

A-C.2.1.1

► Anchor and Eligible Content

Literature Text: Craft and Structure

A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

► Instructional Supports

Analyze How Author Develops Points 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.

Analyze How Author Contrasts Points of View

- Explain that an author can contrast points of view of different characters or narrators in a literary text by:
 - contrasting characters' emotions
 - contrasting characters' thoughts
 - contrasting characters' motivations
 - contrasting characters' reactions to events
 - contrasting characters' interpretations of events

Explain that these differences in characters' points of view can be revealed through:

- descriptions
 - dialogue
 - actions
 - language
- Present students with a literary text that has a narrator or characters with a strongly developed point of view and at least one character with a contrasting point of view. Use an [anchor chart](#) and follow the steps to explain how the author contrasts points of view of different characters. Have students look for evidence in the text that distinguishes the two points of view. Encourage students to track the points of view in their notes: event, narrator, point of view, evidence that develops point of view. Include a contrasting point of view and evidence, if present.

► 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

analyze, character, contrast, literary text, narrator, perspective, points of view

► **Resources**

- [The Big Bad Wolf: Analyzing Point of View in Texts](#)
- [Multiple Perspectives: Building Critical Thinking Skills](#)
- [Analyze Point of View Lesson Plan](#)
- [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 drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

► Instructional Supports

- Explain to students that form is the structure in which a poem or drama is written. The length of lines and stanzas and the presence or absence of rhyme, meter, and repetition are all part of the structure of a poem. Introduce some common forms of poetry with examples (e.g., [Types of Poetry: The Complete Guide with 28 Examples](#)).
- Explain to students that in a drama, the structure consists of the cast of characters, setting, dialogue, stage directions, acts, scenes, prologue, and epilogue. Some major forms of drama include tragedies, comedies, melodramas, musical dramas, and farces.
- Present a poem to the class. Discuss with students how the form and/or structure of the poem impacts the meaning found in the poem.
- Present a drama to the class. Discuss with students how the form and/or structure of the drama impacts the meaning found in the drama.
- Introduce the concept of soliloquy to students, explaining that it is the act of speaking one's thoughts aloud when alone, especially by a character in a play. Introduce the concept of a sonnet, explaining that it is a poem of fourteen lines using any of a number of formal rhyme schemes. In addition to a strict rhyme scheme, sonnets are a good tool for teaching rhythm and meter. Invite the class to tap out the rhythm and meter with their fingers or toes (or suitable available instruments).

► Clarifications

- The content of the standard calls for going beyond basic identification of parts and moving toward in-depth analysis.

- Avoid limiting instruction only to the structures referenced in the standard (soliloquy and sonnet).

► **Enrichment**

- [The Poetry Archive: Form](#)
- [Analysis of the Structure of Poems](#)
- [Discussing Poetry Forms: Sound and Structure](#)

► **Key Terms**

analyze, drama, form, literary text, meaning, poem, soliloquy, sonnet, structure

► **Resources**

- [Types of Poetry for Kids \(with Examples and Tasks\)](#)
- [Poem Structures: A Comprehensive Guide](#)
- [Annotated List of Poetry Forms](#)
- [What is Poetry? Lesson Plan](#)
- [Poetry of Rumi Spans Across Centuries and Cultures](#)
- [How can the form of a poem or drama affect its meaning?](#)
- [Drama Map](#)
- [The Ultimate List of Dramas to Teach in Middle School](#)
- [Different Types of Drama in Literature](#)

A-C.2.1.3

► Anchor and Eligible Content

Literature Text: Craft and Structure

A-C.2.1.3 Determine how an author uses the meaning of words and phrases, including figurative and connotative meanings in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

► 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, oxymoron, 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 "adds insult to injury" suggests that _____.

- 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 the Impact of Rhymes and Other Repetitions of Sounds

- Introduce the concept of rhyme to the class. Explain the rhyme is used in poetry for several reasons:
 - ✓ to create a relationship between words
 - ✓ to create a sense of flow
 - ✓ to make the poem memorable
 - ✓ to enhance musicality
 - ✓ to create a particular tone
 - ✓ to create an emotional impact
 - ✓ to create a sense of beauty
 - ✓ to emphasize a theme
- While reading through a rhyming poem, discuss what the rhyme adds to the literature. Read through a short poem that does not rhyme. Contrast the aesthetics of both poems.
- Introduce the concept of alliteration, and read through a text that contains alliteration (and [other elements of sound](#)). Discuss how the alliteration impacts the text.

► Clarifications

- Note: The “e.g.” in the standard means “for example” and is not intended as an exhaustive list of sound repetitions.
- 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, students will use vocabulary acquisition strategies as discussed in standard A-V.4.1.1 and A-V.4.1.2.

► Enrichment

- [Connotation Presentation](#)
- [The Sound of Language Presentation](#)

► Key Terms

alliteration, analysis, connotation, connotative meaning, figurative meaning, literal meaning, literary text, rhyme, sound repetition

► Resources

- [Figurative Language Handout](#)
- [Literary Devices and Terms](#)
- [Tone and Mood List](#)
- [Connotation Examples](#)
- [Rhyme Scheme](#)
- [Assonance, Alliteration, and Consonance](#)

A-C.3.1.1

► Anchor and Eligible Content

Literature Text: Integration of Knowledge and Ideas

A-C.3.1.1 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

► Instructional Supports

- One of the most important elements in teaching this standard is to provide students with a nonfiction historical text or excerpt and a fictional portrayal of the same time, place, or people in the historical account. Ideas for high-quality historical fiction can be found in the Enrichment section of this document.
- Once students have both the historical account and the fictionalized version, discuss some of the elements of each. For the fictionalized account, discuss characters, setting, plot, theme, and tone. Compare and contrast the fiction to the historical account. Discuss ways that the fiction author keeps true to the historical text. Additionally, discuss how the author changes or alters history. Have students compare and contrast elements of each by using a [compare and contrast graphic organizer](#).

► Clarifications

- Students should not merely identify the historical event or person that is present in both passages. Students need to analyze how the author of the fictional portrayal uses or alters history.

► Enrichment

- [Using Historical Fiction in the History Classroom](#)
- [Great Historical Fiction for Middle-Schoolers](#)
- [Historical Fiction for Middle Grade and YA Readers](#)
- [Historical Novel Society](#)
- [Seeking Truths through Fiction](#)

- [The Scott O'Dell Award Book List: The Award for Historical Fiction](#)
- [Kirkus Reviews: Best Middle-Grade Historical Fiction](#)

► **Key Terms**

character, compare, contrast, fictional portrayal, historical account, historical fiction, key details, literary text, organize, place, time

► **Resources**

- [Letter from Paul Revere to Jeremy Belknap](#)
- [Paul Revere's Ride](#)
- [The Paul Revere House: The Real Story of Revere's Ride](#)
- [Teaching History: Midnight Ride of Paul Revere: Fact, Fiction, and Artistic License](#)
- [Teaching History: Exploring Historical Fiction](#)
- [Traveling the Road to Freedom through Research and Historical Fiction Unit Plan](#)
- [NCTE Exploring History Book List](#)
- [Language Arts Journal of Michigan: Connecting to History through Historical Fiction](#)

A-K.1.1.1

► Anchor and Eligible Content

Literature Text: Key Ideas and Details

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

► Instructional Supports

Analyzing What Text Says Explicitly and Drawing Inferences and Conclusions

- Review how to analyze what a text says explicitly. As a large group, read through a short text or excerpt. Identify details and examples that explain what the text says explicitly about the characters, setting, plot, and theme. Evidence cited must be in support of analysis.
- 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.
- Demonstrate how to select and use several pieces of textual evidence within the passage to support analysis about what a text says explicitly. Guide students to organize information from a text using a [graphic organizer](#) (such as Making Inferences, Drawing Conclusions).
- Transition the lesson into reading longer literary texts. Select short stories or novel excerpts that require students to use explicit details to support their inferences and conclusions. Have students practice using a combination of both explicit details, inferences, and conclusions when responding to text-dependent questions.
- Demonstrate how to select and use several pieces of textual evidence to support inferences and conclusions. Using a structured note-taking method, have students record inferences and conclusions as they read through a text. Each inference and conclusion must be supported with textual evidence; the strength of the evidence may impact the amount of evidence needed.

Inference/Conclusion	Textual Evidence
	•
	•
	•
	•

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 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

- [Six Strategies to Help Students Cite and Explain Evidence](#)
- [All Student Can Learn to Use Text Evidence](#)
- [5 Literary Analysis Tips for Middle School](#)
- [Reading and Writing to Analyze](#)
- [10 Tips for Scaffolding Literary Analysis](#)
- [Teaching Literary Analysis](#)

► Key Terms

analysis, cite, conclusions, generalization, inferences, explicit analysis, 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.

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 _____

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 analyze its development over the course of the text; provide an objective summary of the text.

► Instructional Supports

Determining a Theme

- Review the characteristics of a theme. Explain that a theme is the underlying message of a text. Often the theme makes a broad statement about society, human nature, or the human condition. Discuss common themes in literature. A type of theme that all people can relate to and that transcends geographic location, culture, and time is called universal theme. It is important to convey to students that not all literary works have a theme, especially those that are written primarily for entertainment. In addition, some literary texts may have more than one theme. See [Teaching About Themes in Literature](#).
- Choose a text that contains a clear theme to present to the class. Lead a discussion to identify details and examples that show the theme of the selection. Model how to write a theme statement, illustrating the difference between a theme statement and the topic of a passage, and showing how a theme statement, though universal, is derived from particular events, interactions, discoveries, or conversations in a selection.
- Provide students with a longer literary text. Guide students to use graphic organizers (e.g., [Theme Graphic Organizers](#)) to help determine note the theme of the text and analyze how it is developed over the course of the text. Show how a theme may be developed by authors in many ways:
 - through actions and events of the plot
 - through inner thoughts of the characters
 - through dialogue between characters
 - through character traits, character feelings, or motivations
 - through character actions
 - through description
 - through the ways in which characters change or respond to situations

- through insights the character has
- through the characteristics of the setting
- through symbolism
- through figurative language
- through tone

Summarizing Text

- Review that a summary is a brief description of the key events of the text—not every event. Using a short literary text or excerpt from a long 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](#)). Discuss opinions and judgments of the passage. 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.

► Clarifications

- Take time to reinforce with students the idea that a theme is a statement inferred from the text and not a one-word topic contained in the text. For example, “friendship” is a topic and “the bond between friends can overcome any obstacle” is a theme.

► Enrichment

- [How to Teach Theme](#)
- [Objective Summary Tips and Examples](#)
- [Objective vs. Subjective: What's the Difference?](#)

► Key Terms

analyze, central idea, details, development, examples, literary text, objective, summarize, summary, theme

► Resources

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

A-K.1.1.3

► Anchor and Eligible Content

Literature Text: Key Ideas and Details

A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).

► Instructional Supports

- Review the elements of a text ([Elements of Fiction](#)). Discuss how stories, dramas, and narrative poems have multiple elements, including plot, characters, and setting, that interact to develop an interesting narrative.
- Read a short text or excerpt with students in which the events affect characters, the setting affects plot, etc. Highlight text that shows how the particular elements interact. Take notes tracking changes to later analyze the interaction of text elements (see model below). Identify the setting, character traits, and events of the plot at key points in the text. Analyze the interaction of elements, and record what initiated the change in the setting, character, and/or plot. As students become more sophisticated readers, their note-taking will expand to include additional plot points and story elements.

Title:			
	Setting	Character Traits	Events
Exposition			
Climax			
Resolution			

► Clarifications

- This standard goes beyond identification and requires analysis. Simple restatements of explicit text will not achieve the rigor of the standard.
- Be alert for students' tendency to conflate the idea of plot development with passage summary.

► Enrichment

- [Lesson Idea: Plot Diagram Sequencing](#)
- [Teacher Read-Aloud That Models Reading for Deep Understanding](#)

► Key Terms

analyze, characters, conflict, drama, interact, literary elements, literary text, plot, poetry, point of view, setting, style, theme

► Resources

- [Plot Structure: A Literary Elements Mini-lesson](#)
- [Plot Diagram](#)
- [Narrative Poems](#)
- [Narrative Poetry Unit](#)
- [Examples of Narrative Poems](#)
- [Literary Elements Map \(Interactive\)](#)
- [What is Plot?](#)
- [Analyzing Characters Graphic Organizer](#)
- [Character Development Handout](#)

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 7 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., *belligerent*, *bellicose*, *rebel*).

► 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 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: Teacher's Guide](#)

► Key Terms

affix, antonym, clarify, context, definition, determine, inference, function, multiple-meaning words, root, synonym, 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](#)
- [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](#)
- [Common Content Area Roots and Affixes](#)

A-V.4.1.2

► Anchor and Eligible Content

Literary Texts: Vocabulary Acquisition and Use

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

- Interpret figures of speech (e.g., literary and mythological allusions) in context.
- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

► Instructional Supports

Interpret Figures of Speech

- Review the characteristics of figures of speech with students. Introduce and explain the characteristics of literary and mythological allusions (e.g., [Allusion Explained: Definition, Types, and Examples](#)). Explain that literary allusions are references to well-known characters, settings, or events from famous literary works. Explain that mythological allusions are references to characters or events from myths. Provide students with a variety of passages that contain literary and/or mythological allusions. Guide students to use context to interpret the allusions and other figures of speech.
- Give students a different literary text that contains different types 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 synonym/antonym and analogy. Explain that an analogy is a comparison between two usually dissimilar ideas or things. Provide an example of an analogy (e.g., “Life is like a box of chocolates” from the film *Forrest Gump*) and explain the meaning of this analogy. 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

allusion, analogy, antonym, connotation, denotation, figure of speech, literary allusion, mythological allusion, synonym, vocabulary acquisition, word relationships

► Resources

- [Understanding Literary Allusions Video](#)
- [A Huge List of Famous Allusions](#)
- [10 Popular Mythological Allusions](#)
- [Mythical Allusions](#)

- [Allusion Examples](#)
- [Figurative Language Resource Page](#)
- [Exercises for Connotative Word Usage](#)
- [Positive and Negative Connotations](#)

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 analyze how the author distinguishes his or her position from that of others.

► Instructional Supports

- Review with students that an author's point of view is often described as the author's perspective, or the attitude that the author has about a topic. Read through a short passage with students; 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, which may be evident in the comparison of texts.
- Review that authors have various purposes for writing, including arguing a position, informing on a topic, and entertaining an audience. Share an anchor chart like the one below to review purposes. Explain to students that many texts have more than one purpose (e.g., a novel may entertain but also teach readers about human behavior).

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 _____
- Select an informational text for students to read independently. Ask them to identify several pieces of textual evidence that support the author's purpose for writing the selection.
 - Provide students with two passages on a similar topic in which the authors have different perspectives (e.g., [ProCon Articles](#)) and in which the authors distinguish their positions from those of others. Guide students to find evidence of each author's purpose and perspective. Help students analyze the text for ways in which the authors distinguish themselves. Authors may distinguish their position through:
 - use of evidence
 - use of rhetorical devices
 - use of specific tone
 - use of writing style
 - Have students 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	How Author Distinguishes Position	Purpose	Evidence
Text 1:			
Point of View	How Author Distinguishes Position	Purpose	Evidence
Text 2:			

► 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 is conveyed and how the perspective is distinguished.

► Enrichment

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

► Key Terms

analyze, compare, contrast, descriptive, distinguish, expository, informational text, narrative, perspective, point of view, persuasive, position, purpose.

► Resources

- [Analyzing An Author's Purpose Presentation](#)
- [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 the structure an author uses to organize a text, including how major sections and text features contribute to the whole and 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. As a class, discuss how text structures are connected to key ideas and understanding. Ask questions that draw students’ attention to these connections. Students may benefit from sentence frames to articulate the connections.

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. Have students annotate the text, noting signal words that indicate structural patterns. In teams or individually, students should also identify evidence that supports the determination of structure. Discuss with students the evidence in the text that helps to determine the text structure. Continue with a class discussion of how the purposeful structure contributes to the development of the text.

- 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 contribute to the whole and to the development of ideas.

► **Clarification**

- Instruction will go beyond basic identification of structure and should focus on analysis of the role of structure in the text.

► **Enrichment**

- [20 Strategies to Teach Text Structure](#)
- [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**

analyze, informational text, text organization, text feature, text structure, section

► **Resources**

- [Text Structures Paragraph Frames](#)
- [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; 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, oxymoron, personification, and puns. See [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 idea, event, individual, 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 an informational element].

Example: The author's use of the idiom "adds insult to injury" 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

- Review 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 an informational text element such as an event, idea, or individual, etc. 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.

Analyzing Impact of Word Choice on Meaning and Tone

- Explain to students that tone is an author's attitude toward a subject. Discuss with students that different words and phrases can impact both the meaning and the tone of the passage. See [Tone Word List](#). Students can consider the impact of the word choice on the meaning of the text. Additionally, challenge students to consider how the tone would change if different words had been chosen.

► Clarification

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

► Enrichment

- [Tier 2 Words: Words That Make a Difference](#)
- [Tiered Vocabulary: Narrowing Your Instructional Focus](#)
- [American Rhetoric: Online Speech Bank](#)
- [Internet Archive: Greatest Speeches of the 20th Century](#)
- [Five Key Principles for Effective Vocabulary Instruction](#)
- [Interpreting Figurative Language](#)
- [Convey Tone with Word Connotations](#)

► Key Terms

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

► Resources

- [Figurative Language](#)
- [Convey Tone with Word Connotations](#)
- [Connotation and Denotation Presentation](#)
- [Figurative, Connotative, and Technical Meaning of Words Presentation](#)
- [EAP Foundation: Subject-Specific Word Lists](#)
- [155 Words to Describe an Author's Tone](#)
- [Analyzing Tone Through Word Choice Presentation](#)
- [How does word choice impact meaning and tone?](#)
- [Mood and Tone Handout](#)

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, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

► Instructional Supports

- At grade 7, as students think deeply about claims, they should be expected to both trace (describe an argument or claim and how it is developed) and evaluate (make a judgment about the author's use of evidence in supporting a claim or argument).
- 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](#)); read through it, discussing and paraphrasing the argument the author makes. Students should analyze the text, justifying the analysis by identifying supporting evidence. Additionally, students should note where claims are not supported by evidence and the effect that omission 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; have students chart the argument and claims in a graphic organizer. Students should list the evidence and reasons that support the claims (see sample notes below). Guide students to evaluate the argument and claims based on the evidence in the passage (e.g. Use steps 1, 2, and 3 in [How to Evaluate the Strength of an Author's Argument](#)). Help them determine whether the reasons and evidence are sufficient and relevant.

Author's Argument:	
Claim:	Evidence:
	Reasons:

- In addition to evaluating the relevance of the evidence, students will also need to determine whether the evidence is sufficient. Has the claim been fully supported? Or does the author leave gaps in the support?

► Clarification

- Carefully select sufficiently complex texts when discussing claims and evidence with students. It may be difficult for students to ascertain the argument, claims, evidence, or reasoning if an argument is weak or largely unsupported.

► Enrichment

- [Analyzing an Argument](#)
- [Reading Argumentative Text](#)
- [Diving Into Rhetorical Analysis](#)
- [Developing Citizenship Through Rhetorical Analysis](#)
- [Evaluating an Argument](#)
- [Evaluating an Argument in The Big Thirst](#)

► Key Terms

argumentative text, claim, credible evidence, evaluate, informational text, reasons, relevant evidence, rhetoric, sound reasoning, sufficient, support

► Resources

- [What is an argument?](#)
- [Evaluating an Argument's Reasoning and Evidence](#)
- [Analyzing Famous Speeches as Arguments](#)
- [Teaching Students to Trace and Evaluate an Argument](#)
- [American Rhetoric Speech Bank](#)
- [Rhetorical Devices Handout](#)

B-C.3.1.2

► Anchor and Eligible Content

Informational Text: Integration of Knowledge and Ideas

B-C.3.1.2 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

► Instructional Supports

- Present students with informational or argumentative passages in which the authors develop the texts through evidence and interpretation of facts. Explain that authors may emphasize different evidence or advance different interpretations of facts based on:
 - ❖ authors' perspectives
 - ❖ authors' biases
 - ❖ author's personal experience
 - ❖ authors' purposes
- Guide students to locate information that helps the authors develop the topic and presentation of key information. Explain to students that they should look for the following elements in each presentation:
 - language and word choice
 - use of visuals
 - perspective/point of view
 - kinds of evidence included
 - evidence omitted
 - emphasis of specific evidence
 - organization of evidence
 - evidence of bias

- While locating the information, discuss how the authors are similar and/or different in their presentation and interpretation of the material. Record similarities and differences on a graphic organizer (e.g., [Venn diagram](#) or [compare and contrast chart](#)). Additionally, students can discuss why authors may have different interpretations of the same or similar evidence.
- Students should practice with several texts, synthesizing the information presented by different authors. Students can make a chart to record the shared key information, with a column to record how each author emphasizes different pieces of evidence. Care should be taken to discuss (or record) where the authors interpret the same or similar facts in different ways. Current events articles from different media outlets are one way to practice this skill in one class period.

► Clarification

- Instruction should go beyond merely identifying the perspective an author has and move toward comparing the differing presentations of key information in different passages. Standard B-C.3.1.2 is about knowledge building, or “reading to learn.”

► Enrichment

- [Analyzing the Author’s Purpose and Technique](#) (a deep dive)

► Key Terms

analyze, argumentative text, bias, compare, contrast, evaluate, evidence, fact, informational text, interpretation, key information, perspective

► Resources

- [Compare/Contrast Authors’ Presentation of Key Information](#)
- [Comparing Two Accounts of the Same Topic Presentation](#)
- [ProCon.org: Pros and Cons of Controversial Issues](#)

B-K.1.1.1

► Anchor and Eligible Content

Informational Text: Key Ideas and Details

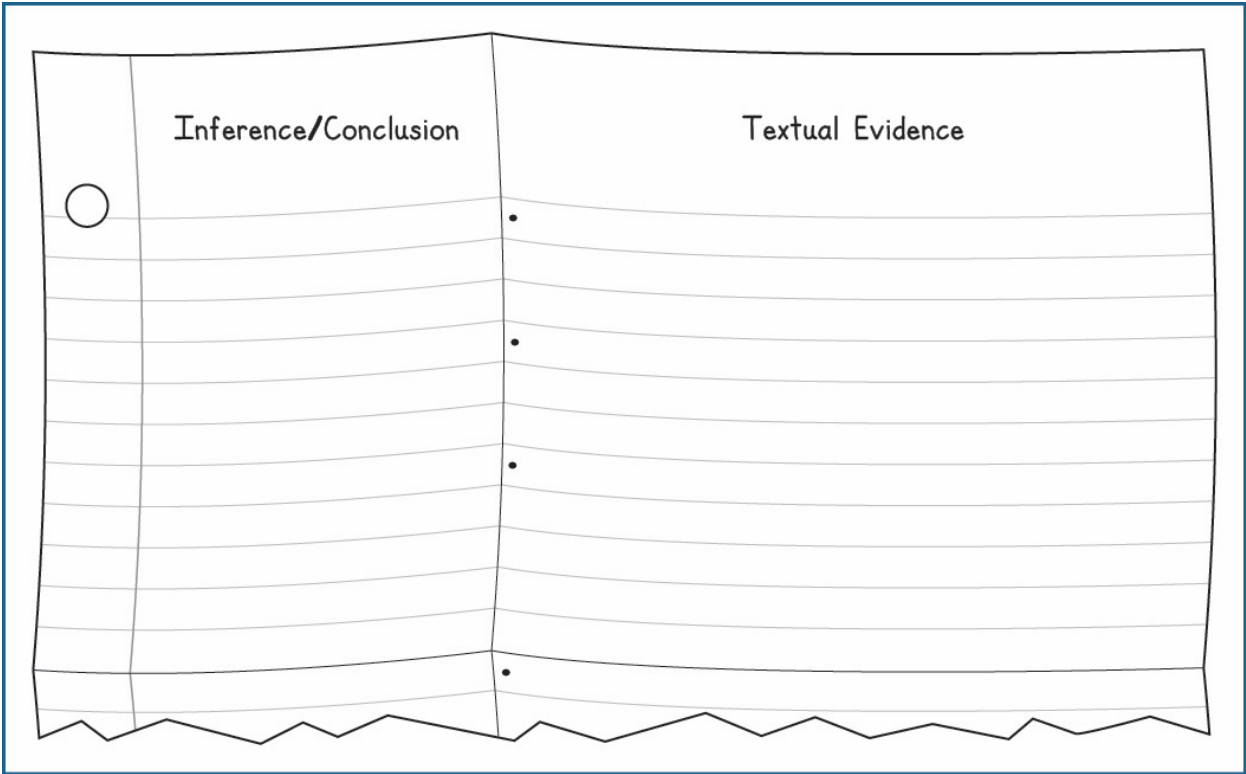
B-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

► Instructional Supports

Analyzing What Text Says Explicitly and Drawing Inferences and Conclusions

- Review how to analyze what a text says explicitly. As a large group, read through a short informational text or excerpt. Identify details and examples that explain what the text says explicitly about the ideas, events, or individuals. Evidence cited must be in support of analysis.
- 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.
- Demonstrate how to select and use several pieces of textual evidence within the passage to support analysis about what a text says explicitly. Guide students to organize information from a text using a [graphic organizer](#) (such as Making Inferences, Drawing Conclusions).
- Transition the lesson into reading longer informational texts. Select excerpts from informational texts or articles that require students to use explicit details to support their inferences and conclusions. Have students practice using a combination of both explicit details, inferences, and conclusions when responding to text-dependent questions.
- Review how to analyze what a text says explicitly. As a large group, read through a short text or excerpt. Identify details and examples that explain what the text says explicitly. Evidence cited must be in support of analysis.
- Alignment with standard B-K.1.1.1 requires supporting answers with explicit details and inferences drawn from the text. The content of the question may come from other reading standards (e.g., standard B-C.3.1.1: Evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims).

- Have students read longer informational texts. Provide students with prompts that may require them 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 several pieces of textual evidence to support inferences and conclusions. Using a structured note-taking method, have students record inferences and conclusions as they read through a text. Each inference and conclusion must be supported with textual evidence; the strength of the evidence may impact the amount of evidence needed.



Inference/Conclusion	Textual Evidence
	•
	•
	•
	•

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 nonfiction, readers can make generalizations about ideas, events, or individuals. 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, person, step, idea, etc. from which a generalization can be made (e.g., It is hard to start a new business.). 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](#)
- [ASCD: Closing in on Close Reading](#)
- [“High 5!” Strategies to Enhance Comprehension of Expository Text](#)
- [Reading Strategies for Informational Texts](#)
- [Six Strategies to Help Students Cite and Explain Evidence](#)
- [Tulane University—Teaching Analysis](#)
- [Text Complexity Rubric: Informational Texts](#)

► **Key Terms**

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

► Resources

- Text-Dependent Question—Graphic Organizer
- R*A*C*E Graphic Organizer for Constructed Response Answers
- Evidence-Based Sentence Starters
- [Generating Text-Dependent Questions](#)
- [100 Text-Dependent Question Stems](#)
- [Citation Hunt](#)
- [Great Books Foundation—Sample Anchor Chart](#)
- [Two-Column Notes Graphic Organizer](#)
- [Quote from Text Tutorial](#)
- [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 central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

► Instructional Supports

Determining Two or More Central Ideas

- Review the concept of central idea. Model the process for determining the central idea using a mentor text. Reinforce the concept that key ideas in a text support the central idea. Discuss the scaffolding of text details up to the central idea, differentiating between key details and supporting (or even insignificant) details.
- Explain that some authors develop more than one central idea in a text. Provide students with a text that develops two or more strongly supported central ideas. Work with students to determine the central ideas and which evidence supports which idea. Have students record each main idea on a [main idea and detail graphic organizer](#).

Providing an Objective Summary

- 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 how to write a summary of the informational text.
- 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 the 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

analyze, central idea, details, development, examples, informational text, objective, summarize, summary

► Resources

- [Graphic Organizers: Main \(Central\) 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 the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).

► Instructional Supports

- Present students with an informational passage that contains well-developed individuals, events, and ideas. Guide students in taking notes to track and describe the key individuals, events, and ideas. Students should analyze the interaction between text elements—the how and why of a text, beyond just recounting the details. The elements (individuals, events, ideas) work together to support and clarify the text.

	Key Individuals	Key Events	Key Ideas
○			

- As students record the key individuals, events, and ideas, begin to point out and encourage students to find interactions among the individuals, events, and ideas. Present students with [questions that analyze relationships](#) between individuals, events, and ideas. Have students answer these questions.
- Remind students that interactions can happen throughout the text and that the text should be examined and analyzed as a whole. Interaction may happen within a paragraph but also may occur in events that take place far apart in the passage.

► Clarifications

- Students should not merely identify individuals, events, and ideas but rather analyze the text to be able to explain the interactions among key individuals, events, and ideas.
- Note: The “e.g.” in the standard (how ideas influence individuals or events, or how individuals influence ideas or events), means “for example” and is not intended as an exhaustive list of means of elaboration.

► Enrichment

- [How to Analyze Nonfiction Texts](#)
- [PBS Learning Media: Connections Between Texts—Maya Lin and Jane Jacobs](#)

► Key Terms

analyze, events, ideas, individuals, influence, informational text, interactions

► Resources

- [Determining Textual Interactions](#)
- [Analyzing Relationships in Informational Texts Presentation](#)

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

- c. 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.
- d. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

► 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 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.

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 them 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**

- [Teaching Domain-Specific Words](#)
- [Tiered Vocabulary: Narrowing Your Instructional Focus](#)
- [The Three Tier Framework](#)
- [Affixes and Root Words: Teacher's Guide](#)

► **Key Terms**

affix, antonym, clarify, context, definition, determine, inference, function, multiple-meaning words, prefix, root, suffix, synonym, technical, vocabulary acquisition

► **Resources**

- [Concept Word Map](#)
- [Solving Word Meanings](#)
- [7 Strategies for Using Context Clues in Reading](#)
- [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](#)
- [Common Content Area Roots and Affixes](#)
- [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.

- a. Interpret figures of speech (e.g., literary and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

► Instructional Supports

Interpret Figures of Speech

- Review the characteristics of figures of speech with students. Introduce and explain the characteristics of literary and mythological allusions (e.g., [Allusion Explained: Definition, Types, and Examples](#)). Explain that literary allusions are references to well-known characters, settings, or events from famous literary works. Explain that mythological allusions are references to characters or events from myths. Provide students with a variety of passages that contain literary and/or mythological allusions. Guide students to use context to interpret the allusions and other figures of speech.
- Give students a different informational text that contains different types 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 synonym/antonym and analogy. Explain that an analogy is a comparison between two usually dissimilar ideas or things. Provide an example of an analogy (e.g., “Life is like a box of chocolates” from the film *Forrest Gump*) and explain the meaning of this analogy. 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 Teach Synonyms](#)

► Key Terms

allusion, analogy, antonym, connotation, denotation, figure of speech, literary allusion, mythological allusion, synonym, vocabulary acquisition, word relationships

► Resources

- [Understanding Literary Allusions Video](#)
- [A Huge List of Famous Allusions](#)
- [10 Popular Mythological Allusions](#)
- [Mythical Allusions](#)
- [Allusion Examples](#)
- [Figurative Language Resource Page](#)

- [Exercises for Connotative Word Usage](#)
- [Positive and Negative Connotations](#)

D.1.1.1–D.1.1.9

► Anchor and Eligible Content

Language: Conventions of Standard English

D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences.

D.1.1.2 Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

D.1.1.3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

D.1.1.4 Recognize and correct inappropriate shifts in pronoun number and person.*

D.1.1.5 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

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D.1.1.8 Correctly use frequently confused words (e.g., *to, too, two; there, their, they're*).*

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- Review with students the concept of phrases and clauses. Provide students with writing samples that contain phrases and clauses that have clear functioning. Discuss with students the function of the phrases and clauses in the sentences. Have students write sentences that contain phrases and clauses. Ask them to explain how the phrases and clauses function.
- Define simple, compound, complex, and compound-complex sentences, and help students identify them in writing. Provide students with short writing exercises in which they write sentences with these different structures.
- Explain the concept of modifiers in writing. Explain the importance of sentence structure and avoiding misplaced and dangling modifiers. Using writing samples, guide students to place modifiers in the sentences. Help them to recognize and correct misplaced and dangling modifiers. As a follow-up to the instruction, students can peer review past assignments, correcting any misplaced or dangling modifiers.

- 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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D.1.1.3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

D.1.1.4 Recognize and correct inappropriate shifts in pronoun number and person.*

D.1.1.5 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

D.1.1.6 Recognize and correct inappropriate shifts in verb tense.*

D.1.1.7 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*

D.1.1.8 Correctly use frequently confused words (e.g., *to, too, two; there, their, they're*).*

D.1.1.9 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 phrases and clauses. Provide students with writing samples that contain phrases and clauses that have clear functioning. Discuss with students the function of the phrases and clauses in the sentences. Have students write sentences that contain phrases and clauses. Ask them to explain how the phrases and clauses function.
- Define simple, compound, complex, and compound-complex sentences, and help students identify them in writing. Provide students with short writing exercises in which they write sentences with these different structures.
- Explain the concept of modifiers in writing. Explain the importance of sentence structure and avoiding misplaced and dangling modifiers. Using writing samples, guide students to place modifiers in the sentences. Help them to recognize and correct misplaced and dangling modifiers. As a follow-up to the instruction, students can peer review past assignments, correcting any misplaced or dangling modifiers.

- 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 students’ own writing, or observation of how authors use the skills (when reading passages for class).

► Enrichment

- [Attending to Grammar](#)
- [Grammar for Writing](#)
- [Teaching Grammar in the 21st Century Classroom](#)
- [Fun Teaching Ideas for Frequently Confused Words](#)

► Key Terms

antecedent, clause, complex sentence, compound-complex sentence, compound sentence, conventions, dangling modifier, fragment, grammar, homophone, language, misplaced modifier, phrase, run-on sentence, vague pronoun, simple sentence, usage, verb tense

► Resources

- [Phrase Examples](#)
- [K12 Reader: Correcting Dangling Modifiers](#)
- [Dangling and Misplaced Modifiers Video](#)
- [Misplaced and Dangling Modifiers Practice](#)
- [Grammatical Person and Pronouns](#)
- [Pronoun Number](#)
- [Vague Pronoun Assessment](#)
- [Run-ons and Comma Splices Presentation](#)
- [Recognizing Fragments Presentation](#)
- [Commonly Confused Words](#)
- [Commonly Confused Words Practice](#)

D.1.1.1–D.1.1.9

► Anchor and Eligible Content

Language: Conventions of Standard English

D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences.

D.1.1.2 Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

D.1.1.3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

D.1.1.4 Recognize and correct inappropriate shifts in pronoun number and person.*

D.1.1.5 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

D.1.1.6 Recognize and correct inappropriate shifts in verb tense.*

D.1.1.7 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*

D.1.1.8 Correctly use frequently confused words (e.g., *to, too, two; there, their, they're*).*

D.1.1.9 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 phrases and clauses. Provide students with writing samples that contain phrases and clauses that have clear functioning. Discuss with students the function of the phrases and clauses in the sentences. Have students write sentences that contain phrases and clauses. Ask them to explain how the phrases and clauses function.
- Define simple, compound, complex, and compound-complex sentences, and help students identify them in writing. Provide students with short writing exercises in which they write sentences with these different structures.
- Explain the concept of modifiers in writing. Explain the importance of sentence structure and avoiding misplaced and dangling modifiers. Using writing samples, guide students to place modifiers in the sentences. Help them to recognize and correct misplaced and dangling modifiers. As a follow-up to the instruction, students can peer review past assignments, correcting any misplaced or dangling modifiers.

- 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 students’ own writing, or observation of how authors use the skills (when reading passages for class).

► Enrichment

- [Attending to Grammar](#)
- [Grammar for Writing](#)
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- [Fun Teaching Ideas for Frequently Confused Words](#)

► Key Terms

antecedent, clause, complex sentence, compound-complex sentence, compound sentence, conventions, dangling modifier, fragment, grammar, homophone, language, misplaced modifier, phrase, run-on sentence, vague pronoun, simple sentence, usage, verb tense

► Resources

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- [Commonly Confused Words](#)
- [Commonly Confused Words Practice](#)

D.1.2.1–D.1.2.4

► Anchor and Eligible Content

Language: Conventions of Standard English

D.1.2.1 Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).

D.1.2.2 Spell correctly.

D.1.2.3 Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.*

D.1.2.4 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 to separate coordinate adjectives. Explain that coordinate adjectives are two or more adjectives that modify the same noun. Explain that adjectives follow a certain order in sentences (i.e., [Adjective Order: DOSA-SCOMP](#)). Explain that a comma is only used to separate words that come from the same category. Provide students with writing samples that include this type of punctuation. Guide students to identify correct and incorrect usage of this type of punctuation. Give students short writing assignments so they can demonstrate the correct use of commas to separate coordinate adjectives.
- 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.
- Help students find and use resources for checking spelling, including word lists, dictionaries, and glossaries.
- 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.

► Clarifications

- Aside from limited use of direct instruction “drills,” aim to incorporate the language standard instruction into longer writing activities, revision of students’ own writing, or observation of how authors use the skills (when reading passages for class).
- Any lessons regarding spelling should be grounded in linguistics and not rote memorization lists. Frequently confused words are usage errors and are addressed by Eligible Content D.1.1.8.; they should not be considered spelling errors.

► Enrichment

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

► Key Terms

comma, conventions, coordinate adjectives, dash, nonrestrictive, parentheses, parenthetical, word list

► Resources

- [Comma Tip Handout](#)
- [Pennsylvania Nonrestrictive Elements Activities](#)
- [Commas to Separate Items in a Series Practice](#)
- [Adjective Order in English](#)
- [Royal Order of Adjectives](#)
- [Adjective Order Presentation](#)
- [Coordinate vs. Cumulative Adjectives](#)

- [Spelling Activities](#)
- [Shared Spelling Strategies Lesson](#)

D.1.2.1–D.1.2.4

► Anchor and Eligible Content

Language: Conventions of Standard English

D.1.2.1 Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).

D.1.2.2 Spell correctly.

D.1.2.3 Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.*

D.1.2.4 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 to separate coordinate adjectives. Explain that coordinate adjectives are two or more adjectives that modify the same noun. Explain that adjectives follow a certain order in sentences (i.e., [Adjective Order: DOSA-SCOMP](#)). Explain that a comma is only used to separate words that come from the same category. Provide students with writing samples that include this type of punctuation. Guide students to identify correct and incorrect usage of this type of punctuation. Give students short writing assignments so they can demonstrate the correct use of commas to separate coordinate adjectives.
- 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.
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D.1.2.1–D.1.2.4

► Anchor and Eligible Content

Language: Conventions of Standard English

D.1.2.1 Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).

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► Instructional Supports

- Instruct students on the correct way to use commas to separate coordinate adjectives. Explain that coordinate adjectives are two or more adjectives that modify the same noun. Explain that adjectives follow a certain order in sentences (i.e., [Adjective Order: DOSA-SCOMP](#)). Explain that a comma is only used to separate words that come from the same category. Provide students with writing samples that include this type of punctuation. Guide students to identify correct and incorrect usage of this type of punctuation. Give students short writing assignments so they can demonstrate the correct use of commas to separate coordinate adjectives.
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D.1.2.1–D.1.2.4

► Anchor and Eligible Content

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D.1.2.3 Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.*

D.1.2.4 Use punctuation to separate items in a series.*

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► Instructional Supports

- Instruct students on the correct way to use commas to separate coordinate adjectives. Explain that coordinate adjectives are two or more adjectives that modify the same noun. Explain that adjectives follow a certain order in sentences (i.e., [Adjective Order: DOSA-SCOMP](#)). Explain that a comma is only used to separate words that come from the same category. Provide students with writing samples that include this type of punctuation. Guide students to identify correct and incorrect usage of this type of punctuation. Give students short writing assignments so they can demonstrate the correct use of commas to separate coordinate adjectives.
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- [Spelling Activities](#)
- [Shared Spelling Strategies Lesson](#)

D.2.1.1–D.2.1.5

► Anchor and Eligible Content

Language: Knowledge of Language

D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style.*

D.2.1.3 Maintain consistency in style and tone.*

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 writing samples that contain redundancy and unnecessary wordiness. Guide students to identify areas of redundancy and to work together to revise the writing to express ideas precisely and concisely. Prompt students to write their own samples and allow students to peer review their writing for areas that could be written more precisely and concisely.
- Review that style and tone in writing should be appropriate for the audience and purpose. Review how word choice, including the connotations of words, affects the tone. 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.
- 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.
- 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 students’ own writing, or observation of how authors use the skills (when reading passages for class).

► Enrichment

- [Writing Style](#)
- [Writing Clearly and Concisely](#) (Although this website is aimed at professional writers, the key points are transferable to the classroom.)

► Key Terms

concise, consistency, conventions, ideas, knowledge, language, listening, precise, reading, redundancy, sentence patterns, speaking, style, tone, wordiness, writing

► Resources

- [Eliminating Words](#)
- [Four Strategies for Teaching Students How to Revise](#)
- [Varying Sentence Structure](#)
- [Sentence Combining Practice](#)
- [Sentence Patterns](#)
- [Pennsylvania Sentence Variety Lesson Plan](#)
- [Style, Diction, Tone and Voice](#)
- [Punctuation for Effect](#)

D.2.1.1–D.2.1.5

► Anchor and Eligible Content

Language: Knowledge of Language

D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style.*

D.2.1.3 Maintain consistency in style and tone.*

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 writing samples that contain redundancy and unnecessary wordiness. Guide students to identify areas of redundancy and to work together to revise the writing to express ideas precisely and concisely. Prompt students to write their own samples and allow students to peer review their writing for areas that could be written more precisely and concisely.
- Review that style and tone in writing should be appropriate for the audience and purpose. Review how word choice, including the connotations of words, affects the tone. 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.
- 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.
- 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 students’ own writing, or observation of how authors use the skills (when reading passages for class).

► Enrichment

- [Writing Style](#)
- [Writing Clearly and Concisely](#) (Although this website is aimed at professional writers, the key points are transferable to the classroom.)

► Key Terms

concise, consistency, conventions, ideas, knowledge, language, listening, precise, reading, redundancy, sentence patterns, speaking, style, tone, wordiness, writing

► Resources

- [Eliminating Words](#)
- [Four Strategies for Teaching Students How to Revise](#)
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D.2.1.1–D.2.1.5

► Anchor and Eligible Content

Language: Knowledge of Language

D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style.*

D.2.1.3 Maintain consistency in style and tone.*

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 writing samples that contain redundancy and unnecessary wordiness. Guide students to identify areas of redundancy and to work together to revise the writing to express ideas precisely and concisely. Prompt students to write their own samples and allow students to peer review their writing for areas that could be written more precisely and concisely.
- Review that style and tone in writing should be appropriate for the audience and purpose. Review how word choice, including the connotations of words, affects the tone. 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.
- 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.
- 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 students’ own writing, or observation of how authors use the skills (when reading passages for class).

► Enrichment

- [Writing Style](#)
- [Writing Clearly and Concisely](#) (Although this website is aimed at professional writers, the key points are transferable to the classroom.)

► Key Terms

concise, consistency, conventions, ideas, knowledge, language, listening, precise, reading, redundancy, sentence patterns, speaking, style, tone, wordiness, writing

► Resources

- [Eliminating Words](#)
- [Four Strategies for Teaching Students How to Revise](#)
- [Varying Sentence Structure](#)
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- [Pennsylvania Sentence Variety Lesson Plan](#)
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D.2.1.1–D.2.1.5

► Anchor and Eligible Content

Language: Knowledge of Language

D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style.*

D.2.1.3 Maintain consistency in style and tone.*

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 writing samples that contain redundancy and unnecessary wordiness. Guide students to identify areas of redundancy and to work together to revise the writing to express ideas precisely and concisely. Prompt students to write their own samples and allow students to peer review their writing for areas that could be written more precisely and concisely.
- Review that style and tone in writing should be appropriate for the audience and purpose. Review how word choice, including the connotations of words, affects the tone. 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.
- 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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- specific nouns
- strong and clear verbs
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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 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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D.2.1.1–D.2.1.5

► Anchor and Eligible Content

Language: Knowledge of Language

D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style.*

D.2.1.3 Maintain consistency in style and tone.*

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.

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