

A-C.2.1.1

► Anchor and Eligible Content

Literature Text: Craft and Structure

A-C.2.1.1 Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose and explain how it is conveyed in the text.

► Instructional Supports

Point of View

- 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 ([Analyzing Point of View in Fiction](#)). Share a [flowchart](#) that students can use to determine the point of view used in a literary text. Provide the students with short literary texts that represent each of the types of point of view (first person, third-person omniscient, third-person limited, and third-person objective). Have students work individually or in small groups to use the Point of View Flowchart to identify the point of view for each text.
- Discuss with the class how the narrator's or speaker's point of view can influence how events are described in the passage. Have students read a short story or poem independently. Instruct them to write what the narrator's or speaker's point of view is and provide evidence that supports that point of view. Discuss how point of view impacts the way the story is told or the way the poem is presented and how it might be different if the narrator or speaker had a different point of view.

Author's Purpose

- Explain that every author has a purpose or reason for writing a literary text. Often, there may be more than one purpose. Lead a discussion of some purposes of literary texts: to amuse/entertain the reader, to provoke thought, to offer insights or teach about human behavior, to have a specific emotional impact, to persuade, etc. Explain that many literary texts may have more than one purpose and that some may also inform and persuade readers.
- Share a short literary text with students that has one or more clear purposes. Discuss with students the purpose(s) of the text. With students, complete an [author's purpose chart](#). With

this chart, students may provide textual evidence that supports the purpose(s) they have identified for the literary text.

- Explain that an author's purpose can be revealed by authors in many ways. Discuss how authors of literary texts may convey their purpose through the plot events, themes, characters, word choices, dialogue, and language. Using the literary text from above, have students explain how the author's purpose is conveyed in the text.

► **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.
- Point of view is defined by college-and career-ready standards as follows: "Chiefly in literary texts, the narrative point of view (as in first- or third-person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character."

► **Enrichment**

- [5 Easy Activities for Teaching Point of View](#)
- [The Author's Purpose for Students and Teachers](#)

► **Key Terms**

events, influence, literary text, narrator, perspective, point of view, speaker

► **Resources**

- [The Big Bad Wolf: Analyzing Point of View in Texts](#)
- [Point of View Practice](#)
- [How a Narrator's Point of View Influences Events](#)
- [How POV Affects Readers](#)
- [Charting Characters for a More Complete Understanding of the Story](#)
- [How to Understand the Narrative Voice in Poetry](#)
- [How do authors reveal purpose in their work?](#)

A-C.3.1.1

► Anchor and Eligible Content

Literature Text: Integration of Knowledge and Ideas

A-C.3.1.1 Compare and contrast stories in the same genre on their approaches to similar themes and topics.

► Instructional Supports

- Review with students what a genre is and discuss various types of genres and their characteristics. See [Genre Study: A Collaborative Approach](#). Review with students that a theme is a central message of a text and the topic is what the text is generally about.
- Provide students with two literary texts in the same genre; guide students through taking notes on key details (perhaps using the Research Notes organizer), pulling in other skills from standard A-K.1.1.2 (theme). After students have recorded the key details of each text, have them return to their notes and circle the similarities between texts. The notes will serve as the springboard for discussion or writing assignments.
- With the same two literary texts, compare/contrast the approaches taken to convey a similar theme or topic. Within literary texts, authors may approach a similar theme or topic using different techniques:
 - point of view
 - use of literary devices (e.g., symbolism, imagery, foreshadowing)
 - character development (main character/protagonist's conflict, choices, actions, growth)
 - supporting characters' actions and relationship with main character

Have students compare/contrast how the literary texts use these techniques to approach a similar theme or topic. Use a [T-Chart](#) or [Venn diagram](#) graphic organizer to record their findings.

► Clarifications

- The intent of the standard is analysis (compare and contrast), which may include the step of identification. In the analysis of themes and topics, discussions will include other elements of literary texts.
- Note: The “e.g.” in the standard means “for example” and is not intended as an exhaustive list of genres.

► Enrichment

- [Literary Genres Teaching Ideas](#)

► Key Terms

adventure story, classify, compare, contrast, genre, literary text, mystery, theme, topic

► Resources

- Research Notes organizer
- [Genre Study Book List](#)
- [Comparing Stories in Same Genre Lesson Packet](#)
- [Children’s Genres](#)

Research Notes		
Source	Key Vocabulary	Notes

A-K.1.1.1

► Anchor and Eligible Content

Literature Text: Key Ideas and Details

A-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations 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 events, ideas, individuals, 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.
- Share a selection of longer literary texts with students. Give students a variety of questions that require both explicit details and inferential responses. (See [Plan & Ask Text-Dependent Questions.](#))

Quoting Accurately from a Text

- Model the process of quoting facts accurately from a text. Provide students with examples of accurate quotes to answer questions and ask them questions that must be answered with quotes from the text.
- Demonstrate how quotes of explicit details and examples help develop explanations about inferences. Reinforce the idea that inferences are based on text evidence and not student opinion.

Making Generalizations from a Text

- Introduce the concept of making a generalization from a text. Explain that making a generalization involves forming a broad statement based on specific details and examples from a text. In making a generalization, a reader would take something that is true in one situation and extend it to other situations. In fiction, readers can make generalizations about events and situations. Generalizations can be valid or faulty. Have students provide examples of generalizations that are valid (e.g., All birds have wings.). Then, have students provide examples of generalizations that are faulty (e.g., Everyone likes broccoli.). Discuss [signal words](#) for both valid and faulty generalizations.
- Share a literary text with students that contains an event, setting, situation, or character trait from which a generalization can be made (e.g., It can be hard to move to a new town.). Discuss with the students the generalization that can be made and the textual evidence that supports that generalization.

► Clarification

- Rather than asking students questions they can answer solely from their prior knowledge and experience, this standard calls for students to answer questions that depend on close reading.

► Enrichment

- [Close Reading and Comprehension Strategies](#)
- [Reading Rockets—Inference](#)
- [Question the Author Strategy Guide](#)
- [Great Books Foundation—Six Strategies to Help Students Cite and Explain Evidence](#)

► Key Terms

details, draw inferences, explanation, explicit details, infer, inferences, generalizations, literary text, quote

Resources

- Text-Dependent Question—Graphic Organizer
- R*A*C*E Graphic Organizer for Constructed Response Answers
- [Evidence-Based Sentence Starters](#)
- [Making Generalizations: How Clue Words Can Help Find Patterns](#)
- [Make Generalizations](#)
- [Generalizations Practice](#)
- [Making Generalizations in Fiction](#)

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.

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, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

► Instructional Supports

Determining a Theme

- Review the characteristics of a theme and explain that a theme is the underlying message of a story, drama, or poem. 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 a theme(s) of the selection. When determining a theme of the passage, students will support their determination with evidence (details) from the passage. Remind students that there may be more than one theme in a text.
- Provide students with a longer literary text. Guide students to use graphic organizers (e.g., to help determine the theme of the text. Students should include textual support that helped them determine the theme.
- Model for students how to take a one- or two-word topic and rewrite it as a short statement to describe a theme in the text (e.g., success—hard work often leads to success). Have students read a short literary text with a clear theme. Have students respond to a prompt such as the following: “What is a theme of this text? Support your answer with evidence from the text.” Encourage students to write a statement describing the theme rather than only naming the theme with one or two words.
- Present students with a literary passage in which a character experiences and responds to challenges. Discuss and chart how the character responds and how this response develops the theme.

- Present students with a poem. Discuss and chart how the speaker in a poem reflects on a topic to illustrate the theme.

Summarizing 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). Use a summarizing graphic organizer, including sections for main characters, key events, and resolution of the conflict, to model one way to start a summary of a literary text.
- 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.

► Clarification

- 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.

► Enrichment

- [How to Teach Theme](#)

► Key Terms

character, details, drama, draw inferences, examples, literary text, message, poem, reflect, story, summarize, summary, theme

► Resources

- [How to Write a Theme Statement](#)
- [Theme Graphic Organizers](#)
- [Theme Practice](#)
- [Identifying the Theme of a Story](#)
- [Literary Elements and Techniques: Theme](#)
- [Reading Rockets: Summarizing Lesson](#)
- [Summarizing](#)

A-K.1.1.3

► Anchor and Eligible Content

Literature Text: Key Ideas and Details

A-K.1.1.3 Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).

► Instructional Supports

- Guide students through a review of how to describe characters based on their actions, descriptions, and dialogue. Provide students with a short story or drama that contains at least two characters that can be compared. Model for students how to use a graphic organizer (e.g., [Double Bubble Chart](#)) to compare and contrast the two characters. Comparison/contrast must be accompanied by supporting textual evidence.
- Explain to students that setting includes the place (where), the time (when), and the environment (what). The environment involves how the setting influences the story. Explain how the setting influences what happens in a narrative and can change over time. Provide students with a short story, drama, or poem that has two different settings. Model for students how to use a graphic organizer (e.g., [Compare and Contrast Chart](#)) to compare and contrast two different settings. Comparison/contrast must be accompanied by supporting textual evidence.
- Review story elements with students, explaining that the elements together make up the plot of a story, drama, or poem. Select a short literary text that has clear, significant events. With a group of students, model how to highlight details that provide an understanding of the events, using a graphic organizer (e.g., [Events Chart](#)).
- With the literary text from the activity above, have students compare and contrast two events. Model how to use a graphic organizer (e.g., [Compare and Contrast Chart](#)) to compare these events. Comparison/contrast must be accompanied by supporting textual evidence.

► Clarification

- This standard goes beyond character development (as in earlier grades); it requires a comparison and/or contrasting of literary elements (two or more characters, settings, events).

► Enrichment

- [Teacher Read-Aloud That Models Reading for Deep Understanding](#)
- [EQuIP Rubric for Lessons & Units: ELA/Literacy \(3–5\) and ELA \(6–12\)](#)
- [Sample Character and Setting Lesson Plan](#)
- [Compare and Contrast Lesson Plan](#)
- [Literary Elements Lesson Plan](#)

► Key Terms

characters, character trait, compare, contrast, describe, differences, dramas, events, literary text, narrator, plot, setting, similarities, stories

► Resources

- Character Map
- [Compare-A-Character Maps](#)
- [Compare and Contrast Story Elements](#)
- [Compare and Contrast Resources](#)

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

- a. Use context (e.g., cause/effect relationships and comparisons 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., *photograph*, *photosynthesis*).

► Instructional Supports

Using Context Clues 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 meanings of words or phrases by using a variety of types of context clues, including definitions, antonyms, synonyms and inferences as well as cause and effect and comparison. Model for students how to use context clues to determine the meanings of the words or phrases in the text. If scaffolding is needed, [Three Simple Steps to Empowered Word-Learning](#) includes a step about using context clues to determine word meaning.
- Prepare a reading lesson of 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 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 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

- [Affixes and Root Words: Teachers Guide](#)
- [Professional Development Tutorial: Increasing Vocabulary](#)
- [Which Words Do I Teach and How?](#)

► Key Terms

antonym, vocabulary, affix, context, context clue, definition, inference, literary text, prefix, root, suffix, synonym

► Resources

- [Concept Word Map](#)
- [Transition Words and Phrases](#)
- [Using Context Clues](#)
- [Using Context Clues—Informational Reading](#)
- [Context Clues: Cause and Effect](#)
- [Four Words Vocabulary Exercise](#)
- [The Complete Guide to Context Clues Lessons](#)
- [Using Context Clues to Understand Word Meanings](#)
- [Improve Comprehension: A Word Game Using Root Words and Affixes](#) (Adapt for grade 5.)
- [Using Greek and Latin Roots Practice](#)
- [Common Content Area Roots and Affixes](#)
- [Latin and Greek Root Word Meaning Match](#)
- [Root Words, Roots and Affixes](#)

A-V.4.1.2

► Anchor and Eligible Content

Literature Text: Vocabulary Acquisition and Usage

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

- a. Interpret figurative language (e.g., simile, metaphor, personification) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

► Instructional Supports

Interpret Figurative Language

- Students are introduced to the concept of “nonliteral” language in grade 3 (standard A-V.4.1.2) and similes, metaphors, and other figurative language in grade 4 (standard A-V.4.1.2). Remind the class of the meaning of “figurative language,” and more specifically engage the class in a discussion of the meanings of metaphor and simile; both are figures of speech in which a comparison is made. Prepare a short piece of literature and work with the class to pick out the figurative language and interpret the meaning based on context clues. Identifying the type of figurative language (e.g., simile, metaphor, personification) may be a preliminary step in accessing the standard, but the standard calls for students to “determine the meaning.”
- Share with students other [types of figurative language](#). Give students a brief literary text that contains examples of different types of figurative language. Students will work independently or in small groups to repeat the exercise described above (locate figurative language and interpret the meaning based on context).
- Challenge students with a discussion of figurative language beyond interpretation of meaning to include the impact (or intended impact) on the audience.

Explain the Meaning of Common Idioms, Adages, and Proverbs

- Review the concept of idioms. Provide a definition of *idiom* and some examples of idioms (e.g., [Idiom Examples](#)). Select a few idioms to discuss. Have students work in small groups or pairs to use their background knowledge and imagination to develop ideas about the meanings of the idioms. Lead a classroom discussion about the actual meanings of the idioms.
- Review the definitions for adages and proverbs. Explain that adages are observations about human nature and state accepted truths (e.g., the grass is always greener on the other side of the fence). In contrast, proverbs give advice (e.g., the early bird gets the worm). Explain to students that both adages and proverbs are expressions that have developed over time. Provide some examples of adages (e.g., [Adage Examples](#)) and examples of proverbs (e.g., [30 Common English Language Proverbs](#)).
- Give students a brief literary text that contains examples of adages and/or proverbs. Students will work independently or in small groups to locate adages and/or proverbs and interpret the meaning based on context.

Use Relationship Between Words to Understand Word Meanings

- Review the meanings and examples of synonyms (e.g., [Synonym Examples](#)), antonyms [Antonym Examples](#), and homographs (e.g., [Homograph Examples](#)). Explain that homographs are words that are spelled alike but have different meanings, whether they are pronounced the same or not.
- Have students work in pairs to choose a word and provide synonyms. Have students work in pairs to choose a word and provide antonyms. Have students locate the definition in a source like a dictionary. Have students write a sentence using the target word and then form an association, sketch, or example in order to remember the word better. Direct students to use a [Word Map](#) to record words.
- Have students brainstorm a list of words that are common homographs (e.g., [Homograph List](#)). Help students create a homograph graphic organizer. Have them write the word of the homograph pair at the top of the graphic organizer. Then have students write the definition of each homograph and use each in a sentence.

► 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.
- Although the standard calls out similes, metaphors, and personification as examples of figurative language (“such as . . .”), it does not limit instruction to those two types of figurative language.

► Enrichment

- [As Slippery as an Eel: An Ocean Unit Exploring Simile and Metaphor](#)
- [Using Word Webs to Teach Synonyms](#)
- [Lonely as a Cloud: Using Poetry to Understand Similes](#)
- [Proverb Lesson Plan](#)

► Key Terms

adage, antonym, context clue, figurative language, homograph, idiom, implicit comparison, metaphor, personification, proverb, simile, synonym, word study

► Resources

- [Metaphor Examples for Kids](#)
- [Simile Examples for Kids](#)
- [Difference Between Metaphors and Similes for Kids](#)
- [Figurative Language for Kids](#)
- [Figurative Language Resource Page](#)
- [Homographs Practice](#)
- [Examples of Homographs](#)
- [Vocabulary Word Map](#)

B-C.2.1.1

► Anchor and Eligible Content

Informational Text: Craft and Structure

B-C.2.1.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

► Instructional Supports

- Review the concept of point of view with students. Explain to students that point of view for this standard can also be interpreted as perspective, or particular attitude toward a topic.
- Provide students with passages that give an account of the same event but are written by different authors and are told in different ways. Help students find both similarities and differences in the accounts. Explain to students that readers can determine an author's perspective (point of view) by analyzing the following elements: author's word choice, author's background, and author's purpose. Lead a discussion about the two accounts, using [guiding questions to identify author's viewpoint](#). Guide students to cite evidence that supports the different points of view. Students can record similarities/differences and textual evidence on a [compare and contrast chart](#).

► Clarifications

- Instruction in this standard should go beyond identification of point of view and should include analysis of similarities and differences of point of view across texts.
- In informational texts, the point of view refers to the position or perspective conveyed or represented by an author.

► Enrichment

- [Teaching About Author's Perspective](#)
- [Reading Informational Texts: Determining an Author's Point of View](#)

► Key Terms

analyze, compare, contrast, differences, event, informational text, multiple accounts, perspective, point of view, purpose, similarities, topic

► Resources

- [Identify Author's Viewpoint](#)
- [Multiple Accounts and Point of View](#)
- [Clarify Purpose versus Point of View versus Perspective](#)
- [Analyzing Author's Perspective](#)
- [Analyzing Multiple Accounts of the Same Event Practice](#)

B-C.2.1.2

► Anchor and Eligible Content

Informational Text: Craft and Structure

B-C.2.1.2 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.

► Instructional Supports

Compare Text Structures

- Introduce the common text structures found in informational texts, such as chronology or comparison. (See [Text Structure](#).) Lead students through a guided reading of a short informational text that uses one of the common text structures. Students should note the techniques used by the author to create the structure. Present students with a list of signal words for each type of text structure (e.g., [Text Structure Signal Words](#)).
- Provide students with a second informational text that is organized with a variety of text structures. Discuss the texts with the students, pointing out places in which the two texts have similarities and where they have differences. Use a [Venn diagram](#) graphic organizer or a [compare and contrast chart](#) to compare and contrast the overall structures. Have students cite evidence from the text that supports the text structure used.

Compare Text Features

- Review text features with students by sharing a [text features chart](#) with students. Share the [purpose of text features](#) and review 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.
- Using the two informational texts with text features, lead students in comparing and contrasting the text features in both texts. Record similarities and differences using a [Venn diagram](#) graphic organizer or a [compare and contrast chart](#). Have students cite evidence from the texts that support the types of text features used.

- Lead a discussion on digital text features and how they are different from print text features. Digital text features may include hyperlinks, sounds, videos, interactive images, interactive questions, and comment/note options. Show students a grade-level appropriate website that contains different [digital text features](#) to see interactive examples of these text features.
- Show students two different websites with digital text features and lead a discussion to compare and contrast these features. Record similarities and differences using a [Venn diagram](#) graphic organizer or a [compare and contrast chart](#). Have students cite evidence from the websites that support the text feature used.

► Clarifications

- Students should not simply identify the text structure but should be able to describe it and cite evidence from the text that supports the text structure type.
- Note: The “e.g.” in the standard means “for example” and is not intended as an exhaustive list of text structures.

► Enrichment

- [Teach Readers to Discern Text Structure](#)
- [Teaching and Assessing Understanding of Text Structures Across Grades](#)
- [Compare Structure of Two Texts Lesson Plan](#)
- [Exploring Structure in Informational Texts Lesson Plan](#)

► Key Terms

cause and effect, chronology, compare, comparison, concept, contrast, differences, digital text, event, idea, information, informational text, print text, problem and solution, similarities, text features, text structures

► Resources

- [Reading and Writing Strategies: Text Structure](#)
- [The 5 Types of Text Structure Video](#)

- [Comparing Informational Text Structures](#)
- [Teaching Text Structure](#)
- [Expository Text Structure Packet](#)
- [Text Structures Chart](#)
- [Text Structures with Examples](#)
- [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, identifying which reasons and evidence support which point(s).

► Instructional Supports

- Discuss with students that authors should explain why they make particular points in their writing and that authors must support those particular points with reasons and relevant details (evidence). Review the elements of an argument with a chart like the one below:

Making a Point		
Point	What does the author think?	Claim
Reasons	Why does the author think this?	Logical Support
Evidence	How does the author support the reasons?	Proof

- Give students a short informational passage in which an author makes a particular point. Help students to identify the point that is made and to find the reasons the author gives for developing the point. Point students to a sentence or paragraph that the author uses as evidence to support the reasons. Guide students to find more evidence that provides additional support for the reasons.
- Give students a longer informational passage that contains reasons and well-developed support. The students will identify which sentences or sections are evidence to support points. Independently or in small groups, students will identify which particular reasons and evidence support which points.

► Clarifications

- Instruction should go beyond mere identification of reasons and should be an analysis of how an author uses reasons to support points.
- When instructing B-C.3.1.1, take care to use texts in which the author makes a particular point about a topic and supports it with reasons and evidence.

► Enrichment

- [Guided Comprehension: Monitoring Using the INSERT Technique](#)
- [Claims, Reasons, and Evidence](#)

► Key Terms

evidence, explain, informational text, reasons, support

► Resources

- [Author's Use of Reasons and Evidence Worksheets](#)
- [How to Teach Author's Point and Reasons](#)

B-C.3.1.2

► Anchor and Eligible Content

Informational Text: Integration of Knowledge and Ideas

B-C.3.1.2 Integrate information from several 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). 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 several informational 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 passages and discuss the main idea and supporting details of these texts.
- Compare and contrast the information found in more than one passage about a similar topic. Discuss with students how to integrate details from each passage to demonstrate subject knowledge.

► Clarification

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

► Enrichment

- [Read Works: Grade 5 Paired Texts](#)

► Key Terms

argument, compare, connect, contrast, informational text, integrate, key details, main idea, multiple sources, organize, topic

► Resources

- [Integrate Information from Two Texts Presentation](#) (presentation download)
- [Paired Text Lessons and Articles](#)

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) and/or make connections between text and the content of text features.

► Instructional Supports

Interpret Text Features

- Guide students to identify and review common text features in print sources using a [text features chart](#) and discuss how these features help readers comprehend informational texts. Guide students to identify and review common text features in digital sources using a description of [digital text features](#).
- Present students with a variety of print and digital sources. After students skim the materials, ask them to interpret the text features. Ask questions such as, “What does the text feature of ____ tell you as a reader?” “Why is this information important?” “How does this information help you to better understand the text?”

Make Connections Between Text and Text Features

- Explain to students that they can make connections between a text and the content of the text features. With print and digital sources, lead students to make connections between the content of the text and the content of the text features. Ask questions such as, “How does the information in the [text feature] relate to the information in the text? What new/additional information does the [text feature] offer to the text?”

► Clarifications

- Instruction should not merely focus on identifying information in text features and in texts separately. Rather, students should be guided to analyze the content of the text and the text features together to determine how each supports the other.
- Note: The “e.g.” in the standard means “for example” and is not intended as an exhaustive list of text features.

► **Enrichment**

- [Media Literacy: How to Close Read Infographics](#)
- [Sample Lesson: Student Guide to Web Research](#)
- [What Are Text Features?](#)
- [What Are Text Features and How to Teach Them](#)
- [Teaching Text Features](#)

► **Key Terms**

answer a question, charts, connect, content, digital, graphics, headings, informational text, interpret, print sources, text features

► **Resources**

- [Guiding Students through Expository Text with Text Feature Talks](#)
- [Interpreting Text Features](#)
- [Using Science Texts to Teach Organizational Features of Nonfiction](#)
- [Purposes of Text Features](#)

B-K.1.1.1

► Anchor and Eligible Content

Informational Text: Key Ideas and Details

B-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations 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 the main idea or claim. 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.
- Share a selection of longer informational texts with students. Give students a variety of both explicit and inferential questions to answer. (See [Plan & Ask Text-Dependent Questions](#).)

Quoting Accurately from a Text

- Model the process of quoting facts accurately from a text. Provide students with examples of accurate quotes to answer questions and ask them questions that must be answered with quotes from the text.
- Demonstrate how quotes of explicit details and examples help develop explanations about inferences. Reinforce the idea that inferences are based on text evidence and not student opinion.

Making Generalizations

- Introduce the concept of making a generalization from a text. Explain that making a generalization involves forming a broad statement based on specific details and examples from a text. In making a generalization, a reader would take something that is true in one situation and extend it to other situations. In fiction, readers can make generalizations about events and situations. Generalizations can be valid or faulty. Have students provide examples of generalizations that are valid (e.g., All birds have wings.). Then, have students provide examples of generalizations that are faulty (e.g., Everyone likes broccoli.). Discuss [signal words](#) for both valid and faulty generalizations.
- Share an informational text with students that contains an event or idea from which a generalization can be made (e.g., Many people enjoy spending time outdoors.). Discuss with the students the generalization that can be made and the textual evidence that supports that generalization.

► 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 closely.

► Enrichment

- [Guide to Creating Text-Dependent Questions](#)
- [Close Reading and Comprehension Strategies](#)
- [Reading Rockets—Inference](#)
- [Question the Author Strategy Guide](#)
- [Great Books Foundation—Six Strategies to Help Students Cite and Explain Evidence](#)
- [Text Complexity: Qualitative Measures Rubric for Informational Texts](#)

► Key Terms

details, explanation, explicit details, generalizations, infer, inferences, informational text, quote

► Resources

- Text-Dependent Question—Graphic Organizer
- R*A*C*E Graphic Organizer for Constructed Response Answers
- Evidence-Based Sentence Starters
- [Quoting Text Instructional Video](#)
- [Making Generalizations: How Clue Words Can Help Find Patterns](#)
- [Make Generalizations](#)
- [Generalizations Practice](#)
- [Generalizations](#)

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.

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 _____

B-K.1.1.2

► Anchor and Eligible Content

Informational Text: Key Ideas and Details

B-K.1.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

► Instructional Supports

- Review the concept of main idea and model the process for determining the main idea using a [mentor text](#). Reinforce the idea 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.
- Explain that some authors develop more than one main idea in a text. Provide students with a text that develops two or more strongly supported main ideas. Work with students to determine the main ideas and which evidence supports which idea.
- 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 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.

► Clarification

- Main idea can be determined for sections of the text in addition to the whole text.

► Enrichment

- [Understanding the Main Idea When Reading](#)
- [5 Reasons to Use Mentor Texts with Big Kids](#)

► Key Terms

determine, differentiate informational text, irrelevant detail, key details, main ideas, relevant detail, summarize, summary, supporting detail

► Resources

- Main Idea + Key Details organizer
- [Traveling Terrain: Comprehending Nonfiction Text on the Web](#)
- [How Can a Text Have Two or More Main Ideas?](#)
- [Graphic Organizers: Main Idea](#)
- [Nonfiction Pyramid](#)

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

Literature Text: Key Ideas and Details

B-K.1.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text 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 individuals, events, ideas, or concepts. Read through the text with students and encourage them to identify and describe the individuals, events, ideas, or concepts.
- Guide students to find the relationships between individuals, events, or concepts within the text. Identifying and describing individuals, events, ideas, or concepts, as described above, is the first step in approaching this standard. Using a [graphic organizer](#), classify and describe the relationships or interactions between two or more individuals, events, ideas, or concepts. Students' explanations of these relationships must be supported with textual evidence.
- Beyond organizing and recording the relationships within a text, present the students with opportunities to respond in writing to text-dependent questions.

► Clarification

- Instruction should go beyond basic identification and should include an analysis and explanation of relationships. These relationships could be same to same (e.g., two or more individuals) or could be two different aspects (e.g., individual to event).

► Enrichment

- [Why Use a Concept Map?](#)

► Key Terms

concept, event, explain, historical text, idea, individuals, informational text, interaction, relationship, scientific text, technical text

► Resource

- [Relationships Between Scientific Ideas in a Text](#)

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

- a. Use context (e.g., cause/effect relationships and comparisons 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., *photograph*, *photosynthesis*).
- c. Determine the meaning of general academic and domain-specific words and 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 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 and Roots to Determine Word and Phrase Meaning

- 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.
- 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.

► **Clarifications**

- “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.
- 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**

- [Affixes and Root Words: Teacher’s 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**

Academic, antonym, vocabulary, affix, context, context clue, definition, domain-specific vocabulary, inference, informational text, prefix, suffix, synonym

► Resources

- [Concept Word Map](#)
- [Transition Words and Phrases](#)
- [Using Context Clues](#)
- [Context Clues: Cause and Effect](#)
- [Using Context Clues—Informational Reading](#)
- [Four Words Vocabulary Exercise](#)
- [The Complete Guide to Context Clues Lessons](#)
- [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](#)
- [Improve Comprehension: A Word Game Using Root Words and Affixes](#) (Adapt for grade 5.)

B-V.4.1.2

► Anchor and Eligible Content

Informational Text: Vocabulary Acquisition and Usage

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

- a. Interpret figurative language (e.g., simile, metaphor, personification) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

► Instructional Supports

Interpret Figurative Language

- Students are introduced to the concept of “nonliteral” language in grade 3 (standard B-V.4.1.2) and similes, metaphors, and other figurative language in grade 4 (standard B-V.4.1.2). Remind the class of the meaning of “figurative language,” and more specifically engage the class in a discussion of the meanings of metaphor and simile; both are figures of speech in which a comparison is made. Prepare a short piece of literature and work with the class to pick out the figurative language and interpret the meaning based on context clues. Identifying the type of figurative language (e.g., simile, metaphor, personification) may be a preliminary step in accessing the standard, but the standard calls for students to “determine the meaning.”
- Share with students other [types of figurative language](#). Give students a brief literary text that contains examples of different types of figurative language. Students will work independently or in small groups to repeat the exercise described above (locate figurative language and interpret the meaning based on context).
- Challenge students with a discussion of figurative language beyond interpretation of meaning to include the impact (or intended impact) on the audience.

Explain the Meaning of Common Idioms, Adages, and Proverbs

- Review the concept of idioms. Provide a definition of *idiom* and some examples of idioms (e.g., [Idiom Examples](#)). Select a few idioms to discuss. Have students work in small groups or pairs to use their background knowledge and imagination to develop ideas about the meanings of the idioms. Lead a classroom discussion about the actual meanings of the idioms.
- Review the definitions for adages and proverbs. Explain that adages are observations about human nature and state accepted truths (e.g., the grass is always greener on the other side of the fence). In contrast, proverbs give advice (e.g., the early bird gets the worm). Explain to students that both adages and proverbs are expressions that have developed over time. Provide some examples of adages (e.g., [Adage Examples](#)) and examples of proverbs (e.g., [30 Common English Language Proverbs](#)).
- Give students a brief informational text that contains examples of adages and/or proverbs. Students will work independently or in small groups to locate adages and/or proverbs and interpret the meaning based on context.

Use Relationships Between Words to Understand Word Meanings

- Review the meanings and examples of synonyms (e.g., [Synonym Examples](#)), antonyms [Antonym Examples](#), and homographs (e.g., [Homograph Examples](#)). Explain that homographs are words that are spelled alike but have different meanings, whether they are pronounced the same or not.
- Have students work in pairs to choose a word and provide synonyms. Have students work in pairs to choose a word and provide antonyms. Have students locate the definition in a source like a dictionary. Have students write a sentence using the target word and then form an association, sketch, or example in order remember the word better. Direct students to use a [Word Map](#) to record words.
- Have students brainstorm a list of words that are common homographs (e.g., [Homograph List](#)). Have students create a homograph graphic organizer. Have them write the word of the homograph pair at the top of the graphic organizer. Then have students write the definition of each homograph and use each in a sentence.

► 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.
- Although the standard calls out similes, metaphors, and personification as examples of figurative language (“such as . . .”), it does not limit instruction to those two types of figurative language.

► Enrichment

- [As Slippery as an Eel: An Ocean Unit Exploring Simile and Metaphor](#)
- [Using Word Webs to Teach Synonyms](#)
- [Lonely as a Cloud: Using Poetry to Understand Similes](#)
- [Proverb Lesson Plan](#)
- [Teaching Figurative Language](#)
- [Teaching Idioms](#)

► Key Terms

adage, antonym, context clue, figurative language, homograph, idiom, implicit comparison, metaphor, personification, proverb, simile, synonym, word study

► Resources

- [Metaphor Examples for Kids](#)
- [Simile Examples for Kids](#)
- [Difference Between Metaphors and Similes for Kids](#)
- [Figurative Language for Kids](#)
- [Figurative Language Resource Page](#)
- [Examples of Adage in Literature](#)
- [Animal Proverbs and Adages](#)

- [Examples of Antonyms, Synonyms, and Homonyms](#)
- [Antonyms, Synonyms, and Homonyms](#)
- [Homographs Practice](#)
- [Examples of Homographs](#)

D.1.1.1–D.1.1.8

► Anchor and Eligible Content

Conventions of Standard English: Standard English Grammar and Usage

D.1.1.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

D.1.1.2 Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.

D.1.1.3 Use verb tense to convey various times, sequences, states, and conditions.

D.1.1.4 Recognize and correct inappropriate shifts in verb tense.*

D.1.1.5 Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

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.*

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

► Instructional Supports

- Explain the characteristics and functions of conjunctions, prepositions, and interjections in a sentence. Provide students with a short writing sample that contains conjunctions, prepositions, and interjections. Guide students to identify these parts of speech, and explain how they function in the writing. Instruct students to produce a short writing sample that includes conjunctions, prepositions, and interjections. Note: Identification alone does not align with the standard.
- Review the concept of verb tenses by discussing familiar tenses such as present and past. Explain how and when to use the perfect tense. Provide writing samples that include present and perfect tenses, and guide students to identify the difference. Give students a verb and have them form and use the perfect tense of that verb.
- Explain that verb tenses can convey various times, sequences, states, and conditions. Give students a writing sample that includes verb tenses that convey various times, sequences, states, and conditions. Help students find the differences. Also help them recognize and correct

inappropriate shifts in verb tense. Have students write a paragraph in which they maintain verb tense.

- Explain to students the use and function of correlative conjunctions (e.g., *either/or*, *neither/nor*), and have them complete short exercises using them.
- Review sentence fragments by explaining that if a sentence is missing a subject or a predicate, it is called a sentence fragment. A sentence fragment is a group of words that is not grammatically complete. Compose several sentence fragments on the board. Model how to identify sentence fragments in a paragraph and how to correct them.
- Review run-on sentences by explaining that a sentence that includes more than one clause (subject and predicate) without the use of a punctuation mark to separate those clauses is a run-on sentence. Compose a run-on sentence on the board. Model how to break the run-on sentence into two complete sentences.
- Create a writing text that has errors in sentence construction, including sentence fragments and run-on sentences. Have students work in pairs, in small groups, or independently to find the errors and correct them. Once students have finished, review their answers and correct any misconceptions.
- Review homophones by explaining that homophones are words that sound the same but are spelled differently and have different meanings. Introduce some frequently confused homophones (e.g., *to*, *too*, *two*; *there*, *their*, *they're*). Explain how to use context to determine which homophone to use. Provide an example to show how to use context (e.g., _____ is a car. _____ car is here. _____ getting a car.) Lead a discussion to help students list reasons why each homophone is correct for each sentence.
- Review with students that when writing, a verb must match its subject in number, meaning singular or plural. In addition, explain that a pronoun must match its antecedent in number. Have students complete a practice activity in which they revise writing to 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

- [Attending to Grammar](#)
- [Teaching Grammar in the 21st Century Classroom](#)
- [How to Teach Commonly Confused Words in Upper Elementary](#)
- There are many excellent print resources available; resources marketed for ESL educators are adaptable for all students.

► Key Terms

antecedent, command, conjunctions, conventions, correlative conjunctions, demonstrate, fragment, grammar, homophone, interjections, language, perfect verb tenses, prepositions, pronoun, run-on, shifts in verb tense, usage, verb tenses

► Resources

- [Conjunctions](#)
- [Meet the Preposition](#)
- [What Is an Interjection?](#)
- [Interjection Practice](#)
- [Perfect Verb Tense Practice](#)
- [Shifts in Verb Tense](#)
- [Correlative Conjunctions](#)
- [The Correlative Conjunction](#)
- [Fragment and Run-on Practice](#)
- [Commonly Confused Words](#)

D.1.1.1–D.1.1.8

► Anchor and Eligible Content

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- Review the concept of verb tenses by discussing familiar tenses such as present and past. Explain how and when to use the perfect tense. Provide writing samples that include present and perfect tenses, and guide students to identify the difference. Give students a verb and have them form and use the perfect tense of that verb.
- Explain that verb tenses can convey various times, sequences, states, and conditions. Give students a writing sample that includes verb tenses that convey various times, sequences, states, and conditions. Help students find the differences. Also help them recognize and correct

inappropriate shifts in verb tense. Have students write a paragraph in which they maintain verb tense.

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- Review with students that when writing, a verb must match its subject in number, meaning singular or plural. In addition, explain that a pronoun must match its antecedent in number. Have students complete a practice activity in which they revise writing to ensure subject-verb and pronoun-antecedent agreement.

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► Key Terms

antecedent, command, conjunctions, conventions, correlative conjunctions, demonstrate, fragment, grammar, homophone, interjections, language, perfect verb tenses, prepositions, pronoun, run-on, shifts in verb tense, usage, verb tenses

► Resources

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- [Meet the Preposition](#)
- [What Is an Interjection?](#)
- [Interjection Practice](#)
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- [The Correlative Conjunction](#)
- [Fragment and Run-on Practice](#)
- [Commonly Confused Words](#)

D.1.1.1–D.1.1.8

► Anchor and Eligible Content

Conventions of Standard English: Standard English Grammar and Usage

D.1.1.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

D.1.1.2 Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.

D.1.1.3 Use verb tense to convey various times, sequences, states, and conditions.

D.1.1.4 Recognize and correct inappropriate shifts in verb tense.*

D.1.1.5 Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

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.*

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

► Instructional Supports

- Explain the characteristics and functions of conjunctions, prepositions, and interjections in a sentence. Provide students with a short writing sample that contains conjunctions, prepositions, and interjections. Guide students to identify these parts of speech, and explain how they function in the writing. Instruct students to produce a short writing sample that includes conjunctions, prepositions, and interjections. Note: Identification alone does not align with the standard.
- Review the concept of verb tenses by discussing familiar tenses such as present and past. Explain how and when to use the perfect tense. Provide writing samples that include present and perfect tenses, and guide students to identify the difference. Give students a verb and have them form and use the perfect tense of that verb.
- Explain that verb tenses can convey various times, sequences, states, and conditions. Give students a writing sample that includes verb tenses that convey various times, sequences, states, and conditions. Help students find the differences. Also help them recognize and correct

inappropriate shifts in verb tense. Have students write a paragraph in which they maintain verb tense.

- Explain to students the use and function of correlative conjunctions (e.g., *either/or*, *neither/nor*), and have them complete short exercises using them.
- Review sentence fragments by explaining that if a sentence is missing a subject or a predicate, it is called a sentence fragment. A sentence fragment is a group of words that is not grammatically complete. Compose several sentence fragments on the board. Model how to identify sentence fragments in a paragraph and how to correct them.
- Review run-on sentences by explaining that a sentence that includes more than one clause (subject and predicate) without the use of a punctuation mark to separate those clauses is a run-on sentence. Compose a run-on sentence on the board. Model how to break the run-on sentence into two complete sentences.
- Create a writing text that has errors in sentence construction, including sentence fragments and run-on sentences. Have students work in pairs, in small groups, or independently to find the errors and correct them. Once students have finished, review their answers and correct any misconceptions.
- Review homophones by explaining that homophones are words that sound the same but are spelled differently and have different meanings. Introduce some frequently confused homophones (e.g., *to*, *too*, *two*; *there*, *their*, *they're*). Explain how to use context to determine which homophone to use. Provide an example to show how to use context (e.g., _____ is a car. _____ car is here. _____ getting a car.) Lead a discussion to help students list reasons why each homophone is correct for each sentence.
- Review with students that when writing, a verb must match its subject in number, meaning singular or plural. In addition, explain that a pronoun must match its antecedent in number. Have students complete a practice activity in which they revise writing to 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).

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► Key Terms

antecedent, command, conjunctions, conventions, correlative conjunctions, demonstrate, fragment, grammar, homophone, interjections, language, perfect verb tenses, prepositions, pronoun, run-on, shifts in verb tense, usage, verb tenses

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D.1.2.1–D.1.2.5

► Anchor and Eligible Content

Conventions of Standard English: Standard English Capitalization, Punctuation, and Spelling

D.1.2.1 Use punctuation to separate items in a series.*

D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence.

D.1.2.3 Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works.

D.1.2.5 Spell grade-appropriate words correctly.

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► Instructional Supports

- Explain and instruct students in the proper use of a comma, including to separate items in a series, to separate introductory elements from the rest of the sentence, and to set off words and phrases and direct address. Provide students with writing samples to practice identifying correct and incorrect comma usage. Prompt students to complete writing assignments that contain commas.
- Instruct students in the correct usage of underlining, quotation marks, or italics to indicate titles of works. Allow for writing practice to demonstrate skills.
- Explain that underlining, italics, and quotation marks are used to indicate titles of works. Explain to students that italics are used to set off the titles of major works in typed writing. Explain to students that when they are handwriting titles of major works, they will need to underline the titles. Share an example of how to use italics and underlining (e.g., [Italics and Underlining for Titles](#)). Explain to students that when they are typing or writing the titles of shorter works, they should use quotation marks. Share an example of when quotation marks are used to set off titles instead of italics or underlining (e.g., [Titles of Works: Quotation Marks vs. Italics](#)).

- Create a writing text that has errors in the use of underlining, quotation marks, or italics to indicate titles of works. Have students work independently, in small groups, or in pairs to find the errors and correct them.
- Explain to students that when they are writing, they may encounter words they do not know how to spell. When assessing student writing, note words that each student tends to misspell. Help each student create a personal list of words the student tends to misspell to use as a reference when writing. Create a class list of commonly misspelled words. Model for students how to use etymology and spelling patterns to spell words correctly.

► 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 and are addressed by standard D.1.1.7. They should not be considered spelling errors.

► Enrichment

- [Attending to Grammar](#)
- [Teaching Grammar in the 21st Century Classroom](#)
- [Rules for Using Commas](#)
- There are many excellent print resources available; resources marketed for ESL educators are adaptable for all students.

► Key Terms

comma, command, conventions, demonstrate, direct address, introductory element, italics, language, punctuation, quotation marks, references, spelling, tag question, underlining

► Resources

- [Introductory Elements](#)
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D.1.2.1–D.1.2.5

► Anchor and Eligible Content

Conventions of Standard English: Standard English Capitalization, Punctuation, and Spelling

D.1.2.1 Use punctuation to separate items in a series.*

D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence.

D.1.2.3 Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works.

D.1.2.5 Spell grade-appropriate words correctly.

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

► Instructional Supports

- Explain and instruct students in the proper use of a comma, including to separate items in a series, to separate introductory elements from the rest of the sentence, and to set off words and phrases and direct address. Provide students with writing samples to practice identifying correct and incorrect comma usage. Prompt students to complete writing assignments that contain commas.
- Instruct students in the correct usage of underlining, quotation marks, or italics to indicate titles of works. Allow for writing practice to demonstrate skills.
- Explain that underlining, italics, and quotation marks are used to indicate titles of works. Explain to students that italics are used to set off the titles of major works in typed writing. Explain to students that when they are handwriting titles of major works, they will need to underline the titles. Share an example of how to use italics and underlining (e.g., [Italics and Underlining for Titles](#)). Explain to students that when they are typing or writing the titles of shorter works, they should use quotation marks. Share an example of when quotation marks are used to set off titles instead of italics or underlining (e.g., [Titles of Works: Quotation Marks vs. Italics](#)).

- Create a writing text that has errors in the use of underlining, quotation marks, or italics to indicate titles of works. Have students work independently, in small groups, or in pairs to find the errors and correct them.
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► Anchor and Eligible Content

Conventions of Standard English: Standard English Capitalization, Punctuation, and Spelling

D.1.2.1 Use punctuation to separate items in a series.*

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D.1.2.3 Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

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D.1.2.1–D.1.2.5

► Anchor and Eligible Content

Conventions of Standard English: Standard English Capitalization, Punctuation, and Spelling

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- [Spelling Activities](#)

D.2.1.1–D.2.1.4

► Anchor and Eligible Content

Knowledge of Language

D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

D.2.1.2 Choose words and phrases to convey ideas precisely.*

D.2.1.3 Choose punctuation for effect.*

D.2.1.4 Choose words and phrases for effect.*

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

► Instructional Supports

- Present students with a set of related sentences. Discuss ways to combine the sentences that add interest and style to the sentences. Also discuss ways in which the sentences could be expanded or reduced. Give students additional sentences that they can expand, combine, and/or reduce on their own.
- Explain to students that when writing, they should choose words and phrases that convey their ideas precisely. Explain that precise words are those words and phrases that are specific, clear and convey the intended meaning. These include the following:
 - specific nouns
 - strong and clear verbs
 - vivid adjectives and adverbs

In addition, explain to students that domain-specific vocabulary words are often precise and should be used when possible in writing.

- Select a sample body paragraph devoid of precise and domain-specific vocabulary. Project or display the paragraph for students and lead a discussion about the quality of writing. Explain to students that the writing is vague and unconvincing because it lacks precise or domain-specific words. Brainstorm a list of precise or domain-specific vocabulary for the topic. Lead a whole-class discussion about ways to revise the paragraph by using this list of words, phrases, and

clauses. Discuss how the use of these words, phrases, and clauses could improve the power and impact of the writing.

- Review that writers choose certain words, phrases, and punctuation for a certain effect. Discuss some examples of using words and phrases for a specific effect:
 - Use sensory details to evoke imagery.
 - Use vivid verbs to create clarity.
 - Use figurative language to make a comparison.
- Have students choose a draft of a narrative or informative/explanatory 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. Meet with students to discuss their findings and how they have revised word choice for effect.
- Explain to students that punctuation can be used for a specific, desired effect in writing. Lead a discussion about how punctuation can create a certain effect such as the following:
 - conveying a tone/mood
 - adding detail
 - creating rhythm
 - adding emphasis

Share a piece of writing that uses punctuation for a certain effect. Discuss how the punctuation used is chosen to create a certain effect.

► Clarification

- 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

combine, conventions, convey, effect, expand, interest, meaning, phrases, precise, punctuation, reduce, style, words, varieties

► Resources

- [Expanding Sentences](#)
- [Combining, Expanding, and Reducing Sentences Worksheets](#)
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Appendices

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

Comparing Texts

	Title:	Title:
Character & Traits		
Setting		
Events		
Theme		

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

Introduction

Facts/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?		

Research Notes		
Source	Key Vocabulary	Notes

R•A•C•E: Constructed Response

Restate the question.

Answer the question.

Cite evidence from the text.

Explain your evidence.

Text-Dependent Questions

1. _____

My Response

Evidence from Text

2. _____

My Response

Evidence from Text

3. _____

My Response

Evidence from Text

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

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January 29, 2021

D.2.1.1–D.2.1.4

► Anchor and Eligible Content

Knowledge of Language

D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

D.2.1.2 Choose words and phrases to convey ideas precisely.*

D.2.1.3 Choose punctuation for effect.*

D.2.1.4 Choose words and phrases for effect.*

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

► Instructional Supports

- Present students with a set of related sentences. Discuss ways to combine the sentences that add interest and style to the sentences. Also discuss ways in which the sentences could be expanded or reduced. Give students additional sentences that they can expand, combine, and/or reduce on their own.
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In addition, explain to students that domain-specific vocabulary words are often precise and should be used when possible in writing.

- Select a sample body paragraph devoid of precise and domain-specific vocabulary. Project or display the paragraph for students and lead a discussion about the quality of writing. Explain to students that the writing is vague and unconvincing because it lacks precise or domain-specific words. Brainstorm a list of precise or domain-specific vocabulary for the topic. Lead a whole-class discussion about ways to revise the paragraph by using this list of words, phrases, and

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	Title:	Title:
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Setting		
Events		
Theme		

Context Clues		
New Word	Context Clue	Meaning
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		Prediction: Definition:
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Text and Illustrations	Meaning			
	=	 	 	
	Text			
	+	+	+	+
	Illustration			

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D.2.1.1–D.2.1.4

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Evidence/Example	Evidence/Example	Evidence/Example

Comparing Texts

	Title:	Title:
Character & Traits		
Setting		
Events		
Theme		

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

Introduction

Facts/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?		

Research Notes		
Source	Key Vocabulary	Notes

R•A•C•E: Constructed Response

Restate the question.

Answer the question.

Cite evidence from the text.

Explain your evidence.

Text-Dependent Questions

1. _____

My Response

Evidence from Text

2. _____

My Response

Evidence from Text

3. _____

My Response

Evidence from Text

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

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January 29, 2021

D.2.1.1–D.2.1.4

► Anchor and Eligible Content

Knowledge of Language

D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

D.2.1.2 Choose words and phrases to convey ideas precisely.*

D.2.1.3 Choose punctuation for effect.*

D.2.1.4 Choose words and phrases for effect.*

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

► Instructional Supports

- Present students with a set of related sentences. Discuss ways to combine the sentences that add interest and style to the sentences. Also discuss ways in which the sentences could be expanded or reduced. Give students additional sentences that they can expand, combine, and/or reduce on their own.
- Explain to students that when writing, they should choose words and phrases that convey their ideas precisely. Explain that precise words are those words and phrases that are specific, clear and convey the intended meaning. These include the following:
 - specific nouns
 - strong and clear verbs
 - vivid adjectives and adverbs

In addition, explain to students that domain-specific vocabulary words are often precise and should be used when possible in writing.

- Select a sample body paragraph devoid of precise and domain-specific vocabulary. Project or display the paragraph for students and lead a discussion about the quality of writing. Explain to students that the writing is vague and unconvincing because it lacks precise or domain-specific words. Brainstorm a list of precise or domain-specific vocabulary for the topic. Lead a whole-class discussion about ways to revise the paragraph by using this list of words, phrases, and

clauses. Discuss how the use of these words, phrases, and clauses could improve the power and impact of the writing.

- Review that writers choose certain words, phrases, and punctuation for a certain effect. Discuss some examples of using words and phrases for a specific effect:
 - Use sensory details to evoke imagery.
 - Use vivid verbs to create clarity.
 - Use figurative language to make a comparison.
- Have students choose a draft of a narrative or informative/explanatory 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. Meet with students to discuss their findings and how they have revised word choice for effect.
- Explain to students that punctuation can be used for a specific, desired effect in writing. Lead a discussion about how punctuation can create a certain effect such as the following:
 - conveying a tone/mood
 - adding detail
 - creating rhythm
 - adding emphasis

Share a piece of writing that uses punctuation for a certain effect. Discuss how the punctuation used is chosen to create a certain effect.

► Clarification

- 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

combine, conventions, convey, effect, expand, interest, meaning, phrases, precise, punctuation, reduce, style, words, varieties

► Resources

- [Expanding Sentences](#)
- [Combining, Expanding, and Reducing Sentences Worksheets](#)
- [Using Words and Phrases for Effect Practice](#)
- [Improving Word Choices](#)
- [Punctuation for Effect](#)
- [Punctuation for Effect Practice](#)

Appendices

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

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	Title:	Title:
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		Prediction: Definition:
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	+	+	+	+
	Illustration			

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