

A-C.2.1.1

► Anchor and Eligible Content

Literature Text: Craft and Structure

A-C.2.1.1 Determine an author’s purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.

► Instructional Supports

Determining Author’s Purpose

- Explain that the overall purpose of literary texts is to entertain. However, explain to students that often there are other purposes as well. Share the following chart that shows some of the purposes of literary texts. Have students add to the chart:

Purpose of Literary Texts

The purpose of literary texts can be to help the reader . . .	
❖	understand other people’s perspectives
❖	understand how individuals/cultures/ideals change
❖	comprehend the context of certain historical or life events
❖	understand human similarities in our universal feelings
❖	teach important life lessons
❖	deal with important issues
❖	ask and answer questions about life
❖	explore different lives and situations
❖	connect to others
❖	_____
❖	_____
❖	_____

- Share a literary text with students and lead a discussion about the purpose of the text. Discuss how the purpose is conveyed in the text. Explain that word choice, tone, point of view, and theme are often connected to the purpose. Show how to use textual evidence to determine the purpose. Uses [sentence starts for citing textual evidence](#) that helps to convey the purpose. Record examples from the text that indicate purpose on an [author's purpose chart](#).

Explain How Author Develops Point of View

- Review with students how to identify from which character's point of view a story is told. Share a [flowchart](#) that students can use to determine point of view. Share a presentation about how an author develops the point of view in a literary text (e.g., [How an Author Develops Point of View Presentation](#)). Use this presentation to initiate a discussion of how point of view is developed by authors. Merely identifying the point of view does not fully meet the standard. Through close reading, encourage students to explain *how* the point of view is developed. Explain to students that the development of point of view can be seen through the description of a character's actions, thoughts or feelings as well as through dialogue between characters (See [Analyzing Point of View in Fiction](#)).
- Give students several short stories that develop different points of view. Have students work in small groups to find text evidence that develops the point of view of the narrator. Use structured notes to compile information about how the author develops the point of view as well as supporting textual evidence.

Describe Effectiveness of Point of View

- Lead a discussion about the effectiveness of the point of view of the narrator or speaker in a literary text. Explain that each point of view has advantages and disadvantages. Share [Pros and Cons of Points of View](#). Lead a guided reading of a short literary text with a clear point of view. Have students identify the point of view and list pros and cons in a [Pros and Cons Graphic Organizer](#). As a final step, have students describe the effectiveness of the point of view used in the text.
- Select a different literary text and repeat the above activity.

► 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](#)
- [Analyze Point of View Lesson Plan](#)
- [Understanding Point of View in Literature](#)

► Key Terms

develop, effectiveness, events, explain, literary devices, literary text, narrator, perspective, point of view, purpose, speaker

► Resources

- [The Big Bad Wolf: Analyzing Point of View in Texts](#)
- [Point of View Definition and Examples](#)
- [Point of View: How Perspective Shapes a Story](#)
- [Point of View Presentation](#)
- [What Is Point of View in a Story?](#)
- [Pros and Cons of Different POVs in Books](#)

A-C.2.1.2

► Anchor and Eligible Content

Literature Text: Craft and Structure

A-C.2.1.2 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

► Instructional Supports

Sentences, Chapters, Scenes, Stanzas

- Review with students the basic definitions of key terms such as sentences, chapters (in stories or novels), scenes (in dramas), and stanzas (in poems). Explain to students that these components are the building blocks of the different genres of literature. Being able to comfortably use these terms will help facilitate lessons aligned to standard A-C.2.1.2.
- Using a classroom text, direct students to draw connections between the different parts of a text (e.g., How do certain stanzas contribute to the overall structure of the poem?). This requires the students to first understand the section of text and then understand its role in the text.
- Provide students with a book with chapters. Guide students through reading a selected passage. Once students have read through the selection, discuss how the different chapters provide critical information and help build the story. The discussion should focus on an *analysis* of how the chapters together create the story.
- Use this process to discuss scenes in a drama and stanzas of a poem; students should always be analyzing the part to the whole (chapter : novel; stanza : poem; act/scene : drama).

Development of Theme, Setting, Plot

- Remind students that a theme is the central message of a literary work; the setting is the time and/or place where a story takes place; and the plot is composed of the exposition, the rising action, the climax, the falling action, and the resolution.
- Using the same literary passages, discuss how particular parts (sentences, chapters, scenes, stanzas) help the author develop the theme, settings, and plots of the passage.

► Clarification

- The content of the standard calls for going beyond basic identification of parts and moving toward analysis of how the structures contribute to the whole.

► Enrichment

- [Digging Deeper into Text Structures](#)

► Key Terms

analyze, chapter, contribute, literary text, plot, scene, sentence, setting, stanza, structure, theme

► Resources

- [Analyze How Structure Develops Story Elements](#)
- [Teaching Text Structures](#)
- [Plot Structure: A Literary Elements Mini-lesson](#)
- [Analyzing Significance of Structure Practice](#)

A-C.2.1.3

► Anchor and Eligible Content

Literature Text: Craft and Structure

A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

► Instructional Supports

Determining How Author Uses Meaning of Figurative Language

- Review the concept of figurative language. Discuss the meaning of metaphor and simile (as introduced in earlier grades), and introduce other forms of figurative language such as hyperbole, idiom, irony, onomatopoeia, personification, and puns. See [Some Types of Figurative Language](#). Prepare a short piece of literature, and work with the class to pick out the figurative language and determine the meaning based on context clues. Lead a discussion in which you ask students to determine how the author uses the meaning of the figurative language in the text. Discuss how authors will use the meaning of figurative language to suggest something about a character, setting, theme, plot event, point of view, etc. Model for students how to complete a sentence frame like the following:

The author's use of the [insert type of figurative language] [insert example of figurative language] suggests that [insert what meaning of figurative language suggests about a narrative element].

Example: The author's use of the idiom [insert idiom] suggests that [insert character's name] believes _____.

- Provide students with a short literary passage that contains figurative language. Students will work independently or in small groups to repeat the exercise described above to locate figurative language, determine the meaning based on context, and then determine how the author uses the meaning to suggest something about one or more narrative elements. Have students complete a sentence frame like the one above.

Determining How Author Uses Meaning of Connotative Language

- Explain the difference between denotative meaning and connotative meaning. Provide [examples of denotation](#) and [examples of connotation](#) in language. Explain that words can have a positive, neutral, or negative connotation (e.g., *aroma*, *smell*, *odor*). Discuss some examples with students, and then have students search for connotative language in a passage and determine the meaning of this language. Then lead a discussion of how the author uses the meaning of connotative language to suggest something about a character, setting, theme, plot event, point of view, etc. Repeat the sentence frame activity from above using an example of connotative language.

Analyzing Impact of Word Choice on Meaning and Tone

- Explain to students that tone is an author's attitude toward a subject and that authors often use specific words and phrases to develop that tone. Using a list of [Tone Words](#), read through a short literary passage and guide students to analyze the tone. Create a chart that shows how the words impact the tone of the sentence, paragraph, or passage.

► [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. In addition to context, the standard calls for students to determine what the author's use of the meaning of a word or phrase suggests about a setting, plot, character, etc.

► [Enrichment](#)

- [Five Key Principles for Effective Vocabulary Instruction](#)
- [Convey Tone with Word Connotations](#)
- [Interpreting Figurative Language](#)
- [How to Identify Author's Tone](#)

► Key Terms

analysis, analyze, connotation, determine, figurative meaning, impact, literal meaning, literary text, tone, word choice

► Resources

- [Close Reading of Literary Texts Strategy Guide](#)
- [Figurative Language Rap Video](#)
- [Tone Word List](#)
- [Positive and Negative Tone Words](#)
- [Figurative Language Resource Page](#)
- [Figurative Language](#)
- [Connotation Presentation](#)
- [Literary Devices and Terms](#)
- [Tone Practice](#)

A-C.3.1.1

► Anchor and Eligible Content

Literary Texts: Integration of Knowledge and Ideas

A-C.3.1.1 Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of 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 ([Genre Characteristics](#)). Review with students that a theme is the central message of a text, and the topic is what the text is generally about. Beyond this review, ask students to take this knowledge and put it to use in a comparison/contrast of the genres in relationship to themes and topics.
- Provide students with two texts in different genres that have similar themes. Read through the texts and help students determine the theme of each based on supporting evidence and details in the text. Discuss with students how the authors approach the development of the theme in each text. Students can track similarities and differences through taking notes (tables) or [Venn diagrams](#).

► Clarifications

- Avoid limiting discussion to the identification of a genre or theme. The intent of the standard is analysis (compare and contrast), which may include the step of identification.
- Note: The “e.g.” in the standard means “for example” and is not intended as an exhaustive list of forms and genres.

► Enrichment

- [Literary Genres Teaching Ideas](#)
- [Reading Across Genres: Making Connections](#)
- [Comparing Texts in Different Genres](#)

► Key Terms

compare, contrast, fantasy, genre, historical fiction, literary text, theme, topic

► Resources

- [Compare and Contrast Texts in Different Forms](#)
- [Genre Study Book List](#)
- [Letters and Learning Genre Lesson Plan](#)

A-K.1.1.1

► Anchor and Eligible Content

Literature Text: Key Ideas and Details

A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

► Instructional Supports

Analyzing What Text Says Explicitly and Drawing Inferences

- 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. Students can use graphic organizers as scaffolding for independent note-taking.
- Ask students questions that lead in the direction of literary analysis rather than questions that are limited to supporting superficial inferences or simple recall of details. These questions will help ensure that students incorporate evidence in their responses.
- Select short stories or novel excerpts that require students to use explicit and implicit details when drawing conclusions. Have students practice using a combination of both types of details when responding to writing prompts.
- Demonstrate how to select and use textual evidence to support inferences. Using a structured note-taking method or [graphic organizer](#) (e.g., Making Inferences, Drawing Conclusions), ask students to record inferences as they read through the text. Each inference must be supported with textual evidence; the strength of the evidence may impact the amount of evidence needed.

Making Generalizations from a Text

- Review 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.

► **Clarifications**

- 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.
- The skills of the other literary standards are supported by A-K.1.11 (evidence to support analyses, inferences, and generalizations).

► **Enrichment**

- [10 Tips for Scaffolding Literary Analysis](#)
- [Teaching Literary Analysis](#)
- [5 Literary Analysis Tips for Middle School](#)

► **Key Terms**

analysis, cite, inferences, explicit text, generalizations, literary text, textual evidence

► 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](#)

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 or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

► 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. Discuss common themes in literature. See [Teaching About Themes in Literature](#).
- Choose a literary text that contains a clear theme to present to the class. Lead a discussion to identify details and examples that show the theme(s) of the selection.
- Provide students with a longer literary text. Guide students to use graphic organizers (e.g., [Theme Graphic Organizers](#)) to help determine the theme of the text and cite textual evidence that shows how the theme is conveyed through relevant details.

Summarizing Text

- Review that a summary is a brief description of the key events of the text. Using the same short literary text, guide students to choose key details that contribute to the summary. Use a [summarizing graphic organizer](#) to model one way to plan and write a summary of the literary text.
- Select a longer text for students to summarize on their own. Compare summaries to determine the best details to include.
- Discuss opinions and judgments of the passage, and explain how these are different from objective summaries. Create a chart to show how language used in an objective summary differs from language used in an opinion or judgment. Share examples of subjective language versus objective language (e.g., [Subjective vs. Objective](#)).

► 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](#)
- [Lorraine Hansberry: “A Raisin in the Sun” Analyzing Theme](#)
- [Objective Summary Tips and Examples](#)
- [Objective vs. Subjective: What's the Difference?](#)

► Key Terms

central idea, convey, details, determine, distinct, examples, judgment, literary text, objective, personal opinion, summarize, summary, theme

► Resources

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

A-K.1.1.3

► Anchor and Eligible Content

Literature Text: Key Ideas and Details

A-K.1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

► Instructional Supports

- Review the definition of plot and explain to students that an episode is a series of actions or events that takes place over time in a story or drama. Using a short story, drama, or narrative poem, lead students through highlighting key episodes in the passage.

Title:			
	Setting	Character Traits	Events
Exposition			
Climax			
Resolution			

- Map the plot development of the passage using a [plot diagram](#). Encourage students to add notes regarding character development in addition to plot details. Students can record details that show how characters feel, how they act, and what others say about them on a [character map](#). This way, students can track character development as the plot advances. Be alert for students' tendency to conflate the idea of plot development and passage summary.
- Review the concept of plot resolution. Describe the way characters respond and change as a plot moves toward a resolution. Guide students to find text evidence of how the characters change as the plot advances. Students can record the changes and textual evidence on a [How and Why Characters Change Map](#).

► Clarification

- Students should use evidence from a text to support conclusions and inferences about character responses and changes.

► Enrichment

- [Lesson Idea: Plot Diagram Sequencing](#)
- [Exploring Change through Allegory and Poetry](#)
- [Dynamic Character](#)
- [What is a Dynamic Character?](#)

► Key Terms

character, describe, development, dynamic, episodes, literary text, plot, plot map, resolution, unfold

► Resources

- [Plot Structure: A Literary Elements Mini-lesson](#)
- [Plot Diagram Sequencing Lesson Idea](#)
- [Plot Diagram](#)
- [Narrative Poems](#)
- [Literary Elements Map \(Interactive\)](#)
- [What is Plot?](#)
- [Analyzing Characters Graphic Organizer](#)
- [Character Change](#)

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

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

► Instructional Supports

Using Context Clues to Determine Word and Phrase Meaning

- Review and practice strategies for using the different [types of context clues](#) to determine the meaning of unknown or multiple-meaning words and phrases. Guide students to look for the overall meaning of a sentence or paragraph and/or a word's position or function in a sentence. Provide students with a short stimulus passage that is rich in context, and model strategies for finding meanings of unknown and multiple-meaning words and phrases.
- 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 meaning of these unknown and multiple-meaning words and phrases.

Using Greek and Latin Affixes to Determine Word and Phrase Meaning

- Review the concept of affixes. Review 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 prefixes and suffixes. Have students identify words with Greek and Latin prefixes and suffixes while they read. As they find each word, they can add it to a graphic organizer to identify the base word, the prefix, the suffix, and 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 roots 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](#)

► Key Terms

affix, antonym, clarify, context, definition, determine, inference, multiple-meaning words, root, synonym, unknown words, vocabulary acquisition

► Resources

- [Concept Word Map](#)
- [A Prereading Strategy: Using the Vocabulary, Language, Prediction \(VLP\) Approach](#)
- [Solving Word Meanings](#)
- [7 Strategies for Using Context Clues in Reading](#)
- [Four Words Vocabulary Exercise](#)

- [The Complete Guide to Context Clues Lessons](#)
- [Using Context Clues to Understand Word Meanings](#)
- [Latin and Greek Root Word Meaning Match](#)
- [Latin and Greek Roots and Affixes Presentation](#)
- [Root Words, Roots, and Affixes](#)
- [Improve Comprehension: A Word Game Using Root Words and Affixes](#)
- [Using Greek and Latin Roots Practice](#)
- [Common Content Area Roots and Affixes](#)
- [Latin and Greek Root Word Meaning Match](#)
- [Root Words, Suffixes, and Prefixes](#)

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. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrumping*, *economical*, *unwasteful*, *thrifty*).

► Instructional Supports

Interpret Figurative Language

- Review the characteristics of figurative language with students. Introduce and explain the characteristics of specific types of figurative language such as similes, metaphors, personification, and hyperbole. Review the types of [figurative language](#) and share examples of each. Provide students with a text that contains figurative language. Guide students to identify and to use context to interpret the figurative language.
- Give students a different literary text that contains different examples of figurative language. Students will work independently or in small groups to interpret the meaning of the figurative language from the text.

Use Relationship Between Words to Understand Each of the Words

- Discuss with students the different types of word relationships that may be found in writing, such as cause/effect, part/whole, item/category, and synonym/antonym. Explain that understanding these word relationships can help a reader determine the meanings of words and phrases in writing. Read through a passage that contains these types of word relationships to help students better understand the words.

Distinguish Among Connotations of Words with Similar Denotations

- Explain to students the concepts of [connotation](#) and [denotation](#). Provide students with words that have related definitions (e.g., *stingy* vs *thrifty*). Explain that words have positive and negative connotations and that the use of a particular word creates a particular feeling. Guide students to distinguish between the connotations of each of these words. Help students use connotations and denotations to distinguish between the meanings of closely related words.

► Clarifications

- Sufficient context for a student to determine meaning must be present in the text. Students should not be asked to determine word meaning in isolation.
- Note: The “e.g.” in the standard means “for example” and is not intended as an exhaustive list of figures of speech or word relationships.

► Enrichment

- [Teaching Figurative Language](#)
- [Using Word Webs to Teach Synonyms](#)

► Key Terms

antonym, category, cause, connotation, context, demonstrate, denotation, distinguish, effect, figurative language, hyperbole, interpret, item, part, metaphor, personification, simile, synonym, vocabulary acquisition, whole, word relationships

► Resources

- [Figurative Language Examples](#)
- [Vocabulary Box Graphic Organizer](#)
- [Figurative Language Resource Page](#)
- [Figurative Language Practice](#)
- [7 Short Poems with Figurative Language for Middle School Students](#)
- [Positive and Negative Connotations](#)
- [Connotation and Denotation Practice](#)

B-C.2.1.1

► Anchor and Eligible Content

Informational Text: Craft and Structure

B-C.2.1.1 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

► Instructional Supports

- Explain to students there are four main purposes for why authors write informational texts. Use the following anchor chart to explain modes and purposes.

Anchor Chart: Purpose for Informational Writing

Mode of Writing	Purpose	Examples
Narrative	to inform about a topic or person by providing facts, using narrative techniques	personal memoirs, biographies, autobiographies, oral histories, anecdotes
Descriptive	to report the features of a person, place, thing, or event by using imagery	captions for photographs, journal entries, diary entries, some advertisements, descriptive essays
Expository	to inform, explain, or analyze information	textbooks, informational or business letters, news articles, research papers, directions, process analysis essays
Persuasive	to present an opinion; to present an argument; to persuade the reader to adopt the writer's opinion or to take action	editorials, critical reviews, literary essays, argumentative essays, speeches

In addition, other purposes that may be subcategories of the four main purposes above may include:

- to inspire
 - to teach
 - to question
 - to expose
 - other _____
- Review with students that an author's point of view is often described as a [perspective](#), or attitude that the author has about a topic. Read through a short passage with students, and then discuss the evidence that supports a particular perspective. Remind students that an author's point of view can be demonstrated in multiple ways—directly, through statements of opinion; indirectly, through actions or arguments presented in a text. Additionally, students should be aware of emotional or biased language and the omission of information.
 - Choose a short informational or argumentative text (e.g., [ProCon Articles](#)) that has a clear point of view/perspective on a topic about which most students will have background knowledge. Read the article to students, modeling how to determine author's point of view/perspective and purpose. Complete a graphic organizer like the one below, making sure to discuss how the purpose and point of view are conveyed in the text using evidence.

Graphic Organizer: Point of View, Purpose, and Textual Evidence

Point of View	Purpose	Evidence
Text Title:		

- Discuss an author's purpose with students, and review with them that authors have various reasons for writing, including arguing a position, informing on a topic, and entertaining the

audience. Select an informational text for students to read independently. Ask them to identify several pieces of textual evidence about the author’s purpose for writing the selection.

► Clarifications

- 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.”
- Instruction should go beyond basic identification of purpose and should include analysis of how the perspective and/or purpose are conveyed.

► Enrichment

- [Clarify Purpose versus Point of View versus Perspective](#)
- [Analyzing Author's Purpose and Point of View](#)

► Key Terms

convey, descriptive, determine, explain, expository, informational text, narrative, persuasive, perspective, point of view, purpose, textual clues

► Resources

- [The Author's Purpose for Students and Teachers](#)
- [Author’s Purpose Activity: Informational Text](#)
- [Awesome Articles for Students: Websites and Other Resources](#)
- [Determining an Author’s Point of View](#)
- [Identify an Author’s Viewpoint](#)

B-C.2.1.2

► Anchor and Eligible Content

Informational Text: Craft and Structure

B-C.2.1.2 Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.

► Instructional Supports

- Review with students what a sentence, paragraph, chapter, and section are in order to ensure that students are able to identify them in a text. Review with students the [text structures](#) and [signal words](#) found in informational texts: sequence/order, description/definition, cause and effect, problem/solution, and comparison/contrast. With this foundation in place, move forward to discussions on how parts of the text (sentence, paragraph, section) fit into or contribute to the overall structure.

The sentence/paragraph . . .			
distinguishes between . . .	explains how . . .	describes . . .	reveals . . .
demonstrates how . . .	contracts . . .	provides . . .	identifies . . .
establishes that . . .	shows how . . .	compares . . .	interprets . . .
suggests that . . .	implies that . . .	indicates that . . .	introduces . . .

- Select a short informational text with one of the common text structures. Discuss with students the evidence in the text that helps to determine the text structure. Guide students to see how sentences, paragraphs, and other types of sections help determine the structure and relate to each other and the whole of the text. For example, to determine that a text has an overall problem-solution structure, students will identify the portions of the text that establish the problem(s). With that in mind, students will identify solutions, giving them a broader view of the text as a whole.

- Review common text features (e.g., [Text Features Chart](#)) used in informational texts with students. Using an informational text, have students explain how the text features fit into the structure and contribute to the development of ideas.

► **Clarification**

- This standard goes beyond identifying text structure. This standard helps students understand how the components of a text fit together to bring meaning to the text.

► **Enrichment**

- [Teaching Text Structures](#)
- [Top Tips for Teaching Text Structure to Middle School Students](#)
- [Teaching Students to Analyze Text](#)
- [9 Ways to Make Teaching Text Structure Fun for Students](#)
- [Digging Deeper into Text Structures](#)
- [Reading and Writing Strategies: Text Structure](#)
- [Scripted Think Aloud for Text Structure Mapping Instruction](#)
- [What Are Text Features and How to Teach Them](#)
- [Teaching Text Features](#)

► **Key Terms**

informational text, text feature, structure, sentence, paragraph, chapter, section, idea, development, analyze

► **Resources**

- [Mentor Texts for Informational Text Structures](#)
- [Middle School Mentor Texts](#)
- [The Structures of Informational Texts Presentation](#)

- [Teach Readers to Discern Text Structure](#)
- [The 5 Types of Text Structure Video](#)
- [Reading Strategy: Scan Text Features](#)

B-C.2.1.3

► Anchor and Eligible Content

Informational Text: Craft and Structure

B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.

► Instructional Supports

Determining How Author Uses Meaning of Figurative Language

- Review the concept of figurative language. Discuss the meanings of some figurative language. Review [Some Types of Figurative Language](#). Prepare a short piece of informational text and work with the class to pick out the figurative language and determine the meaning based on context clues. Lead a discussion in which you ask students to determine how the author uses the meaning of the figurative language in the text. Discuss how authors will use the meaning of figurative language to suggest something about an informational text element, such as an event, idea, or individual. Model how to use context clues to help determine the meanings of target words and phrases. Model for students how to complete a sentence frame like the following:

The author's use of the [insert type of figurative language] [insert example of figurative language] suggests that [insert what meaning of figurative language suggests about an informational element].

Example: The author's use of the idiom [insert idiom] suggests that _____.

- Provide students with a short informational passage that contains figurative language. Students will work independently or in small groups to repeat the exercise described above to locate figurative language, determine the meaning based on context, and then determine how the author uses the meaning to suggest something about one or more informational elements. Have students complete a sentence frame like the one above.

Determining How Author Uses Meaning of Connotative Language

- Explain the difference between denotative meaning and connotative meaning. Provide [examples of denotation](#) and [examples of connotation](#) in language. Discuss some examples with students, and then have students search for connotative language in a passage and determine the meaning of this language. Then lead a discussion of how the author uses the meaning of connotative language to suggest something about an informational text element such as an event, idea, or individual. Repeat the sentence frame activity from above using an example of connotative language.

Determining How Author Uses Meaning of Technical Language

- Explain that technical language refers to domain-specific words and phrases that are used in particular disciplines. Share an example of technical language from a textbook or informational article. Have students work in small groups or pairs to identify domain-specific vocabulary. Lead a whole-class discussion about student findings. Point out that the technical meaning of a word may be different than the general meaning of the word (e.g., state used in a general way = condition vs. state, used in a technical way = states of matter in science, which are solid, liquid, and gas).
- With the text from above, lead a discussion of how the author uses technical language to suggest or reveal something about an informational text element, such an event, idea, or individual, etc. Repeat the sentence from above using an example of technical language.

► Clarification

- The standard calls for students to not only interpret the meaning figurative, connotative, and technical language, but also to explain how the author uses the meaning of words and phrases in a text.

► **Enrichment**

- [Tiered Vocabulary: Narrowing Your Instructional Focus](#)
- [Five Key Principles for Effective Vocabulary Instruction](#)
- [Interpreting Figurative Language](#)
- [Convey Tone with Word Connotations](#)
- [Tier 2 Words: Words That Make a Difference](#)

► **Key Terms**

author, connotative meaning, context, determine, figurative meaning, informational text, technical meaning

► **Resources**

- [Common Sense Figurative Language Lesson](#)
- [Figurative Language Resource Page](#)
- [Figurative Language](#)
- [Convey Tone with Word Connotations](#)
- [Connotation and Denotation Presentation](#)
- [Figurative, Connotative, and Technical Meaning of Words Presentation](#)

B-C.3.1.1

► Anchor and Eligible Content

Informational Text: Integration of Knowledge and Ideas

B-C.3.1.1 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g., fact/opinion, bias).

► Instructional Supports

- Discuss with students that some informational passages are argumentative (i.e., texts in which an author supports a claim about a debatable topic using evidence as support). Present students with an argumentative text (e.g., [ProCon Articles](#)), and read through it, discussing and paraphrasing the argument the author makes. Students will analyze a text justifying the analysis by identifying supporting evidence. Additionally, students will note where claims are not supported by evidence and the effect it has on the text.
- Explain to students that in an argumentative passage arguments are propped up by claims that are strengthened by supporting evidence and reasons. Read through an argumentative passage, and have students chart the argument and claims in a graphic organizer. Students should list the evidence and reasons that support the claims. Guide students to evaluate the argument and claims based on the evidence in the passage.
- Demonstrate “Argument-Claim-Evidence-Reason” note-taking using the structure demonstrated in the table below. Charting this set of information will help students detect where an author makes unsupported claims.

Author’s Argument:	
Claim:	Evidence:
	Reasons:

► Clarifications

- Instruction should go beyond basic identification of an argument. Students should be guided toward analysis and determining support for arguments and claims.
- In order to instruct to this standard, texts must be distinctly argumentative (claims supported by evidence); opinion and persuasive texts will not accommodate this standard.

► Enrichment

- [Analyzing an Argument](#)
- [Diving Into Rhetorical Analysis](#)

► Key Terms

argument, argumentative text, claim, credible evidence, distinguish, evaluate, informational text, reasons, rhetoric, support, trace

► Resources

- [Understanding and Analyzing Arguments in Nonfiction Texts](#)
- [Analyze an Argument](#)
- [Developing Citizenship Through Rhetorical Analysis Lesson Plan](#)
- [Developing Evidence-Based Arguments from Texts Strategy Guide](#)
- [What Is a Claim during an Argument?](#)
- [Rhetorical Devices Handout](#)

B-C.3.1.2

► Anchor and Eligible Content

Informational Text: Integration of Knowledge and Ideas

B-C.3.1.2 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

► Instructional Supports

- Students may require direct instruction on the different informational genres (such as memoir and biography) in order to facilitate the B-C.3.1.2 lessons.
- Present students with two passages written by authors who give varying presentations of events (for example, an excerpt from a memoir and a biography about the same person). Guide students to look for evidence that the authors present the events in different ways. Also look for ways in which the authors are similar in their presentations of events. Use a [Venn diagram](#) to compare and contrast the information.
- Review the [key words for compare and contrast](#) with students. Have students write how the two texts are similar and/or different using these key words. Students may use [sentence frames](#) to compare and contrast the texts.

► Clarifications

- Instruction should go beyond basic identification of information in the passages. Students should analyze the content and compare and contrast the varying presentations.
- Note: The “e.g.” in the standard means “for example” and is not intended as an exhaustive list of forms and genres (memoir, biography).

► Enrichment

- [The Differences between Memoir, Autobiography, and Biography](#)
- [The Power of Text Sets](#)

► Key Terms

author's perspective, biography, compare, contrast, distinguish, events, informational text, memoir, multiple sources, organize, presentation

► Resources

- [Facing History: Featured Collection](#) (topic search for text sets)
- [ReadWorks Paired Texts](#)
- [Compare and Contrast Graphic Organizer](#)
- [Teaching Students to Read & Write a Memoir](#)

B-K.1.1.1

► Anchor and Eligible Content

Informational Text: Key Ideas and Details

B-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

► Instructional Supports

Analyzing What Text Says Explicitly and Drawing Inferences

- As a large group, read through an article or brief informational text. Identify details and examples that explain what the text says explicitly. Students can use graphic organizers as scaffolding for independent note-taking.
- Ask students questions that lead in the direction of analysis rather than questions that stop at supporting superficial inferences.
- Select brief articles or excerpts from longer informational texts that require students to use explicit details to support when making inferences. Have students practice using a combination of both explicit details and inferences when responding to text-dependent questions.
- Use the A.C.E. Response technique to help students use evidence from the text to more deeply connect and analyze the text. This technique also applies to improving students' constructed responses to text-dependent questions. See [A.C.E. Response to Texts](#).
- Demonstrate how to select and use textual evidence to support inferences. Using a structured note-taking method or [graphic organizer](#) (e.g., Making Inferences, Drawing Conclusions), ask students to record inferences as they read through a text. Each inference must be supported with textual evidence; the strength of the evidence may impact the amount of evidence needed.

Making Generalizations from a Text

- DATA RECOGNITION**
DRC
CORPORATION

► Clarification

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

► Enrichment

- [Close Reading and Comprehension Strategies](#)
- [Reading Informational Texts](#)
- [Six Strategies to Help Students Cite and Explain Evidence](#)
- [Tulane University—Teaching Analysis](#)

► Key Terms

analysis, cite, draw inferences, explicit analysis, generalizations, informational text, textual evidence

► Resources

- Text-Dependent Question—Graphic Organizer
- R*A*C*E Graphic Organizer for Constructed Response Answers
- Evidence-Based Sentence Starters
- [Two-Column Notes Graphic Organizer](#)
- [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

► Anchors and Eligible Content

Informational Text: Key Ideas and Details

B-K.1.1.2 Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

► Instructional Supports

Determining a Central Idea

- Review the concept of central idea, and model the process for determining a central idea using an informational mentor text. Reinforce the concept that relevant details in a text support the central idea. Discuss the scaffolding of relevant text details up to the central idea, differentiating between key details and supporting (or even insignificant) details.

Providing a Summary Distinct from Personal Opinions

- Review that a summary is a brief description of the key events of the text. Using the same short informational text, guide students to choose key details that contribute to the summary. Use a [summarizing graphic organizer](#) to model one way to plan and write a summary of the informational text.
- Select a longer text for students to summarize on their own. Compare summaries to determine the best details to include.
- Discuss opinions and judgments of the passage, and explain how these are different from objective summaries. Create a chart to show how language used in an objective summary differs from language used in an opinion or judgment. Share examples of subjective language versus objective language (e.g., [Subjective vs. Objective](#)). Create a chart to show how language used in an objective summary differs from language used in an opinion or judgment.
- Summarizing is a strategy that can be incorporated into all content areas (e.g., science, social studies). When reading cross-curricular texts, ask students to write a summary for a section or chapter of the text.

► Clarification

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

► Enrichment

- [Understanding the Main Idea When Reading](#)
- [Objective Summary Tips and Examples](#)
- [Objective vs. Subjective: What's the Difference?](#)
- [Summarizing an Informational Text: Most Important Steps to Follow](#)

► Key Terms

central idea, convey, details, determine, distinct examples, informational text, judgment, objective, personal opinion, summary, summarize

► Resources

- [Graphic Organizers: Central Idea](#)
- [Nonfiction Pyramid](#)
- [Get the GIST: A Summarizing Strategy for any Content Area](#)
- [Scaling Back to Essentials: Scaffolding Summarization with Fishbone Mapping](#)
- [Power Notes for Main Idea](#)
- [Reading Rockets: Summarizing Lesson](#)
- [Summarizing](#)
- [Writing an Objective Summary](#)
- [How to Write an Objective Summary of Informational Text](#)
- [Summarizing Practice](#)

B-K.1.1.3

► Anchor and Eligible Content

Informational Text: Key Ideas and Details

B-K.1.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).

► Instructional Supports

- Instruction should begin with a text that uses well-developed examples, anecdotes, or sequence of steps to develop a person, event, or idea. Read through the text with students, and guide them to find details that help introduce, illustrate, and/or elaborate the person, event, or idea.
- Use guided notes, such as the one that follows, to help students determine how the person, event, or idea is introduced, illustrated, and elaborated. Guide students to see that there is a progression from introduction to illustration to elaboration. Students should use textual details to show the development from beginning to end.

	Key Individuals	Key Events	Key Ideas
○			

► Clarifications

- Instruction should go beyond basic identification to an in-depth analysis of the individual, event, or idea under study.
- Note: The “e.g.” in the standard (through examples, anecdotes, or sequence of steps), means “for example” and is not intended as an exhaustive list of means of elaboration.

► Enrichment

- [“The Making of a Scientist” by Richard Feynman](#)
- [Use Details to Explain Development of Ideas in a Text Lesson Plan](#)

► Key Terms

analyze, anecdote, elaborate, example, informational text, key event, key idea, key individual, illustrate, introduce

► Resources

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

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

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- c. Determine the meaning of technical words and phrases used in a text.

► Instructional Supports

Using Context to Determine Word and Phrase Meaning

- Review and practice strategies for using the different [types of context clues](#) to determine the meaning of unknown or multiple-meaning words and phrases. Guide students to look for the overall meaning of a sentence or paragraph and/or a word's position or function in a sentence. Provide students with a short informational passage that is rich in context, and model strategies for finding meanings of unknown words.
- 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 meaning of these unknown words and phrases.

Using Greek and Latin Affixes and Roots to Determine Word and Phrase Meaning

- Review the concept of root words and affixes. Help students to see that unfamiliar words may have a familiar root, which can clue the meaning of a word. Review 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.

- 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 roots 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.

Determining the Meaning of Technical Words and Phrases

- Review the concept of technical vocabulary and discuss how it is different from other types of vocabulary (Tiers 1 and 2). 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 technical vocabulary. Encourage analysis of the words in context, asking students to consider why particular words were chosen and how they add meaning to the passage.
- Encourage students to make notes of the technical vocabulary they have learned and to use the technical words in discussion and writing in the classroom.

► Clarifications

- Technical vocabulary is often referred to as domain-specific 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

- [Tiered Vocabulary: Narrowing Your Instructional Focus](#)
- [The Three Tier Framework](#)
- [Vocabulary Is Comprehension](#)
- [Affixes and Root Words: Teachers Guide](#)

► Key Terms

affix, comprehension, context, domain-specific, function, multiple-meaning, position, prefix, root, suffix, technical, vocabulary acquisition, vocabulary knowledge

► Resources

- [Concept Word Map](#)
- [A Prereading Strategy: Using the Vocabulary, Language, Prediction \(VLP\) Approach](#)
- [Solving Word Meanings](#)
- [7 Strategies for Using Context Clues in Reading](#)
- [Five Research-Based Ways to Teach Vocabulary](#)
- [Four Words Vocabulary Exercise](#)
- [Using Context Clues to Understand Word Meanings](#)

- [Latin and Greek Root Word Meaning Match](#)
- [Latin and Greek Roots and Affixes Presentation](#)
- [Root Words, Suffixes, and Prefixes](#)
- [Improve Comprehension: A Word Game Using Root Words and Affixes](#)
- [Using Greek and Latin Roots Practice](#)
- [Common Content Area Roots and Affixes](#)
- [Root Words, Suffixes, and Prefixes](#)
- [Content Area Vocabulary Learning](#)

B-V.4.1.2

► Anchor and Eligible Content

Informational Text: Vocabulary Acquisition and Use

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

- d. Interpret figurative language in context (e.g., simile, metaphor, personification, and hyperbole) in context.
- e. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.
- f. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrumping*, *economical*, *unwasteful*, *thrifty*).

► Instructional Supports

Interpret Figurative Language

- Review the characteristics of figurative language with students. Introduce and explain the characteristics of specific types of figurative language such as similes, metaphors, personification, and hyperbole. Review the types of [figurative language](#) and share examples of each. Provide students with an informational text that contains figurative language. Guide students to identify and to use context to interpret the figurative language.
- Give students a brief informational text that contains different examples of figurative language. Students will work independently or in small groups to interpret the meaning of the figurative language from the text.

Use Relationship Between Words to Understand Each of the Words

- Discuss with students the different types of word relationships that may be found in writing, such as cause/effect, part/whole, item/category, and synonym/antonym. Explain that understanding these word relationships can help a reader determine the meanings of words and phrases in writing. Read through a passage that contains these types of word relationships to help students better understand the words.

Distinguish Among Connotations of Words with Similar Denotations

- Explain to students the concepts of [connotation](#) and [denotation](#). Provide students with words that have related definitions (e.g., *stingy* vs *thrifty*). Explain that words have positive and negative connotations and that the use of a particular word creates a particular feeling. Guide students to distinguish between the connotations of each of these words. Help students use connotations and denotations to distinguish between the meanings of closely related words.

► Clarifications

- Sufficient context for a student to determine meaning must be present in the text. Students should not be asked to determine word meaning in isolation.
- Note: The “e.g.” in the standard means “for example” and is not intended as an exhaustive list of figures of speech or word relationships.

► Enrichment

- [Using Word Webs to Tech Synonyms](#)

► Key Terms

antonym, category, cause, connotation, context, demonstrate, denotation, distinguish, effect, figurative language, hyperbole, interpret, item, part, metaphor, personification, simile, synonym, vocabulary acquisition, whole, word relationships

► Resources

- [Figurative Language Examples](#)
- [Vocabulary Box Graphic Organizer](#)
- [Figurative Language Resource Page](#)
- [Figurative Language Practice](#)
- [Positive and Negative Connotations](#)
- [Connotation and Denotation Practice](#)

D.1.1.1–D.1.1.8

► Anchor and Eligible Content

Conventions of Standard English Grammar and Usage

D.1.1.1 Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).

D.1.1.2 Use intensive pronouns (e.g., *myself*, *ourselves*).

D.1.1.3 Recognize and correct inappropriate shifts in pronoun number and person.

D.1.1.4 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

D.1.1.5 Recognize and correct inappropriate shifts in verb tense.*

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

- Review with students the concept of pronouns, and explain that pronouns have cases (subjective, objective, possessive). Give students a writing sample that contains pronouns, and help students identify which pronouns are in which cases. Help students to identify when pronouns are in incorrect cases. From here, students can peer edit to make corrections to pronoun usage as needed.
- Explain to students the concept and function of intensive pronouns. Intensive pronouns are similar to reflexive pronouns; the appearance of an intensive pronoun in the sentence is not usually necessary to the sentence's meaning. The inclusion of the intensive pronoun gives emphasis to the antecedent. See [What Are Reflexive and Intensive Pronouns?](#)
- Provide students with writing samples to examine for shifts in pronoun number and person. Guide students to use consistent pronoun number and person; they can work together or independently to correct inappropriate pronoun shifts in the writing samples.

- Help students identify and correct vague pronouns in writing samples. Instruct students to provide short writing samples in which they correctly use the types of pronouns taught in this standard.
- 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.
- 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](#)
- [Fun Teaching Ideas for Frequently Confused Words](#)
- [Grade 6 Commonly Confused Words Presentation](#)
- There are many excellent print resources available; resources marketed for ESL educators are adaptable for all students.

► Key Terms

ambiguous, antecedent, command, conventions, demonstrate, fragment, frequently confused words, grammar, intensive pronoun, language, objective pronoun, possessive pronoun, pronoun, pronoun-antecedent agreement, run-on sentence, shift in pronoun number and person, shift in verb tense, subject-verb agreement, subjective pronoun, usage, vague pronoun, verb tense

► Resources

- [Subject, Object, and Possessive Pronouns](#)
- [Indefinite Pronouns](#)
- [Emphatic Pronouns](#)
- [Grammatical Person and Pronouns](#)
- [Pronoun Number](#)
- [Shifts in Verb Tense](#)
- [Fragment and Run-on Practice](#)
- [Commonly Confused Words](#)

D.1.1.1–D.1.1.8

► Anchor and Eligible Content

Conventions of Standard English Grammar and Usage

D.1.1.1 Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).

D.1.1.2 Use intensive pronouns (e.g., *myself*, *ourselves*).

D.1.1.3 Recognize and correct inappropriate shifts in pronoun number and person.

D.1.1.4 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

D.1.1.5 Recognize and correct inappropriate shifts in verb tense.*

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

- Review with students the concept of pronouns, and explain that pronouns have cases (subjective, objective, possessive). Give students a writing sample that contains pronouns, and help students identify which pronouns are in which cases. Help students to identify when pronouns are in incorrect cases. From here, students can peer edit to make corrections to pronoun usage as needed.
- Explain to students the concept and function of intensive pronouns. Intensive pronouns are similar to reflexive pronouns; the appearance of an intensive pronoun in the sentence is not usually necessary to the sentence's meaning. The inclusion of the intensive pronoun gives emphasis to the antecedent. See [What Are Reflexive and Intensive Pronouns?](#)
- Provide students with writing samples to examine for shifts in pronoun number and person. Guide students to use consistent pronoun number and person; they can work together or independently to correct inappropriate pronoun shifts in the writing samples.

- Help students identify and correct vague pronouns in writing samples. Instruct students to provide short writing samples in which they correctly use the types of pronouns taught in this standard.
- 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.
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- 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

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► Enrichment

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ambiguous, antecedent, command, conventions, demonstrate, fragment, frequently confused words, grammar, intensive pronoun, language, objective pronoun, possessive pronoun, pronoun, pronoun-antecedent agreement, run-on sentence, shift in pronoun number and person, shift in verb tense, subject-verb agreement, subjective pronoun, usage, vague pronoun, verb tense

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D.1.1.1–D.1.1.8

► Anchor and Eligible Content

Conventions of Standard English Grammar and Usage

D.1.1.1 Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).

D.1.1.2 Use intensive pronouns (e.g., *myself*, *ourselves*).

D.1.1.3 Recognize and correct inappropriate shifts in pronoun number and person.

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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*).*

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► Instructional Supports

- Review with students the concept of pronouns, and explain that pronouns have cases (subjective, objective, possessive). Give students a writing sample that contains pronouns, and help students identify which pronouns are in which cases. Help students to identify when pronouns are in incorrect cases. From here, students can peer edit to make corrections to pronoun usage as needed.
- Explain to students the concept and function of intensive pronouns. Intensive pronouns are similar to reflexive pronouns; the appearance of an intensive pronoun in the sentence is not usually necessary to the sentence's meaning. The inclusion of the intensive pronoun gives emphasis to the antecedent. See [What Are Reflexive and Intensive Pronouns?](#)
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D.1.2.1–D.1.2.3

► Anchor and Eligible Content

Conventions of Standard English Capitalization, Punctuation, and Spelling

D.1.2.1 Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

D.1.2.2 Spell correctly.

D.1.2.3 Use punctuation to separate items in a series.*

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

► Instructional Supports

- Instruct students on the correct way to use commas, parentheses, and dashes to set off nonrestrictive and parenthetical elements in sentences. Provide students with writing samples that include these types of punctuation, and give students the opportunity to identify and correct incorrect usage of these types of punctuation. Give students short writing assignments so that they can demonstrate the correct use of punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- Review with students the function of a comma in a sentence. Share an example of items in a series that require commas (e.g., [Punctuating a List Presentation](#)). Create a text that has items in a series (list) with commas missing. Have students work to find the errors and correct them. Review student answers.
- Help students find and use resources for checking spelling, including word lists, dictionaries, and glossaries.

► Clarifications

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- Any lessons regarding spelling should be grounded in linguistics and not rote memorization lists. Frequently confused words are usage errors and are addressed by standard L1; they should not be considered spelling errors.

► Enrichment

- [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, dash, demonstrate, language, nonrestrictive element, parentheses, parenthetical element, punctuation, spelling

► Resources

- [Editing Tip: Parenthetical Elements](#)
- [Understanding Parenthetical Elements](#)
- [Pennsylvania Nonrestrictive Elements Activities](#)
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- [Guide to English Spelling Rules](#)
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- [Spelling Activities](#)
- [Spelling Patterns "Go Fish" Card Game](#)

D.1.2.1–D.1.2.3

► Anchor and Eligible Content

Conventions of Standard English Capitalization, Punctuation, and Spelling

D.1.2.1 Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

D.1.2.2 Spell correctly.

D.1.2.3 Use punctuation to separate items in a series.*

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

► Instructional Supports

- Instruct students on the correct way to use commas, parentheses, and dashes to set off nonrestrictive and parenthetical elements in sentences. Provide students with writing samples that include these types of punctuation, and give students the opportunity to identify and correct incorrect usage of these types of punctuation. Give students short writing assignments so that they can demonstrate the correct use of punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- Review with students the function of a comma in a sentence. Share an example of items in a series that require commas (e.g., [Punctuating a List Presentation](#)). Create a text that has items in a series (list) with commas missing. Have students work to find the errors and correct them. Review student answers.
- Help students find and use resources for checking spelling, including word lists, dictionaries, and glossaries.

► 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).
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D.2.1.1–D.2.1.5

► Anchor and Eligible Content

Knowledge of Language

D.2.1.1 Vary sentence patterns for meaning, reader/ listener interest, and style.*

D.2.1.2 Maintain consistency in style and tone.*

D.2.1.3 Choose words and phrases to convey ideas precisely.*

D.2.1.4 Choose punctuation for effect.*

D.2.1.5 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 paragraph in which all the sentences either begin with the same word or have very little variety in pattern. Work with students to change the sentence beginnings or the patterns of the sentences so that the sentences are more meaningful and interesting. Guide students to work independently to revise sentences so that they are structured with more variety.
- Provide students with a paragraph in which the style or tone is inconsistent. Help students identify where the inconsistency is found, and help them revise the paragraph so that the style and tone are consistent throughout.
- Review with 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 certain effects 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 chosen is used to create a certain effect.

► 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

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

► Key Terms

consistency, conventions, effect, interest, punctuation, meaning, precise, sentence patterns, style, tone, vary

► Resources

- [Varying Sentence Structure](#)
- [Sentence Combining](#)
- [Sentence Combining Practice](#)
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- [Sentence Patterns](#)
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- [Punctuation for Effect Practice](#)

D.2.1.1–D.2.1.5

► Anchor and Eligible Content

Knowledge of Language

D.2.1.1 Vary sentence patterns for meaning, reader/ listener interest, and style.*

D.2.1.2 Maintain consistency in style and tone.*

D.2.1.3 Choose words and phrases to convey ideas precisely.*

D.2.1.4 Choose punctuation for effect.*

D.2.1.5 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 paragraph in which all the sentences either begin with the same word or have very little variety in pattern. Work with students to change the sentence beginnings or the patterns of the sentences so that the sentences are more meaningful and interesting. Guide students to work independently to revise sentences so that they are structured with more variety.
- Provide students with a paragraph in which the style or tone is inconsistent. Help students identify where the inconsistency is found, and help them revise the paragraph so that the style and tone are consistent throughout.
- Review with 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
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 - 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.
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- 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.
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 - adding detail
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 - adding emphasis

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

► Clarification

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► Enrichment

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► Key Terms

consistency, conventions, effect, interest, punctuation, meaning, precise, sentence patterns, style, tone, vary

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D.2.1.1–D.2.1.5

► Anchor and Eligible Content

Knowledge of Language

D.2.1.1 Vary sentence patterns for meaning, reader/ listener interest, and style.*

D.2.1.2 Maintain consistency in style and tone.*

D.2.1.3 Choose words and phrases to convey ideas precisely.*

D.2.1.4 Choose punctuation for effect.*

D.2.1.5 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 paragraph in which all the sentences either begin with the same word or have very little variety in pattern. Work with students to change the sentence beginnings or the patterns of the sentences so that the sentences are more meaningful and interesting. Guide students to work independently to revise sentences so that they are structured with more variety.
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D.2.1.1–D.2.1.5

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Knowledge of Language

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