 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

- [Vocabulary Development and Nonlinguistic Representations: How Can Science Help?](#)
- [Affixes and Root Words: Teachers Guide](#)

► Key Terms

mythology, allude, allusion, context clues

► Resources

- Context Clues table
- [Types of Context Clues](#)
- [Context Clues Practice](#)
- [Context Clues Worksheets](#)
- [Context Clues Packet](#)
- [Mythological Allusions](#)
- [Using Greek and Latin Roots Practice](#)
- [Common Content Area Roots and Affixes](#)
- [Latin and Greek Root Word Meaning Match](#)

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

A-V.4.1.2

► Anchor and Eligible Content

Literature Text: Vocabulary Acquisition and Use

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

- a. Explain the meaning of similes and metaphors in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

► Instructional Supports

- Introduce and explain different types of [figurative language](#), including similes and metaphors. Provide students with a short passage that includes both similes and metaphors. Instruct students on how to tell the difference between similes and metaphors. Guide students to determine the meaning of the figurative language based on context.
- Introduce and explain the characteristics of [idioms, adages, and proverbs](#). Provide a reading sample to students that includes these types of figurative language. Guide students to recognize idioms, adages, and proverbs in text and to determine and explain their meaning.
- Review the concepts of antonyms and synonyms. Help students to determine the meanings of words in a passage by discussing the synonyms and antonyms of the words. Record student responses on an [anchor chart](#).

► Clarification

- Instruction should guide students to go beyond identification and should include analysis to determine meaning.

► Enrichment

- [Connecting Word Meanings through Semantic Mapping](#)

► Key Terms

vocabulary acquisition, figurative language, word relationships, similes, metaphors, idioms, adages, proverbs, antonyms, synonyms

► Resources

- [Examples of Similes](#)
- [Metaphor Examples for Kids](#)
- [Examples of Figurative Language Handout](#)
- [40 Figurative Language Examples for Upper Elementary](#)
- [Idiom Examples](#)
- [Commonly Used Idioms](#)
- [Teaching Idioms](#)
- [Examples of Adages in Literature](#)
- [Animal Proverbs and Adages](#)
- [Examples of Antonyms, Synonyms, and Homonyms](#)

B-C.2.1.1

► Anchor and Eligible Content

Informational Text: Craft and Structure

B-C.2.1.1 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

► Instructional Supports

Compare and Contrast Firsthand and Secondhand Accounts

- Explain to students that a firsthand account is a text written by a person who is part of the action. Some examples include diaries and journals, letters, interviews, autobiographies, personal photos and videos, social media posts, and blogs. A secondhand account is written by someone who has some authority to tell the details of the action but was not present for the action. Some examples include textbooks, biographies, newspaper and magazine articles, encyclopedias, and documentary films. Share an [anchor chart](#) that shows the features of a firsthand and secondhand accounts.
- Provide students with two passages on the same event: one written as a firsthand account and one written as a secondhand account. Guide students to find similarities and differences in the accounts. Help students to understand the differences in the focus of each account and the differences in the information provided. Students should consider how the perspective (point of view) of the speaker impacts the interpretation of the event or topic.
- When describing the differences in focus and information, students will draw on textual evidence to support their findings, whether through classroom discussion or written responses.

Describe Differences in Focus

- Explain that firsthand accounts focus on the author's feelings and reactions to an event, while secondhand accounts rely on research, other sources, and interpretations of events by someone who did not directly experience the event.

► Clarification

- Direct instruction may be required to help students differentiate between primary (firsthand account) and secondary (secondhand account) texts.

► Enrichment

- [Primary Sources](#)
- [Teaching Firsthand and Secondhand Accounts](#)
- [Analyzing Firsthand and Secondhand Accounts](#)

► Key Terms

informational text, firsthand account, secondhand account, focus, information, compare, contrast

► Resources

- [Firsthand and Secondhand Accounts Presentation](#)
- [Comparing First and Secondhand Accounts](#)
- [Comparing Accounts Practice](#)
- [Comparing First and Secondhand Accounts of Events](#)
- [Firsthand and Secondhand Accounts Lesson Plan](#)

B-C.2.1.2

► Anchor and Eligible Content

Informational Text: Craft and Structure

B-C.2.1.2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.

► Instructional Supports

Describe Text Structure

- Introduce the common text structures found in informational texts: chronology, comparison, cause and effect, and problem and solution. See [Text Structures Anchor Chart](#). Explain the features of each structure in order to make an identification. Introduce students to [signal words](#) for each major informational text structure. Lead students through a guided reading of a short informational text that uses one of the common text structures, highlighting the features of the text structure for the students. If additional scaffolding is needed, begin the process using a picture book that demonstrates the structure; for example, [Picture Books to Teach Problem and Solution](#).
- Have students read independently a longer informational text with one of the common text structures and identify the type of structure used. Then students should describe how they identified the structure type. They should include evidence from the text to support their explanation. This can be done first by working with a section of the text and then by working with the whole text in order to scaffold the skill.

Describe Text Features

- Share a [text features chart](#) with students. Share the [purpose of text features](#) and how text features help readers create meaning in texts. Lead students through a guided reading of a short informational text that contains several types of text features. Have students identify and describe the text features and how the features contribute to the meaning of the text.

► Clarification

- Students should not simply identify the text structure but should be able to describe it, which may include citing evidence from the text that supports the text structure type.

► Enrichment

- [Teach Readers to Discern Nonfiction Text Structures](#)

► Key Terms

informational text, text structures, chronology, comparison, cause and effect, problem and solution

► Resources

- [Text Structures with Examples](#)
- [Text Structures and Signal Words](#)
- [AdLit: Text Structures](#)
- [The 5 Types of Text Structure Video](#)
- [Exploring Cause and Effect Using Expository Texts](#)
- [Digital Text Features](#)

B-C.3.1.1

► Anchor and Eligible Content

Informational Text: Integration of Knowledge and Ideas

B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text.

► Instructional Supports

- Discuss with students that authors make particular points (claims) in their texts and that they should support those particular points with relevant reasons and evidence.
- Give students a short informational passage in which an author makes a particular point. Help students to identify the point that is made and help them to find the reasons the author gives for developing the point. Further, identify as a class the evidence that supports the reasons. Record the points, reasons, and evidence on a [Claims, Evidence, Reasons Graphic Organizer](#).

► Clarifications

- Instruction should go beyond mere identification of reasons and should be an explanation of how an author uses reasons and evidence to support points (differentiate evidence from opinion).
- When instructing with this standard, take care to use texts in which the author makes a particular point about a topic and supports it with reasons and evidence.

► Enrichment

- [Determining Importance: Helping Students Recognize Important Points in Content Text](#)
- [CER in 4th Grade Science](#)

► Key Terms

informational text, explain, reasons, evidence, support, point

► Resources

- [Author's Use of Reasons and Evidence Worksheets](#)
- [Lesson Plan: Author's Points and Reasons](#)
- [Claim, Reasons, and Evidence Lesson Plans](#)
- [Claim-Evidence-Reasoning Graphic Organizer](#)

B-C.3.1.2

► Anchor and Eligible Content

Informational Text: Integration of Knowledge and Ideas

B-C.3.1.2 Integrate information from two texts on the same topic in order to demonstrate subject knowledge.

► Instructional Supports

- Select a subject about which all students would be knowledgeable (e.g., what students have been doing in music class, popular movies, or school spirit days). Ask one student to spend one minute giving information about the subject. Record the information on one side of a [T-chart](#). Then ask another student to speak about the same subject. Record notes about what that student says on the other side of the T-chart. Explain that some of the information may be the same and some may be different. Model for students how to integrate information about the subject, using information from both columns.
- Provide students with two passages on the same or related topics. Discuss the main idea of the first passage and analyze how it is supported with key details. Introduce the subsequent passage and discuss the main idea and supporting details of the text. Have students record information from each passage on a [T-chart](#). Then, lead a discussion on how to integrate information from each passage to demonstrate subject knowledge. With students, complete sentence frames. See below for samples:
 - Both texts suggest that _____.
 - These sources agree that _____.
 - While Text A focuses on _____, Text B emphasizes _____.
 - One text argues that _____, but the other claims that _____.
 - From the information in Text A and Text B, it is possible to conclude that _____.
 - The evidence presented in both texts suggests that _____.

► Clarification

- Instruction should not be geared toward identification but should guide students to integrate ideas from both passages.

► Enrichment

- [Common Lit Library—Text Sets](#) (requires account)

► Key Terms

informational text, multiple sources, topic, key details, integrate

► Resources

- [Integrate Texts Lesson Plan](#)
- [Integrate Information from Two Texts Presentation](#)
- [Integration Information from Multiple Texts Lesson Plan](#)
- [Paired Text Lessons and Resources](#)
- [Pairing Information from Two Texts Practice](#)
- [Integrate Information from Several Texts Lesson Plan](#)
- [Paired Text Lessons and Resources](#)

B-C.3.1.3

► Anchor and Eligible Content

Informational Text: Integration of Knowledge and Ideas

B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.

► Instructional Supports

- Present students with a passage that has [text features](#) such as headings, graphics, charts, timelines, diagrams, etc. Lead a guided reading of the passage and discuss the main ideas and supporting details of the text itself. Interpret the content of the text features with the students.
- Lead a discussion with students about the connections between the text and the text features. Discuss how the text features support the information in the print text. In addition, discuss how the text features contribute to the meaning of the text.
- Use an informational text paired with a visual text feature (e.g., diagram, map, photo, chart, timeline). Students will work independently to pull information from the text that connects to a text feature. The text feature will “contribute to” but not reiterate the information in the printed text.
- Present an online print source with [digital text features](#). Lead a discussion on how to interpret digital text features (e.g., hyperlinks, audio files, video files, interactive media) and how they connect to the print text.

► Clarification

- Instruction should not merely focus on identifying facts in text features. Rather, students should be guided to analyze the text features and print text together to determine how the two support each other.

► Enrichment

- [News ELA: A Tiny School in Japan](#) (News ELA requires free educator account)
- [Teaching Text Features](#)
- [Using Science Texts to Teach the Organizational Features of Nonfiction](#)
- [Traveling Terrain: Comprehending Nonfiction Text on the Web](#)

► Key Terms

informational text, interpret, text features, heading, charts, graphs, diagrams, timelines Web pages, digital, connect

► Resources

- [Information in Charts](#)
- [How Much Vitamin C?](#)
- [Get the Facts](#)
- [Text Features Search & Find](#)

B-K.1.1.1

► Anchor and Eligible Content

Informational Text: Key Ideas and Details

B-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

► Instructional Supports

Explicit Text and Drawing Inferences

- Clarify for students the difference between “explicit text” and “inference.” Explicit text is an idea or message stated directly by the author. An inference is a reasonable conclusion based on evidence found in the text. Students should be aware that both are tied to the text.
- As a large group, read through an excerpt from an informational text. Identify details and examples that explain what the text says explicitly about events, procedures, ideas, or main idea. Ask students questions that can be answered with explicit details from the text. Next, ask students text-dependent questions that require them to make inferences.
- Have students practice making inferences (e.g., [Where Am I?](#), [Who Am I?](#)). Students should identify details and examples from the text to support their inferences.
- Share a selection of longer informational texts with students. Give students a variety of questions that require both explicit details and inferential responses. As required by the standard, student responses should be supported by details and examples from the text.

► Clarification

- Instead of asking questions they can answer solely from their prior knowledge and experience, students should answer questions from close reading.

► Enrichment

- [Close Reading and Comprehension Strategies](#)
- [ASCD—Closing in on Close Reading](#)
- [Edutopia—Questioning That Deepens Comprehension](#)
- [Reading Rockets—Inference](#)
- [Question the Author Strategy Guide](#)
- [Teacher Resources for Making Inferences, Using Context Clues](#)

► Key Terms

informational text, main idea, details, explicit details, implicit details, inferences, textual clues, draw inferences, literal questions, inferential questions

► Resources

- Text-Dependent Question—Graphic Organizer
- R*A*C*E Graphic Organizer for Constructed Response Answers
- [Non-fiction Pyramid Graphic Organizer](#)
- [Inference Graphic Organizers](#)
- [Text Dependent Questions: Sample Question Starters](#)

Text-Dependent Questions

1. _____

My Response

Evidence from Text

2. _____

My Response

Evidence from Text

3. _____

My Response

Evidence from Text

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 and explain how it is supported by key details; summarize the text

► Instructional Supports

Determine the Main Idea

- Review the concept of main idea, and model the process for determining the main idea using a [mentor text](#). Reinforce the concept that key ideas in a text support the main idea. Discuss the scaffolding of text details up to the main idea, differentiating between key details and supporting (or even insignificant) details. Start with a whole-class activity of determining the main idea by completing the organizer Main Idea + Key Details. Students can continue to use this organizer as a tool when reading independently or working in small groups, such as literature circles.
- If scaffolding is necessary, review and practice the concept of main idea with an excerpt from an informational text.

Summarize a Text

- Review with students how to determine the key ideas in a text and how to summarize those details in an objective statement. Using the organizer mentioned above, challenge the students to limit themselves to key ideas, leaving out the ancillary or insignificant details. Students can work in small groups to compare lists of key details. Through their group discussions, they may need to rework their lists, eliminating unnecessary details. Whole-class discussions may emerge from the groups, asking students to support their list of key details to include in a summary and why to exclude other details.

► Clarifications

- Time-ordered sequencing, such as the “retelling” skill as introduced in the K–1 standard, does not meet the rigor of producing a summary.

- Main idea can be determined for sections of the text as students scaffold up to working with a whole text.

► **Enrichment**

- [Understanding the Main Idea When Reading](#)
- [Classroom Strategies: Summarizing](#)
- [Summarizing and Synthesizing: What's the Difference?](#)

► **Key Terms**

informational text, main idea, summary, key details, supporting detail, relevant detail, irrelevant detail, evidence, summarize

► **Resources**

- Main Idea + Key Details organizer
- [Traveling Terrain: Comprehending Nonfiction Text on the Web](#)
- [Graphic Organizers: Main Idea](#)
- [Nonfiction Pyramid](#)
- [Get the Gist: Summarizing](#)
- [Nonfiction Graphic Organizer Template: Main Idea and Details](#)
- [Sum It Up Directions](#)
- [Sum It Up Template](#)

Main Idea + Key Details		
Main Idea		
Key Detail 1	Key Detail 2	Key Detail 3
↓	↓	↓
How does the detail show the main idea?	How does the detail show the main idea?	How does the detail show the main idea?

B-K.1.1.3

► Anchor and Eligible Content

Informational Text: Key Ideas and Details

B-K.1.1.3 Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

► Instructional Supports

- Present students with a historical, scientific, or technical text. The passage should be well developed with key events, ideas, steps, or concepts. Ask students the primary question of “What happened?” Beyond identification of the event, students will explain why the event happened, using details from the text as support. The explanations of why will include relationships between the events, ideas, steps, and/or concepts.
- In small-group discussion and independent written responses, students will practice describing events, procedures/steps, ideas, or concepts (“What happened?”) and explaining why the events, procedures, ideas, or concepts happened. The answers to “Why did _____ happen?” will lie in the interactions of the passage events, procedures/steps, ideas, or concepts.

► Clarification

- Students should go beyond answering recall questions (who, what, where, etc.) and instead should be able to explain events, procedures, ideas, or concepts based on specific information in the passage.

► Enrichment

- [Making Connections in a Nonfiction \(Informational\)Text](#)
- [Teaching Students to Think about Text](#)
- [Think-Pair-Share](#)

► Key Terms

informational text, historical text, scientific text, technical text, event, procedure, idea, concept, explain

► Resources

- [Why Use a Concept Map?](#)
- [Concept Map 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 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
- c. Determine the meaning of general academic and domain-specific words or phrases used in a text.

► 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. 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 Greek and Latin Affixes to Determine Word and Phrase Meaning

- Explain to students that a prefix is a letter or group of letters that comes at the beginning of a word and that a prefix can alter the meaning of a base word.
- Explain to students that affixes are letters or groups of letters that are added to the beginning of a base word (prefix) or at the end of a base word (suffix) that alters the meaning of that word. Explain that affixes can be Greek or Latin in origin. Provide students with a list of the most common [Greek and Latin affixes](#).
- Have students read a grade-level passage that contains words with Greek and Latin suffixes. Have students identify words with Greek and Latin suffixes while they read. As they find each word, they can add it to a graphic organizer to identify the base word, identify the suffix, and determine the word's meaning.

Using Greek and Latin Roots to Determine Word and Phrase Meaning

- Review with students the concept of a root word. Remind students that a root is either a base word or a part of a word to which affixes can be added. Explain to students that some roots are Greek or Latin in origin. Share some [common Greek roots](#) and some [common Latin roots](#). Model how to decode words with Greek and Latin origins by highlighting the root in yellow and the affixes in pink. Have students read through each affix and root before combining and reading the whole word.
- Have students read a grade-level passage that contains words with Greek and Latin roots. Have students identify words with Greek and Latin roots as they read. As they find each word, they can add it to a [graphic organizer](#) to identify the base word, identify any affixes, and determine the word's meaning.

Determining Meaning of General Academic and Domain-Specific Words

- Review 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*).

- Review 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.
- Use mentor texts or content materials (science or social studies texts, textbooks, articles) to encourage a class discussion about domain-specific vocabulary. Focus on words and phrases that signal actions, emotions, and states of being. Encourage analysis of the words in context, asking students to consider why particular words were chosen.
- Encourage students to make notes of the general academic words and domain-specific words they have learned and to use them in discussion and writing in the classroom.

► 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

Professional Development

- [Affixes and Root Words: Teachers Guide](#)
- [Teaching Domain-Specific Words](#)
- [A Guide to Tier 1, 2, and 3 Vocabulary](#)
- [Tier 2 Words](#)
- [Teaching Domain-Specific Vocabulary](#)
- [Vocabulary Development and Nonlinguistic Representations: How Can Science Help?](#)

► Key Terms

affix, academic vocabulary, context, domain-specific vocabulary, informational text, prefix, suffix, root, vocabulary

► Resources

- [Transition Words and Phrases](#)
- [Using Context Clues](#)
- [Four Words Vocabulary Exercise](#)
- [Using Context Clues to Understand Word Meanings](#)
- [Content Area Vocabulary Learning](#)
- [Using Greek and Latin Roots Practice](#)
- [Common Content Area Roots and Affixes](#)
- [Latin and Greek Root Word Meaning Match](#)
- [Root Words, Suffixes, and Prefixes](#)

B-V.4.1.2

► Anchor and Eligible Content

Informational Text: Vocabulary Acquisition and Use

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of similes and metaphors in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

► Instructional Supports

- Introduce and explain different types of [figurative language](#), including similes and metaphors. Provide students with a short passage that includes both similes and metaphors. Instruct students on how to tell the difference between similes and metaphors. Guide students to determine the meaning of the figurative language based on context.
- Introduce and explain the characteristics of [idioms, adages, and proverbs](#). Provide a reading sample to students that includes these types of figurative language. Guide students to recognize idioms, adages, and proverbs in text and to determine and explain their meaning.
- Review the concepts of antonyms and synonyms. Help students to determine the meanings of words in a passage by discussing the synonyms and antonyms of the words. Record student responses on an [anchor chart](#).

► Clarification

- Instruction should guide students to go beyond identification and should include analysis to determine meaning.

► Enrichment

- [Connecting Word Meanings through Semantic Mapping](#)

► Key Terms

vocabulary acquisition, figurative language, word relationships, similes, metaphors, idioms, adages, proverbs, antonyms, synonyms

► Resources

- [Examples of Similes](#)
- [Metaphor Examples for Kids](#)
- [Examples of Figurative Language Handout](#)
- [40 Figurative Language Examples for Upper Elementary](#)
- [Idiom Examples](#)
- [Commonly Used Idioms](#)
- [Teaching Idioms](#)
- [Examples of Adages in Literature](#)
- [Animal Proverbs and Adages](#)
- [Examples of Antonyms, Synonyms, and Homonyms](#)

D.1.1.1–D.1.1.8

► Anchor and Eligible Contents

Conventions of Standard English Grammar and Usage

D.1.1.1 Use relative pronouns (e.g., *who*, *whose*, *whom*, *which*, *that*) and relative adverbs (e.g., *where*, *when*, *why*).

D.1.1.2 Form and use the progressive verb tenses (e.g., I was walking, I am walking, I will be walking).

D.1.1.3 Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

D.1.1.4 Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

D.1.1.5 Form and use prepositional phrases.

D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*

D.1.1.7 Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*, *they're*).*

D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.*

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

► Instructional Supports

- Explain the characteristics of relative pronouns and relative adverbs. Provide students with a short writing sample that contains both correct and incorrect uses of relative pronouns and relative adverbs. Guide students to identify which are correct and which are incorrect. Provide an exercise in which students use relative pronouns and relative adverbs correctly in writing.

- Differentiate between how the progressive verb tense and other verb tenses are formed and used. Provide students with a short writing sample that contains both correct and incorrect uses of the progressive verb tense. Help students to identify the difference between correct and incorrect progressive verb tenses. Provide an exercise in which students form and use the progressive verb tense correctly in writing.
- Continue these types of exercises to do the following:
 - use modal auxiliaries to convey conditions.
 - order adjectives within sentences according to conventional patterns.
 - form and use prepositional phrases.
 - produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - correctly use frequently confused words (e.g., *to, too, two; there, their*).
 - ensure subject-verb and pronoun-antecedent agreement.

Clarification

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

► Enrichment

Professional Development

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

► Key Terms

language, conventions, grammar, usage, relative pronouns, relative adverbs, progressive verb tense, modal auxiliaries, adjectives, order of adjectives, prepositional phrases, complete sentences, fragments, run-ons, frequently confused words, homophones

► Resources

- [Relative Adverb Practice](#)
- [Order of Adjectives](#)
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Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades.

► Instructional Supports

- Explain the characteristics of relative pronouns and relative adverbs. Provide students with a short writing sample that contains both correct and incorrect uses of relative pronouns and relative adverbs. Guide students to identify which are correct and which are incorrect. Provide an exercise in which students use relative pronouns and relative adverbs correctly in writing.

- Differentiate between how the progressive verb tense and other verb tenses are formed and used. Provide students with a short writing sample that contains both correct and incorrect uses of the progressive verb tense. Help students to identify the difference between correct and incorrect progressive verb tenses. Provide an exercise in which students form and use the progressive verb tense correctly in writing.
- Continue these types of exercises to do the following:
 - use modal auxiliaries to convey conditions.
 - order adjectives within sentences according to conventional patterns.
 - form and use prepositional phrases.
 - produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - correctly use frequently confused words (e.g., *to, too, two; there, their*).
 - ensure subject-verb and pronoun-antecedent agreement.

Clarification

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

► Enrichment

Professional Development

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

► Key Terms

language, conventions, grammar, usage, relative pronouns, relative adverbs, progressive verb tense, modal auxiliaries, adjectives, order of adjectives, prepositional phrases, complete sentences, fragments, run-ons, frequently confused words, homophones

► Resources

- [Relative Adverb Practice](#)
- [Order of Adjectives](#)
- [Adjective Order Chart](#)
- [Commonly Confused Words Worksheets](#)

D.1.1.1–D.1.1.8

► Anchor and Eligible Contents

Conventions of Standard English Grammar and Usage

D.1.1.1 Use relative pronouns (e.g., *who*, *whose*, *whom*, *which*, *that*) and relative adverbs (e.g., *where*, *when*, *why*).

D.1.1.2 Form and use the progressive verb tenses (e.g., I was walking, I am walking, I will be walking).

D.1.1.3 Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

D.1.1.4 Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

D.1.1.5 Form and use prepositional phrases.

D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*

D.1.1.7 Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*, *they're*).*

D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.*

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

► Instructional Supports

- Explain the characteristics of relative pronouns and relative adverbs. Provide students with a short writing sample that contains both correct and incorrect uses of relative pronouns and relative adverbs. Guide students to identify which are correct and which are incorrect. Provide an exercise in which students use relative pronouns and relative adverbs correctly in writing.

- Differentiate between how the progressive verb tense and other verb tenses are formed and used. Provide students with a short writing sample that contains both correct and incorrect uses of the progressive verb tense. Help students to identify the difference between correct and incorrect progressive verb tenses. Provide an exercise in which students form and use the progressive verb tense correctly in writing.
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► Resources

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- [Order of Adjectives](#)
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D.1.2.1–D.1.2.4

► Anchor and Eligible Content

Conventions of Standard English Capitalization, Punctuation, and Spelling

D.1.2.1 Use correct capitalization.

D.1.2.2 Use commas and quotation marks to mark direct speech and quotations from a text.

D.1.2.3 Use a comma before a coordinating conjunction in a compound sentence.

D.1.2.4 Spell grade-appropriate words correctly.

Eligible Content includes skills and understandings assessed in previous grades.

► Instructional Supports

- Review and explain the rules for correct capitalization, including sentence beginnings and proper nouns. Identify correct and incorrect use of capitalization in written passages. Prompt students to write short samples in which they use capitalization correctly.
- Review and explain the rules for punctuating direct speech and quotations using commas and quotation marks. Guide students to identify correct and incorrect use of commas and quotation marks in examples of direct speech and quotations in written passages. Prompt students to write sentences in which they use commas and quotation marks correctly when using direct speech and quotations.

► Clarifications

- Aside from limited use of direct instruction “drills,” aim to incorporate the language standard instruction into longer writing activities, revision of their own writing, or observation of how authors use the skills (when reading passages for class).
- Any lessons regarding spelling should be grounded in linguistics and not rote memorization lists. Frequently confused words are usage errors; they should not be considered spelling errors.

► Enrichment

Professional Development

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

► Key Terms

language, conventions, capitalization, punctuation, spelling, comma, quotation marks, direct speech, quotation, coordinating conjunction, compound sentence

► Resources

- [Capitalization](#)
- [Spelling Patterns “Go Fish” Card Game](#)
- [Capitalizing Proper Adjectives Practice](#)
- [Guide to English Spelling Rules](#)
- [4 Spelling Strategies](#)

D.1.2.1–D.1.2.4

► Anchor and Eligible Content

Conventions of Standard English Capitalization, Punctuation, and Spelling

D.1.2.1 Use correct capitalization.

D.1.2.2 Use commas and quotation marks to mark direct speech and quotations from a text.

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D.1.2.1–D.1.2.4

► Anchor and Eligible Content

Conventions of Standard English Capitalization, Punctuation, and Spelling

D.1.2.1 Use correct capitalization.

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D.1.2.3 Use a comma before a coordinating conjunction in a compound sentence.

D.1.2.4 Spell grade-appropriate words correctly.

Eligible Content includes skills and understandings assessed in previous grades.

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- [Guide to English Spelling Rules](#)
- [4 Spelling Strategies](#)

D.2.1.1–D.2.1.3

► Anchor and Eligible Content

Knowledge of Language

D.2.1.1 Choose words and phrases to convey ideas precisely.*

D.2.1.2 Choose punctuation for effect.*

D.2.1.3 Choose words and phrases for effect.

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.

► Instructional Supports

- Write a paragraph that contains words and phrases that lack precision and present it to the students. Model for the students how a writer can replace imprecise 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 precise words and phrases for effective vocabulary.
- Write a paragraph that contains various punctuation marks used for effect. Discuss with the students the effect each type of punctuation creates. Guide students in writing their own paragraph, choosing punctuation for specific effects either predetermined or selected on their own.
- 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.

► Clarifications

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

► Enrichment

- [Writing Clearly, Concisely, and Precisely](#)
- [How to Write Clearly: Using Precise and Concise Language](#)

► Key Terms

words, phrases, precise, punctuation, effect

► Resources

- [Precise words and phrases](#)
- [Choosing Words and Phrases for Effect: Lesson for Kids](#)
- [Using Words and Phrases for Effect](#)
- [Punctuation Party](#)
- [Using Punctuation for Effect Practice](#)

Appendices

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
Trait 2:	Evidence/Example	Evidence/Example
Trait 3:	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:

Elaborate!

Name: _____
Section: _____

What is your
character seeing?

What is your character
touching/feeling?

What are your
character's emotions?

What is your
character smelling?

What is your
character hearing?

Graphic Organizer: Event/Procedure/Concept

Event, Procedure, Concept	What happened?	Why did it happen?	Textual Evidence

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 _____

Introduction

Factor/Details/Quotations	

Conclusion	

Main Idea + Key Details		
Main Idea		
Key Detail 1	Key Detail 2	Key Detail 3
↓	↓	↓
How does the detail show the main idea?	How does the detail show the main idea?	How does the detail show the main idea?

Opinion Mentor		
	Mentor Text 1	Mentor Text 2
What is the main opinion?		
How does the author present the opinion?		
What is a reason the author uses to support the opinion?		
What evidence is used to support the opinion?		
How convincing is the author? What text convinces you?		

R•A•C•E: Constructed Response

Restate the question.

Answer the question.

Cite evidence from the text.

Explain your evidence.

Recounting a Text–Detailed

Characters

Setting

Beginning

Middle

End

Research Notes

Source	Key Vocabulary	Notes

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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Updated January 29, 2021

D.2.1.1–D.2.1.3

► Anchor and Eligible Content

Knowledge of Language

D.2.1.1 Choose words and phrases to convey ideas precisely.*

D.2.1.2 Choose punctuation for effect.*

D.2.1.3 Choose words and phrases for effect.

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.

► Instructional Supports

- Write a paragraph that contains words and phrases that lack precision and present it to the students. Model for the students how a writer can replace imprecise 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 precise words and phrases for effective vocabulary.
- Write a paragraph that contains various punctuation marks used for effect. Discuss with the students the effect each type of punctuation creates. Guide students in writing their own paragraph, choosing punctuation for specific effects either predetermined or selected on their own.
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► Clarifications

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

► Enrichment

- [Writing Clearly, Concisely, and Precisely](#)
- [How to Write Clearly: Using Precise and Concise Language](#)

► Key Terms

words, phrases, precise, punctuation, effect

► Resources

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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?	

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I wonder where...	Why?	
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I wonder what...		

Context Clues

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

Elaborate!

Name: _____
Section: _____

What is your
character seeing?

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touching/feeling?

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character's emotions?

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character smelling?

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Graphic Organizer: Event/Procedure/Concept

Event, Procedure, Concept	What happened?	Why did it happen?	Textual Evidence

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The author wrote _____

The author stated _____

According to the text _____

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On page ____ it said _____

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Introduction

Factor, Details, quotations	

Conclusion:	

Main Idea + Key Details		
Main Idea		
Key Detail 1	Key Detail 2	Key Detail 3
↓	↓	↓
How does the detail show the main idea?	How does the detail show the main idea?	How does the detail show the main idea?

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	Mentor Text 1	Mentor Text 2
What is the main opinion?		
How does the author present the opinion?		
What is a reason the author uses to support the opinion?		
What evidence is used to support the opinion?		
How convincing is the author? What text convinces you?		

R•A•C•E: Constructed Response

Restate the question.

Answer the question.

Cite evidence from the text.

Explain your evidence.

Recounting a Text–Detailed

Characters

Setting

Beginning

Middle

End

Research Notes		
Source	Key Vocabulary	Notes

Text-Dependent Questions

1. _____

My Response

Evidence from Text

2. _____

My Response

Evidence from Text

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My Response

Evidence from Text

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Updated January 29, 2021

D.2.1.1–D.2.1.3

► Anchor and Eligible Content

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