

A-C.2.1.1

► Anchor and Eligible Content

Literature Text: Craft and Structure

A-C.2.1.1 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

► Instructional Supports

- Review the concept of point of view. Provide students with a short story or excerpt; briefly discuss the point of view from which the story is told. Explain how point of view can help the readers understand a character's or characters' feelings, thoughts, and motivations, memories, reasons for their actions, etc. Explain that just as with real people, the perspectives of different characters or narrators are affected by such factors as the following:
 - personal experience
 - cultural heritage
 - gender
 - age
 - religion
 - education
 - geographic location
 - profession
- Help students find evidence in the passage that supports the determination of the point of view. Additionally, students should compare the point of view of the audience (reader) to that of the narrator. Guide students to see how this comparison creates certain effects. For example, using "The Tell-Tale Heart" by Edgar Allan Poe, students can analyze the suspense that builds from the difference between what the narrator knows, what the audience knows, and what the other characters know or do not know (dramatic irony). The result of these differences in point of view creates a sense of suspense.

- Students can read through a short story and take notes (see sample below). Direct students to

Event	What narrator or character knows:	What audience knows:	Result

record differences in what the characters know versus what the reader knows. Guide students to analyze the effect on the text. Explain that the differences in the point of view of characters and readers can create other effects such as conflict, humor, or empathy for a character's situation.

► Clarifications

- Although dramatic irony is called out in this standard, other literary techniques can impact the point of view, such as the “unreliable narrator” (structural irony).
- Point of view is defined 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

- [Point of View Lesson Ideas](#)
- [Understanding Irony Lesson Plan](#)

► Key Terms

analyze, audience, characters, contrast, dramatic irony, humor, literary text, multiple points of view, perspective, reader, suspense

► Resources

- [The Big Bad Wolf: Analyzing Point of View in Texts](#)
- [Point of View: Who Is Telling the Story?](#)
- [Dramatic Irony Examples](#)
- [Literary Techniques: Irony](#)
- [Point of View in Literacy: A Guide for Students and Teachers](#)

A-C.2.1.2

► Anchor and Eligible Content

Literature Text: Craft and Structure

A-C.2.1.2 Compare and contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.

► Instructional Supports

- Remind students of the basic structures of the main genres of literature. Discuss that stories are made of sentences, paragraphs, and chapters. Dramas contain but are not limited to characters, stage directions, acts, scenes, and dialogue. The structure of poetry may include lines, stanzas, rhyme, and meter. Stories, dramas, and narrative poems may have a developed plot and usually have a theme.
- Explain that style in writing is a combination of:
 - word choice
 - syntax
 - use of literary devices
 - purpose
 - author's location, time period, and influences
- Present students with a short story, a drama, and/or a poem (a minimum of two texts). Discuss how the structure of each text helps the reader understand meaning and style within the passage (See [Writing Styles: What is Style in Writing?](#)). Discussion should focus on how a sentence connects to other sentences, how a paragraph connects to other paragraphs, and how the sentences or paragraphs connect to the text as a whole. These elements are tied to the overall structure, but identification of only the structure does not meet the skill of the standard. Have students compare and contrast the structure of the texts, noting how the structure contributes to meaning and/or style. Have students record findings on a [compare and contrast chart](#).

► Clarification

- The content of the standard calls for going beyond basic identification of parts of a text and moving toward analysis of how the structures contribute meaning and style.

► Enrichment

- [NCIEA: Teaching and Assessing Understanding of Text Structures Across Grades](#)

► Key Terms

analyze, compare, contrast, literary text, meaning, structure, style

► Resources

- [Plot Structure: A Literary Elements Mini-Lesson](#)
- [Comparing and Contrasting Literary Text Structures](#)
- [Style: Defining and Exploring an Author's Stylistic Choices Lesson](#) (adapt for grade 8)
- [Defining Style](#)
- [Literary Genres and Subgenres Video](#)
- [What Is Structure in a Poem?](#)
- [Poetry Forms](#)
- [Analysis of the Structure of Poems](#)
- [Poetry Structure and Its Usage in Poems](#)
- [Poetry Structures Presentation](#)
- [Poem Structures: A Comprehensive Guide](#)
- [The Elements of Drama Slide Presentation](#)
- [The Elements of Drama Presentation](#)

A-C.2.1.3

► Anchor and Eligible Content

Literature Text: Craft and Structure

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

► Instructional Supports

Determining How Author Uses Meaning of Figurative Language

- Review the concept of figurative language. Discuss the meanings of metaphor and simile (as introduced in earlier grades), and introduce other forms of figurative language such 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 Impact of Word Choice on Meaning and Tone

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

Analyze Use of Analogies and Allusions

- Remind students that an analogy is a comparison between two different and usually dissimilar items. An allusion is a brief, indirect reference to another object outside of the story. Literary allusions are references to a literary text or character (see [A Huge List of Famous Allusions](#)). Provide examples of literary allusions. Explain to students that both analogies and allusions help authors explain a complex topic in more familiar terms. An analogy usually consists of a longer, more elaborate comparison than a simile or metaphor. Provide examples of analogies used in literary texts (see [What is an Analogy—Definition, Examples in Literature & Film](#)).
- Read a short literary passage that contains an analogy or an allusion. Guide students to discuss the meaning of the analogy or allusion and why the author included it. Have students analyze the effect of the allusion or analogy on meaning and tone.

► 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

- [How to Teach Allusion in Middle School](#)
- [A Step-by-Step Approach to Teaching Mythological Allusions](#)

► Key Terms

allusion, analogy, analyze, connotative meaning, figurative meaning, literal meaning, literary text, tone, word choice

► Resources

- [Figurative Language Handout](#)
- [Literary Devices and Terms](#)
- [Tone and Mood List](#)
- [Connotation Presentation](#)
- [Connotation Examples](#)
- [Allusions: Definition, Explanation, and Examples Presentation](#)
- [Allusion: Definition and Examples](#)
- [13 Analogy Examples in Literature](#)

A-C.3.1.1

► Anchor and Eligible Content

Literature Text: Integration of Knowledge and Ideas

A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.

► Instructional Supports

- Discuss with students the characteristics of myths and traditional stories.
- Provide students with examples of these literary types; discuss the themes that are developed.
- Find short stories or novel excerpts that are modern retellings of traditional stories or myths to present to the class.
- Analyze the literature to determine how themes, patterns of events, and character types in the modern retelling draw on that from the older work. (See [12 Character Archetypes Every Writer Should Know.](#)) Guide students to see how the traditional message or character is made new or refined in a modern setting.

► Clarifications

- This standard requires two texts in which the modern text draws on theme, patterns or events, or character types from the older text (specifically myths and traditional stories).

► Enrichment

- [Elements of Folktales](#)
- [Traditional Literature](#)
- [Modern Greek Mythology Retellings](#)
- [Literary Terms](#) (to facilitate literary analysis)
- [Fairy Tales Through Time](#)
- [University of Pittsburgh Folklore and Mythology Electronic Texts](#)

► Key Terms

character, literary text, modern fiction, myth, pattern of events, theme, traditional story

► Resources

- [Hero's Journey](#)
- [The 12 Archetypes](#)
- [The Hero's Journey: Examples of Each Stage](#)
- [Analyzing Modern Works Practice](#)
- [Audience and Purpose: Evaluating Disney's Changes to the Hercules Myth](#)

A-K.1.1.1

► Anchor and Eligible Content

Literature Text: Key Ideas and Details

A-K.1.1.1 Cite the textual evidence that most strongly supports an 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 support 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. See [Complete Guide to Creating Text-Dependent Questions](#); these questions will help ensure that students incorporate evidence in their responses.
- Demonstrate how to cite textual evidence that most strongly supports an 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). Alignment with the grade 8 standard requires that students use strong support for inferences. As students read a text and record/discuss text-dependent inferences, guide them in strategically selecting the strongest evidence in support of their inferences.
- Transition to independent or small-group work using short stories or novel excerpts that require students to use explicit details to provide support when making inferences. Have students practice using a combination of both explicit details and inferences when responding to text-dependent questions.
- Demonstrate how to cite textual evidence that most strongly supports inferences and conclusions. Using structured note-taking methods, have students record inferences and conclusions as they read through the text. Ask students to weigh the strength of the support

Inference/Conclusion

Textual Evidence

- 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 most strongly 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](#)
- [“Where’s Your Proof?” Teaching Kids to Use Evidence](#)
- [Analysis and Student Performance](#)
- [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, generalizations, 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
- [Graphic Organizers \(including Making Inferences, Drawing Conclusions\)](#)
- [Quote from Text Tutorial](#)
- [Quoting Text Instructional Video](#)
- [Making Generalizations: How Clue Words Can Help Find Patterns](#)

- [Make Generalizations](#)
- [Generalizations Practice](#)
- [Generalizations](#)
- [Making Generalizations in Fiction](#)
- [Text Complexity Rubric: Literary Texts](#)

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, including its relationship to the characters, setting, and plot; 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.
- Choose a short story, drama, or poem 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.
 - 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 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

- Have students practice analyzing the relationship of theme to characters, setting, and plot through a mini-assessment, which may include a written response opportunity for students to practice this skill.
- Provide students with a longer literary text. Guide students to work independently to determine the theme of the text. Use the graphic below for students to model their notes. Each section—theme, connection, textual support—is equally important.

Theme/Central Ideas	Connection to Characters, Setting, and Plot	Evidence from Text

Summarizing Text

- Review that a summary is a brief description of the key events of the text. 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 how to 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.

- Present a different literary text. Have students write an objective summary of the text. Have students engage in peer review of summaries. During peer reviews, challenge students to identify any feelings or opinions represented in their classmates' summaries.

► 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, characters, details, development, examples, literary text, objective summary, plot, relationship, setting, summarize, theme

► Resources

- [How to Write a Theme Statement](#)
- [The Literary Element of Theme](#)
- [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 lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.

► Instructional Supports

- Remind students that both the events of a story and the character dialogue can demonstrate how the story events unfold. Explain to students how dialogue and incidents can propel action, reveal aspects of a character, or provoke a decision by using the anchor chart below.

Anchor Chart: Dialogue and Incidents

Text Element	Lines of Dialogue	Incidents
Propel Action	✓ reveal information ✓ create conflict	✓ act as a catalyst, initiate string of events ✓ mark turning point or change in direction of narrative ✓ resolve conflict
Reveal Aspect of Character	✓ reveal personality traits, background through word choice, tone, and speaking style ✓ reveal emotional states ✓ reveal nature of relationships with others	✓ reveal true nature through choices and reactions ✓ reveal personality through conflict
Provoke a Decision	✓ reveal how characters weigh options	✓ force character to choose between options

	✓ reveal how characters react to situations ✓ reveal changing perspectives/attitudes/beliefs	✓ force character to realize consequences of actions, choices
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- Provide students with a short story, drama, or narrative poem in which the dialogue helps advance the plot and reveals something about the character(s). Demonstrate the function of dialogue within the plot. Have students highlight the dialogue and/or events and annotate in the margin how the element advances the action. Through the analysis of the smaller excerpts of text, students can see the greater impact on the text as a whole.
- Remind students that character traits are developed through details in a story, drama or narrative poem. Using the same passage, have students identify text evidence that develops the characters. Guide students to record details, as they encounter them in the text, about events and dialogue that reveal aspects of character. Of particular importance to this standard are the details demonstrating the interaction of characters and events and how this interaction develops the plot.

Event or Dialogue	Demonstration of Character Development

► Clarification

- Since the standards mentions “story, drama, or poem,” instruction should include different types of narratives, including novels, short stories, novellas, dramas, and narrative poems such as epics, ballads, idylls, and lays.

► Enrichment

- [Elements of Fiction](#)

► Key Terms

action, analyze, character, decision, dialogue, drama, incidents, literary text, poem, propel, plot, provoke, story

► Resources

- [Utilizing Visual Images for Creating and Conveying Setting in Written Text](#)
- [Plot Structure: A Literary Elements Lesson](#)
- [Happily Ever After? Exploring, Character, Conflict, and Plot in Dramatic Tragedy Lesson](#)
(adapt for grade 8)
- [Analyzing Characters Graphic Organizer](#)
- [Plot Diagram](#)
- [Narrative Poems](#)
- [Examples of Narrative Poems](#)
- [Literary Elements Map \(Interactive\)](#)
- [What is Plot?](#)
- [Character Development Handout](#)
- [Elements of Style in Poe](#)

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 or phrases based on grade 8 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., *precede*, *recede*, *secede*).

► Instructional Supports

Using Context to Determine Meaning of Words and Phrases

- Share [types of context clues](#) that can be used to determine the meaning of unknown and multiple-meaning words and phrases. Select or create a text that will allow students to figure out the meanings of unknown words by using different types of context clues, including definition, antonym, synonym, or inference. Model for students how to use these types of clues to determine the meanings of the words in the text. Guide students to look for the overall meaning of a sentence or paragraph and/or a word's position or function in a sentence.
- Lead students through a [context clues tutorial](#) of how to use IDEAS, another method for determining the meaning of an unknown word. IDEAS stands for:

Inference

Definition

Example

Antonym

Synonym

Using a short literary text that contains a word that students would not know, walk students through the use of the IDEAS method, using a think-aloud to model thinking. Emphasize with students that they will probably not find or use all five types of context clues in one text.

Using Affixes and Roots to Determine Meaning of Words and Phrases

- Share a list of [common Greek and Latin roots](#) with students. In addition, share a list of [common Greek and Latin affixes](#) with students. Share a short literary text that contains examples of words with Latin or Greek roots and/or affixes. Have students determine the meanings of these words using their knowledge of roots and affixes. Have students use a dictionary or online vocabulary reference to verify the meanings of words. Have students record the word, root, prefix, suffix, predicted meaning and verified meaning on a graphic organizer like the one below.

Greek and Latin Roots and Affixes

Word	Root	Prefix	Suffix	Predicted Meaning	Verified Meaning

► Clarifications

- The meanings of words and phrases should be assessed in context, not in isolation.

► Enrichment

- [Affixes and Root Words: Teacher's Guide](#)
- [Improve Comprehension: A Word Game Using Root Words and Affixes](#)

► Key Terms

affix, antonym, context, definition, dictionary, glossary, inference, multiple-meaning words, parts of speech, precise meaning, prefix, pronunciation guide, root, suffix, synonym, thesaurus, verify, vocabulary acquisition

► Resources

- [Common Content Area Roots and Affixes](#)
- [Root Words, Suffixes, and Prefixes](#)
- [Solving Word Meanings](#)
- [Word Map Graphic Organizer](#)
- [7 Strategies for Using Context Clues in Reading](#)
- [Solving Word Meaning: Engaging Strategies for Vocabulary Development](#)
- [Flip-a-Chip: Examining Affixes and Roots to Build Vocabulary](#)

A-V.4.1.2

► Anchor and Eligible Content

Literature Text: Vocabulary Acquisition and Use

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

- Interpret figures of speech (e.g., verbal irony, puns) in context.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

► Instructional Supports

Interpret Figures of Speech

- Review the characteristics of figures of speech with students. Introduce and explain the characteristics of verbal irony and puns. Share [examples of everyday verbal irony](#). Share [examples of puns](#), including homophonic puns, homographic puns, and compound puns. Provide students with a variety of passages that contain verbal irony and puns. Guide students to use context to analyze and interpret the verbal irony, puns, and other figures of speech.

Use the Relationship Between Particular Words to Better Understand Each of the Words

- Discuss with students the different types of word relationships that may be found in writing, such as synonym/antonym, cause/effect, part/whole, item/category, and 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

- Review with students the concepts of [connotation](#) and [denotation](#). Provide students with words that have related definitions. While a denotation is the literal meaning of a word, a connotation is an implied feeling or idea that is associated with a word. Words with similar denotations can have very different connotations. Explain to students that many times, words have positive or negative associations. Connotations can represent certain social or cultural meanings as well.

Connotations of words and phrases establish the tone in a piece of writing by eliciting certain emotions in readers. Show how authors intentionally use certain words to elicit particular emotions in readers.

- Share a literary text that has two words with similar denotations but different connotations. Lead a discussion to have students analyze the different connotations of the two words. Discuss how the connotations affect the tone of the literary text.

► Clarification

- Note: the “e.g.” in the standard means “for example” and is not intended as an exhaustive list of figures of speech.

► Enrichment

- [Figurative Language Resource Page](#)

► Key Terms

associations, connotations, definitions, denotations, figurative language, figures of speech, nuances, puns, verbal irony, vocabulary acquisition, word meanings, word relationships

► Resources

- [Literary Devices: Verbal Irony](#)
- [Understanding Irony](#)
- [Examples of Puns for Kids](#)
- [Figurative Language](#)
- [Exercises for Connotative Word Usage](#)
- [Connotative Words: Examples](#)
- [Connotation vs. Denotation: Understanding Word Choice](#)

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 acknowledges and responds to conflicting evidence or viewpoints.

► Instructional Supports

- Review with students that an author's point of view is often described as the perspective attitude that the author has about a topic.

Explain that the viewpoint can be objective or subjective:

- **Objective viewpoint:** Author only includes facts without personal opinions.
- **Subjective viewpoint:** Author includes personal opinions as well as facts.

Read through a short passage with students, then discuss the evidence that supports a particular perspective. Remind students that an author's point of view can be demonstrated in multiple ways—directly, through statements of opinion; indirectly, through actions or arguments presented in a text. Additionally, students should be aware of emotional or biased language and the omission of information, which may be evident in the comparison of texts. (See [How do authors acknowledge and respond to conflicting evidence or viewpoints?](#))

- Discuss author's purpose with students, reviewing with them that authors have various reasons for writing, including persuading, informing, and entertaining. Select an informational text for students to read independently. Ask them to identify several pieces of textual evidence about the author's purpose for writing the selection.
- Provide students with a passage in which the author acknowledges that there may be evidence for a conflicting viewpoint. Discuss the passage with students, pointing to the sentences or paragraphs in which the author acknowledges and responds to the conflicting viewpoint or evidence. Students can continue the exercise by independently locating conflicting viewpoints.

► Clarifications

- Students should not merely identify opposing viewpoints in this standard. Rather, they should analyze how an author acknowledges and responds to perspectives that conflict with the author's own perspective.
- 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

- [Author's Purpose](#)
- [Common Lit: "Why I Refuse to Say I 'Fight' My Disability"](#) (free account required for full access)

► Key Terms

bias, conflicting evidence, conflicting viewpoints, informational text, objective, perspective, point of view, purpose, subjective

► Resources

- [Author's Position Video](#)
- [Conflicting Viewpoints](#)
- [Point of View Lesson Ideas](#)
- [How do authors reveal their point of view?](#)

B-C.2.1.2

► Anchor and Eligible Content

Informational Text: Craft and Structure

B-C.2.1.2 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

► Instructional Supports

- Review with students the common text structures found in informational texts: description/list, cause/effect, problem/solution, comparison/contrast, order/sequence, and proposition/support. As a first step, provide students with short informational texts that represent each of the common text structures, engaging students in a discussion to describe the structure of each passage.
- Once students are comfortable working with various text structures, they need to consider the role of specific paragraphs on the whole text. Guide students to see how particular paragraphs in a passage develop and refine key concepts in the passage. Students may benefit from sentence frames to articulate the development. (See below.)

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 . . .

► Clarification

- This standard involves looking at key concepts in a passage, but instruction should go beyond merely identifying a key concept. Students should analyze and describe how sentences in the passage develop the key concept.

► Enrichment

- [20 Strategies to Teach Text Structure](#)
- [Text Structure Strategies for Improving Expository Reading Comprehension](#)

► Key Terms

development, informational text, key concept, paragraph, refinement, structure

► Resources

- [Text Structures Paragraph Frames](#)
- [Text Structure Resources](#)
- [Teaching and Assessing Understanding of Text Structures Across Grades](#)
- [Text Structures Examples](#)
- [Text Structure Signal Questions & Signal Words](#)
- [Text Structure Sort—Secondary](#)
- [Teaching Text Structures for Nonfiction Reading Video](#)

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 specific word choices on meaning and tone, including analogies or allusions to other texts.

► Instructional Supports

Determining How Author Uses Meaning of Figurative Language

- Review the concept of figurative language. Discuss the meanings of metaphor and simile (as introduced in earlier grades), and introduce other forms of figurative language such hyperbole, idiom, irony, onomatopoeia, oxymoron, personification, and puns. See [Some Types of Figurative Language](#). Prepare a short 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 event, idea, historical figure, 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 text that contains figurative language. Students will work independently or in small groups to repeat the exercise described above to locate figurative language, determine the meaning based on context, and then determine how the

author uses the meaning to suggest something about one or more informational elements.

Have students complete a sentence frame like the one above.

Determining How Author Uses Meaning of Connotative Language

- Explain the difference between denotative meaning and connotative meaning. Provide [examples of denotation](#) and [examples of connotation](#) in language. 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, or reveal a point of view on, an event, idea, historical figure, 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 means condition, whereas *state* used in a technical way means 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 and that authors often use specific words and phrases to develop that tone. Using a list of [Tone and Mood Words](#), read through a short informational passage and guide students to analyze the tone. Create a chart that shows how the words develop tone.

Analyze Use of Analogies and Allusions

- Remind students that an analogy is a comparison between two different and usually dissimilar items. An allusion is a brief, indirect reference to another object outside of an informational text. Explain that allusions may be:
 - historical
 - mythological
 - religious
 - literary
 - popular culture
- Review some common examples of the four types of allusions that students may be familiar with (see [A Huge List of Famous Allusions](#)). Explain to students that both analogies and allusions help authors explain a complex topic in more familiar terms. An analogy is usually comprised of a longer, more elaborate comparison than a simile or metaphor. Provide examples of analogies used in texts (see [What is an Analogy—Definition, Examples in Literature & Film](#)). Additionally, analogies and allusions can make passages more complex and interesting.
- Read a short informational or persuasive passage that contains an analogy or an allusion. Guide students to discuss the meaning of the analogy or allusion and why the author included it. Have students analyze the effect of the allusion or analogy on meaning and tone.
- Discuss the concepts of analogies and allusions to other texts. Explain to students that an analogy in an informational text is a comparison between two different items to give a reader an image. Explain that an allusion is a brief, indirect reference to another object outside of the text. An allusion can reference a person, an event, or another piece of writing. Show a presentation that provides a few examples of allusions ([Allusions Video](#)). Present students with informational or persuasive passages that contain analogies and allusions. Discuss the impact of the analogies and allusions on the passage.

► Clarification

- Pair instruction with vocabulary acquisition strategies as discussed in standards B-V.4.1.1 and B-V.4.1.2.

► Enrichment

- [How to Teach Analogies](#)
- [How to Teach Allusion in Middle School](#)
- [Headlines That Sing: Teaching Students to Use Their Allusions](#)

► Key Terms

allusion, analogy, connotative meaning, context, figurative meaning, informational text, technical meaning, tone, word choice, word study

► Resources

- [Figurative Language Handout](#)
- [Convey Tone with Word Connotations](#)
- [Content Area Vocabulary Learning](#)
- [155 Words to Describe an Author's Tone](#)
- [Tone and Mood List](#)
- [How does word choice impact meaning and tone?](#)
- [ReadWorks Grade 8 Informational Texts](#)
- [American Rhetoric: Online Speech Bank](#)
- [Internet Archive: Audio of 20th Century Speeches](#)

B-C.3.1.1

► Anchor and Eligible Content

Informational Text: Integration of Knowledge and Ideas

B-C.3.1.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

► Instructional Supports

- Review 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). Read through an [argumentative text](#) (e.g., with students, discussing and paraphrasing the argument the author makes.) Explain that in argumentative texts, the three main rhetorical appeals used are logos, pathos, and ethos. Use the anchor chart below to lead a discussion about these three appeals. Provide examples of each appeal and add to the anchor chart.

Anchor Chart: The Three Appeals

Rhetorical Appeal	Features	Examples
logos (appeal to logic)	- appeals to listener's sense of reason and logic - based on speaker's use of facts and statistics - based on speaker's showing how ideas are related in a rational way	According to a government study, 22.5% of high school students in the U.S. worked at part-time jobs.
pathos (appeal to emotion)	- appeals to listener's emotions and feelings - based on speaker's use of personal stories - based on speaker's use of charged language - based on speaker's use of vivid imagery to evoke certain emotions	

ethos (appeal to credibility)	- appeals to listener's ethics - based on speaker's credibility - based on speaker's being an expert in the field - based on speaker's use of reputable sources - based on speaker's presentation of the argument in a fair-minded way - based on speaker's acknowledgment of opposing views	

- Introduce a longer argumentative text (e.g., article, essay, editorial, speech). As students read (or the class discusses), students will analyze a text, identifying claims and counterclaims, justifying the analysis by identifying supporting evidence. Additionally, students will note where claims are not supported by relevant or sufficient evidence and the effect that lack of evidence has on the text.
- Discuss with students that claims in an argumentative passage are stronger if they are supported by reasons and evidence. Read through an argumentative passage, and have students record notes about the argument and claims. 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. Help them determine whether the reasons and evidence are sufficient and relevant.

Author's Argument:	
Claim:	Evidence:
	Reasons:

► Clarifications

- Instruction should go beyond basic identification of an argument. Students should be guided toward analysis and determining support for arguments and claims. Students should move toward evaluation of a text and should be able to determine irrelevant evidence.

► Enrichment

- [Strategy Guide: Developing Evidence-Based Arguments from Texts](#)
- [Pathos, Logos, and Ethos](#)
- [How to Teach Rhetorical Analysis Tutorial](#)

► Key Terms

analyze, argument, argumentative text, assess, claim, counterclaim, delineate, ethos, evaluate, informational text, logos, pathos, relevant evidence, sound reasoning, specific claims, sufficient evidence

► Resources

- [Analyzing an Argument](#)
- [Analyze an Argument](#)
- [What Does It Mean to Make a Claim During an Argument?](#)
- [Incorporating Opposing Viewpoints](#)
- [Rhetorical Analysis Graphic Organizer](#)
- [Rhetorical Devices Handout](#)
- [Analyzing Famous Speeches as Arguments](#) (Adapt for use in grade 8.)
- [ProCon: Articles on Issues](#)
- [My Favorite Speeches for Rhetorical Analysis](#)
- [Developing Evidence-Based Arguments from Texts](#)
- [Delineate and Evaluate Argument: Irrelevant Evidence and Conflicting Viewpoints](#)

- [How to Teach Argumentative Text in 9 Easy Steps](#)
- [What is an argument?](#)

B-C.3.1.2

► Anchor and Eligible Content

Informational Text: Integration of Knowledge and Ideas

B-C.3.1.2 Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.

► Instructional Supports

- Provide students with two texts that contain conflicting information. Guide students initially to identify the details that conflict in the passages. Have students record conflicting information on a [compare and contrast chart](#). Additionally, students should pull what they have learned through reading two or more texts, noting where there is conflicting information.
- Discuss with students how and why the information in the two passages conflicts. Look for evidence in each passage that supports the conflicting information. Discuss with students whether the evidence is reliable. Determine whether the information conflicts because the authors cited different studies or because the authors interpreted facts in different ways.

► Clarifications

- Students should not merely identify conflicting information but should analyze the passages to determine how and why the information conflicts.
- Text selection must demonstrate conflicting information in order to instruct to this standard.

► Enrichment

- [Analyzing Informational Text](#)
- [Developing Evidence-Based Arguments from Texts](#)

► Key Terms

analyze, argumentative text, conflicting information, informational text, interpretation, matters of fact, topic

► Resources

- [ReadWorks](#) (source for paired texts)
- [CommonLit](#) (source for paired texts)
- [Comparing Purposes, Evidence, and Interpretations Across Texts](#)
- [Compare and Contrast Texts on the Same Topic Lesson Plan](#)
- [How to Compare and Contrast Nonfiction Texts Video](#)
- [Evaluating Conflicting Evidence: Sultana](#)
- [Analyzing Conflicting Information Practice](#)

B-K.1.1.1

► Anchor and Eligible Content

Informational Text: Key Ideas and Details

B-K.1.1.1 Cite the textual evidence that most strongly supports an 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 support 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 cite textual evidence that most strongly supports an 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). Alignment with the grade 8 standard requires that students use strong support for inferences. As students read a text and record/discuss text-dependent inferences, guide them in strategically selecting the strongest evidence in support of their inferences.

Transition to independent or small-group work using short stories or novel excerpts that require students to use explicit details to provide support when making inferences. Have students practice using a combination of both explicit details and inferences when responding to text-dependent questions. Demonstrate how to cite textual evidence that most strongly supports inferences and conclusions. Using structured note-taking methods, have students record inferences and conclusions as they read through the text. Ask students to weigh the strength of the support (textual evidence); establish a class convention for noting the strength of the evidence (for example, one star—low,

two stars—medium, three stars—high).

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 the students the generalization that can be made and the textual evidence that most strongly 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**

- [Close Reading and Comprehension Strategies](#)
- [Reading Information-Based Texts](#)
- [Seven Strategies to Teach Students Text Comprehension](#)
- [Ways to Scaffold Finding Text Evidence](#)
- [Scholastic—Using Text Evidence](#)
- [Six Strategies to Help Students Cite and Explain Evidence](#)
- [All Students Can Learn to Use Text Evidence](#)
- [Tulane University—Teaching Analysis](#)

► **Key Terms**

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

► **Resources**

- Text-Dependent Question—Graphic Organizer
- R*A*C*E Graphic Organizer for Constructed Response Answers
- Evidence-Based Sentence Starters
- [Great Books Foundation—Sample Anchor Chart](#)
- [Citation Hunt](#)

- [Two-Column Note-Taking Strategy](#)
- [Power Notes—Graphic Organizer](#)
- [Graphic Organizers \(including Making Inferences, Drawing Conclusions\)](#)
- [Quote from Text Tutorial](#)
- [Quoting Text Instructional Video](#)
- [Making Generalizations: How Clue Words Can Help Find Patterns](#)
- [Make 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 a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

► Instructional Supports

Determining a Central Idea

- Review the concept of central idea, and 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.
Differentiate between key details and supporting (or even insignificant) details. Review with students that a central idea is a sentence that describes what the text is mostly about. Explain that supporting ideas are the more focused ideas that support the central idea. Supporting ideas have a clear and direct connection with the central idea. Supporting ideas are backed up with evidence. Evidence may consist of the following kinds of information:
 - ✓ facts
 - ✓ personal observations, experiences, or anecdotes
 - ✓ statistics
 - ✓ expert opinions
 - ✓ comparisons
 - ✓ examples
 - ✓ illustrations
 - ✓ descriptions
- Explain that the relationship between the central idea and supporting ideas can be expressed with the use of transition words. Explain that transitions include the following:
 - ✓ **sentence-level transitions**: show the relationship between sentences
 - ✓ **paragraph-level transitions**: show the relationship between paragraphs
 - ✓ **section-level transitions**: show the relationship between sections

Share a handout that shows transition words and the relationships they signal (e.g., [Transitional Words and Phrases Showing Relationships](#)).

- Provide students with a different informational text. Guide students to work independently to determine the central idea of the text. Have students record the central idea, the supporting details, and the relationship between the details and the central idea, including textual evidence in a graphic organizer like the one below. Explain that note-taking is an important first step in preparing to write a summary.

Central Idea	Supporting Ideas	Signal Words	Relationship Between Central Idea and Supporting Ideas
	Supporting Idea 1:		
	Supporting Idea 2:		
	Supporting Idea 3:		

Summarizing Text

- Review that a summary is a brief description of the key events of a text. Using a short informational text or an excerpt from a longer text, guide students to choose details that summarize.
- 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.

► [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?](#)

► Key Terms

analyze, central idea, development, informational text, objective, summarize, summary, supporting ideas

► Resources

- [Graphic Organizers: Central idea](#)
- [Reading Information-Based Texts](#)
- [Get the GIST: A Summarizing Strategy for Any Content Area](#)
- [Summarizing](#)
- [Reading Rockets: Summarizing Lesson](#)
- [Scaling Back to Essentials: Scaffolding Summarization with Fishbone Mapping](#)
- [Writing an Objective Summary](#)

B-K.1.1.3

► Anchor and Eligible Content

Informational Text: Key Ideas and Details

B-K.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).

► Instructional Supports

- Present students with an informational passage that contains well-developed individuals, events, and ideas. Organized notes (see example below) help students clearly identify key individuals, events, and ideas. Identification is just the beginning. In the process of taking notes about the text, students should pay attention to the connections between individuals, events, and ideas.

	Key Individuals	Key Events	Key Ideas
○			

- The key to the standard is understanding connections and distinctions. Encourage students to look for and analyze these connections and distinctions. Connections may happen within a paragraph but also may occur in events that take place far apart in the text; remind students to consider connections made in the text as a whole in addition to connections made within smaller parts.
- As a next step, remind the students to dig deeper, looking at *how* the connections are made. Provide students with [examples of analogies](#), which are comparisons of two usually dissimilar items to provide the reader with an image or to explain a concept to the reader.

► Clarifications

- Students should not merely identify individuals, events, and ideas but rather analyze the text to find connections and distinctions among key individuals, events, and ideas.
- Students may require direct instruction (or a refresher) on how to identify and interpret analogies.

► Enrichment

- [Unlock Deeper Understanding with Text Connections](#)

► Key Terms

analogies, analyze, comparisons, connections, categories, distinctions, event, idea, individual, informational text

► Resources

- [Making Textual Connections Video](#)
- [What techniques do authors use to connect ideas?](#)

B-V.4.1.1

► Anchor and Eligible Content

Reading Informational Text: Vocabulary Acquisition and Use

B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- Determine the meaning of technical words and phrases used in a text.

► Instructional Supports

Using Context to Determine Meaning of Words and Phrases

- Share [types of context clues](#) that can be used to determine the meanings of unknown and multiple-meaning words and phrases. Select or create an informational text that will allow students to figure out the meanings of unknown words by using different types of context clues, including definition, antonym, synonym, or inference. Model for students how to use these types of clues to determine the meanings of the words in the text. Guide students to look for the overall meaning of a sentence or paragraph and/or a word's position or function in a sentence.
- Lead students through a [context clues tutorial](#) of how to use IDEAS, a different method for determining the meaning of an unknown word. IDEAS stands for:

Inference

Definition

Example

Antonym

Synonym

Using a short informational text that contains a word that students would not know, walk students through the use of the IDEAS method, using a think-aloud to model thinking.

Emphasize with students that they will probably not find or use all five types of context clues in one text.

Using Affixes and Roots to Determine Meaning of Words and Phrases

- Share a list of [common Greek and Latin roots](#) with students. In addition, share a list of [common Greek and Latin affixes](#) with students. Share a short informational text that contains examples of words with Latin or Greek roots and/or affixes. Have students determine the meanings of these words using their knowledge of roots and affixes. Have students use a dictionary or online vocabulary reference to verify the meanings of words. Have students record the word, root, prefix, suffix, predicted meaning and verified meaning on a graphic organizer like the one below.

Greek and Latin Roots and Affixes

Word	Root	Prefix	Suffix	Predicted Meaning	Verified Meaning

Determining the Meaning of Technical Words and Phrases

- Review the concept of technical vocabulary and discuss how it is different from other types of vocabulary (Tiers 1 and 2). Explain that domain-specific vocabulary includes words that are used within a particular area of study or discipline. For example, *photosynthesis* is a word that is specific to the domain of science. Model for students the use of this precise vocabulary during direct instruction in each content area. Require students to use domain-specific vocabulary in both their oral and written responses.
- Use mentor texts or content materials (science or social studies texts, textbooks, articles) to encourage a class discussion about technical vocabulary. Encourage analysis of the words in context, asking students to consider why particular words were chosen and how they add meaning to the passage.
- Encourage students to make notes of the technical vocabulary they have learned and to use the technical vocabulary in discussions 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 meanings in isolation.

► **Enrichment**

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

► **Key Terms**

academic, affix, antonym, comprehension, context, definition, domain-specific, example, inference, prefix, root, suffix, synonym, technical, vocabulary acquisition, vocabulary knowledge

► **Resources**

- [Content Area Vocabulary Learning](#)
- [Concept Word Map](#)
- [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](#)
- [Improve Comprehension: A Word Game Using Root Words and Affixes](#)

- [Latin and Greek Roots and Affixes Presentation](#)
- [Root Words, Suffixes, and Prefixes](#)
- [Common Content Area Roots and Affixes](#)

B-V.4.1.2

► Anchor and Eligible Content

Reading Informational Text: Vocabulary Acquisition and Use

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

- Interpret figures of speech (e.g., verbal irony, puns) in context.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

► Instructional Supports

Interpret Figures of Speech

- Review the characteristics of figures of speech with students. Introduce and explain the characteristics of verbal irony and puns. Share [examples of everyday verbal irony](#). Share [examples of puns](#), including homophonic puns, homographic puns, and compound puns. Provide students with a variety of passages that contain verbal irony and puns. Guide students to use context to analyze and interpret the verbal irony, puns, and other figures of speech.

Use the Relationship Between Particular Words to Better Understand Each of the Words

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

Distinguish Among Connotations of Words with Similar Denotations

- Review with students the concepts of [connotation](#) and [denotation](#). Provide students with words that have related definitions. While a denotation is the literal meaning of a word, a connotation is an implied feeling or idea that is associated with a word. Words with similar denotations can have very different connotations. Explain to students that many times, words have positive or negative associations. Connotations can represent certain social or cultural meanings as well.

Connotations of words and phrases establish the tone in a piece of writing by eliciting certain emotions in readers. Explain that authors intentionally use certain words to elicit particular emotions in readers.

- Share an informational text that has two words with similar denotations but different connotations. Lead a discussion to have students analyze the different connotations of the two words. Discuss how the connotations affect the tone of the informational text.

► Clarification

- Note: the “e.g.” in the standard means “for example” and is not intended as an exhaustive list of figures of speech.

► Enrichment

- [Literary Devices: Verbal Irony](#)

► Key Terms

associations, connotations, definitions, denotations, figurative language, figures of speech, nuances, puns, verbal irony, vocabulary acquisition, word meanings, word relationships

► Resources

- [Understanding Irony](#)
- [Examples of Puns for Kids](#)
- [Figurative Language Resource Page](#)
- [Figurative Language](#)
- [Exercises for Connotative Word Usage](#)
- [Connotative Words: Examples](#)
- [Connotation vs. Denotation: Understanding Word Choice](#)

D.1.1.1–D.1.1.11

► Anchor and Eligible Content

Conventions of Standard English: Grammar and Usage

D.1.1.1 Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences.

D.1.1.2 Form and use verbs in the active and passive voice.

D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood.*

D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person.*

D.1.1.7 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

D.1.1.8 Recognize and correct inappropriate shifts in verb tense.*

D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*

D.1.1.10 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).*

D.1.1.11 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 concepts of gerunds, participles, and infinitives. Explain their varying functions in sentences. Explain that gerunds function as nouns, participles function as adjectives, and infinitives function as nouns, adjectives, or adverbs. Provide students with writing samples that include gerunds, participles, and infinitives, and have students explain the functions of the gerunds in them. Prompt students to write short paragraphs that include gerunds and to explain the functioning of each gerund.

- Review with students the concepts of active and passive voice. Discuss with students the advantages of using active voice:
 - ✓ Active voice tends to be more concise than passive voice.
 - ✓ Active voice is usually easier to understand than passive voice.
 - ✓ Active voice conveys a stronger, clearer tone than passive voice does.
 - ✓ Active voice is more specific than passive voice.
- Discuss with students when the use of the passive voice is more appropriate:
 - ✓ Passive voice is used to emphasize the action rather than the actor.
 - ✓ Passive voice is used to avoid naming the actor.
 - ✓ Passive voice is used to indicate the actor is unknown.
 - ✓ Passive voice is used to create an unbiased perspective in scientific research.
 - ✓ Passive voice is used to create an authoritative tone.
- Provide writing samples that include both active and passive voice. Encourage students to identify the difference. Guide students to write paragraphs in which they form and use verbs in the active and passive voice.
- Explain the concepts of conditional mood and subjunctive mood. Discuss with the class how different verb moods achieve particular effects. Provide exercises for students to recognize the different moods in writing, and guide students to analyze how the different moods achieve effects. Prompt students to write in different voices and moods. Help them analyze their writing and their peers' writing samples.
- 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 pronouns have clear antecedents.

- 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).

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► **Key Terms**

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D.1.1.1–D.1.1.11

► Anchor and Eligible Content

Conventions of Standard English: Grammar and Usage

D.1.1.1 Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences.

D.1.1.2 Form and use verbs in the active and passive voice.

D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood.*

D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

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D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood.*

D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person.*

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D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*

D.1.1.10 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).*

D.1.1.11 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 concepts of gerunds, participles, and infinitives. Explain their varying functions in sentences. Explain that gerunds function as nouns, participles function as adjectives, and infinitives function as nouns, adjectives, or adverbs. Provide students with writing samples that include gerunds, participles, and infinitives, and have students explain the functions of the gerunds in them. Prompt students to write short paragraphs that include gerunds and to explain the functioning of each gerund.

- Review with students the concepts of active and passive voice. Discuss with students the advantages of using active voice:
 - ✓ Active voice tends to be more concise than passive voice.
 - ✓ Active voice is usually easier to understand than passive voice.
 - ✓ Active voice conveys a stronger, clearer tone than passive voice does.
 - ✓ Active voice is more specific than passive voice.
- Discuss with students when the use of the passive voice is more appropriate:
 - ✓ Passive voice is used to emphasize the action rather than the actor.
 - ✓ Passive voice is used to avoid naming the actor.
 - ✓ Passive voice is used to indicate the actor is unknown.
 - ✓ Passive voice is used to create an unbiased perspective in scientific research.
 - ✓ Passive voice is used to create an authoritative tone.
- Provide writing samples that include both active and passive voice. Encourage students to identify the difference. Guide students to write paragraphs in which they form and use verbs in the active and passive voice.
- Explain the concepts of conditional mood and subjunctive mood. Discuss with the class how different verb moods achieve particular effects. Provide exercises for students to recognize the different moods in writing, and guide students to analyze how the different moods achieve effects. Prompt students to write in different voices and moods. Help them analyze their writing and their peers' writing samples.
- 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 pronouns have clear antecedents.

- 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).

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D.1.1.1–D.1.1.11

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- [Vague Pronoun Assessment](#)
- [Run-ons and Comma Splices Presentation](#)
- [Recognizing Fragments Presentation](#)
- [Commonly Confused Words](#)
- [Commonly Confused Words Practice](#)

D.1.1.1–D.1.1.11

► Anchor and Eligible Content

Conventions of Standard English: Grammar and Usage

D.1.1.1 Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences.

D.1.1.2 Form and use verbs in the active and passive voice.

D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood.*

D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person.*

D.1.1.7 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

D.1.1.8 Recognize and correct inappropriate shifts in verb tense.*

D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*

D.1.1.10 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).*

D.1.1.11 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 concepts of gerunds, participles, and infinitives. Explain their varying functions in sentences. Explain that gerunds function as nouns, participles function as adjectives, and infinitives function as nouns, adjectives, or adverbs. Provide students with writing samples that include gerunds, participles, and infinitives, and have students explain the functions of the gerunds in them. Prompt students to write short paragraphs that include gerunds and to explain the functioning of each gerund.

- Review with students the concepts of active and passive voice. Discuss with students the advantages of using active voice:
 - ✓ Active voice tends to be more concise than passive voice.
 - ✓ Active voice is usually easier to understand than passive voice.
 - ✓ Active voice conveys a stronger, clearer tone than passive voice does.
 - ✓ Active voice is more specific than passive voice.
- Discuss with students when the use of the passive voice is more appropriate:
 - ✓ Passive voice is used to emphasize the action rather than the actor.
 - ✓ Passive voice is used to avoid naming the actor.
 - ✓ Passive voice is used to indicate the actor is unknown.
 - ✓ Passive voice is used to create an unbiased perspective in scientific research.
 - ✓ Passive voice is used to create an authoritative tone.
- Provide writing samples that include both active and passive voice. Encourage students to identify the difference. Guide students to write paragraphs in which they form and use verbs in the active and passive voice.
- Explain the concepts of conditional mood and subjunctive mood. Discuss with the class how different verb moods achieve particular effects. Provide exercises for students to recognize the different moods in writing, and guide students to analyze how the different moods achieve effects. Prompt students to write in different voices and moods. Help them analyze their writing and their peers' writing samples.
- 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 pronouns have clear antecedents.

- 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](#)

- [Active versus Passive Voice](#)
- [Subjunctive Mood](#)

► **Key Terms**

active voice, antecedent, conditional mood, conventions, dangling modifier, fragment, gerund, grammar, homophone, imperative mood, indicative mood, infinitive, interrogative mood, language, misplaced modifier, participle, passive voice, pronoun, run-on sentence, subjunctive mood, usage, vague pronoun, verb form, verb mood, verb use, verbal

► **Resources**

- [Teaching Grammar: Verbals Presentation](#)
- [Advanced English Grammar: The Subjunctive Mood](#)
- [Vignette: Teaching the Passive Voice](#)
- [Choosing the Best Verb: An Active and Passive Voice Mini-lesson](#)
- [Active vs. Passive Voice](#)
- [Active and Passive Voice Practice](#)
- [Phrase Examples](#)
- [Correcting Dangling Modifiers](#)
- [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.1.2.1–D.1.2.5

► Anchor and Eligible Content

Conventions of Standard English: Capitalization, Punctuation, and Spelling

D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.

D.1.2.2 Use an ellipsis to indicate an omission.

D.1.2.3 Spell correctly.

D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.*

D.1.2.5 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, ellipses, and dashes to indicate a pause or break. Explain that the em dash is used to show a pause; distinguish the em dash from the en dash and the hyphen (e.g., [Ellipses and Dashes: How to Use Popular Pauses](#)). Provide students with writing samples that include this type of punctuation. Give students the opportunity to identify correct and incorrect usage of this type of punctuation. Give students short writing assignments so that they can demonstrate the correct use of commas, ellipses, and dashes to indicate a pause or break.
- Explain that commas are used to separate three or more items in a series. Explain that a series is a group of three or more items having the same function and form in a sentence. Provide [examples of using commas with items in a series](#). Provide unpunctuated sentences that need commas added to separate items in a series, making sure to include series of more than three items and series of phrases as well as single words or names. (E.g., I enjoy going to the library borrowing several books settling into a cozy chair and reading until it is time for dinner.)
- 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.

► 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 standard D.1.1.10; they should not be considered spelling errors.

► Enrichment

- [Attending to Grammar](#)
- [Assessing Grammar Skills and Language Convention Skills](#)
- [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, dash, dictionaries, ellipsis, glossaries, nonrestrictive, omission, parentheses, series, word lists

► Resources

- [Ellipsis Video](#)
- [Dashes Video](#)
- [The Dash as Punctuation: Interruptions](#)

- [Dot, Dot, Dot: The Ellipsis](#)
- [Commas to Separate Items in a Series Practice](#)
- [Guide to English Spelling Rules](#)
- [Effective Spelling Strategies](#)
- [Top Spelling Rules](#)
- [Spelling Activities](#)
- [Shared Spelling Strategies Lesson](#)

D.1.2.1–D.1.2.5

► Anchor and Eligible Content

Conventions of Standard English: Capitalization, Punctuation, and Spelling

D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.

D.1.2.2 Use an ellipsis to indicate an omission.

D.1.2.3 Spell correctly.

D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.*

D.1.2.5 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, ellipses, and dashes to indicate a pause or break. Explain that the em dash is used to show a pause; distinguish the em dash from the en dash and the hyphen (e.g., [Ellipses and Dashes: How to Use Popular Pauses](#)). Provide students with writing samples that include this type of punctuation. Give students the opportunity to identify correct and incorrect usage of this type of punctuation. Give students short writing assignments so that they can demonstrate the correct use of commas, ellipses, and dashes to indicate a pause or break.
- Explain that commas are used to separate three or more items in a series. Explain that a series is a group of three or more items having the same function and form in a sentence. Provide [examples of using commas with items in a series](#). Provide unpunctuated sentences that need commas added to separate items in a series, making sure to include series of more than three items and series of phrases as well as single words or names. (E.g., I enjoy going to the library borrowing several books settling into a cozy chair and reading until it is time for dinner.)
- 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.

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D.1.2.1–D.1.2.5

► Anchor and Eligible Content

Conventions of Standard English: Capitalization, Punctuation, and Spelling

D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.

D.1.2.2 Use an ellipsis to indicate an omission.

D.1.2.3 Spell correctly.

D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.*

D.1.2.5 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, ellipses, and dashes to indicate a pause or break. Explain that the em dash is used to show a pause; distinguish the em dash from the en dash and the hyphen (e.g., [Ellipses and Dashes: How to Use Popular Pauses](#)). Provide students with writing samples that include this type of punctuation. Give students the opportunity to identify correct and incorrect usage of this type of punctuation. Give students short writing assignments so that they can demonstrate the correct use of commas, ellipses, and dashes to indicate a pause or break.
- Explain that commas are used to separate three or more items in a series. Explain that a series is a group of three or more items having the same function and form in a sentence. Provide [examples of using commas with items in a series](#). Provide unpunctuated sentences that need commas added to separate items in a series, making sure to include series of more than three items and series of phrases as well as single words or names. (E.g., I enjoy going to the library borrowing several books settling into a cozy chair and reading until it is time for dinner.)
- 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.

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- Aside from limited use of direct instruction “drills,” aim to incorporate the language standard instruction into longer writing activities, revision of students’ own writing, or observation of how authors use the skills (when reading passages for class).
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D.1.2.1–D.1.2.5

► Anchor and Eligible Content

Conventions of Standard English: Capitalization, Punctuation, and Spelling

D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.

D.1.2.2 Use an ellipsis to indicate an omission.

D.1.2.3 Spell correctly.

D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.*

D.1.2.5 Use punctuation to separate items in a series.*

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► Instructional Supports

- Instruct students on the correct way to use commas, ellipses, and dashes to indicate a pause or break. Explain that the em dash is used to show a pause; distinguish the em dash from the en dash and the hyphen (e.g., [Ellipses and Dashes: How to Use Popular Pauses](#)). Provide students with writing samples that include this type of punctuation. Give students the opportunity to identify correct and incorrect usage of this type of punctuation. Give students short writing assignments so that they can demonstrate the correct use of commas, ellipses, and dashes to indicate a pause or break.
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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.

► 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).
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D.1.2.1–D.1.2.5

► Anchor and Eligible Content

Conventions of Standard English: Capitalization, Punctuation, and Spelling

D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.

D.1.2.2 Use an ellipsis to indicate an omission.

D.1.2.3 Spell correctly.

D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.*

D.1.2.5 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, ellipses, and dashes to indicate a pause or break. Explain that the em dash is used to show a pause; distinguish the em dash from the en dash and the hyphen (e.g., [Ellipses and Dashes: How to Use Popular Pauses](#)). Provide students with writing samples that include this type of punctuation. Give students the opportunity to identify correct and incorrect usage of this type of punctuation. Give students short writing assignments so that they can demonstrate the correct use of commas, ellipses, and dashes to indicate a pause or break.
- Explain that commas are used to separate three or more items in a series. Explain that a series is a group of three or more items having the same function and form in a sentence. Provide [examples of using commas with items in a series](#). Provide unpunctuated sentences that need commas added to separate items in a series, making sure to include series of more than three items and series of phrases as well as single words or names. (E.g., I enjoy going to the library borrowing several books settling into a cozy chair and reading until it is time for dinner.)
- 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.

► 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 standard D.1.1.10; they should not be considered spelling errors.

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D.2.1.1–D.2.1.6

► Anchor and Eligible Content

Knowledge of Language

D.2.1.1 Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact).

D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style.*

D.2.1.4 Maintain consistency in style and tone.*

D.2.1.5 Choose punctuation for effect.*

D.2.1.6 Choose words and phrases for effect.*

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

► Instructional Supports

- Explain the concepts of voice and mood in writing. Provide writing samples that contain both active and passive voice. Guide students to see the difference, and model how a writer changes passive voice to active voice.
- Explain the concepts of conditional mood and subjunctive mood. Discuss with the class how different verb moods achieve particular effects. Provide exercises for students to recognize the different moods in writing, and guide students to analyze how the different moods achieve effects. Prompt students to write in different voices and moods. Help them analyze their writing and their peers' writing samples.
- 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
- Provide examples of specific nouns (e.g., [Replacing General Nouns with Specific Nouns](#)), strong verbs (e.g., [Strong Verbs Examples](#)), and vivid adjectives (e.g., [Descriptive Adjectives](#)) and adverbs (e.g., [Vivid Adverbs](#)). Explain to students that domain-specific vocabulary words are often precise and should be used when appropriate 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

- [Active versus Passive Voice](#)
- [Passive Voice: When to Use it and When to Avoid It](#)
- [Subjunctive Mood](#)
- [Writing Style](#)
- [Writing Clearly and Concisely](#) (Although this website is aimed at professional writers, the key points are transferable to the classroom.)

► Key Terms

active voice, conditional mood, conventions, effects, knowledge, language, passive voice, subjunctive mood, verbs

► Resources

- [Active and Passive Voice Practice](#)
- [Advanced English Grammar: The Subjunctive Mood](#)
- [Eliminating Words](#)
- [Four Strategies for Teaching Students How to Revise](#)
- [Varying Sentence Structure](#)
- [Sentence Combining](#)
- [Sentence Combining Practice](#)
- [Sentence Patterns](#)
- [Style, Diction, Tone and Voice](#)
- [Improving Word Choices](#)
- [Punctuation for Effect](#)
- [Every Punctuation Mark Matters: A Minilesson on Semicolons](#)

D.2.1.1–D.2.1.6

► Anchor and Eligible Content

Knowledge of Language

D.2.1.1 Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact).

D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style.*

D.2.1.4 Maintain consistency in style and tone.*

D.2.1.5 Choose punctuation for effect.*

D.2.1.6 Choose words and phrases for effect.*

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

► Instructional Supports

- Explain the concepts of voice and mood in writing. Provide writing samples that contain both active and passive voice. Guide students to see the difference, and model how a writer changes passive voice to active voice.
- Explain the concepts of conditional mood and subjunctive mood. Discuss with the class how different verb moods achieve particular effects. Provide exercises for students to recognize the different moods in writing, and guide students to analyze how the different moods achieve effects. Prompt students to write in different voices and moods. Help them analyze their writing and their peers' writing samples.
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- 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.2.1.6

► Anchor and Eligible Content

Knowledge of Language

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D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style.*

D.2.1.4 Maintain consistency in style and tone.*

D.2.1.5 Choose punctuation for effect.*

D.2.1.6 Choose words and phrases for effect.*

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

► Instructional Supports

- Explain the concepts of voice and mood in writing. Provide writing samples that contain both active and passive voice. Guide students to see the difference, and model how a writer changes passive voice to active voice.
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D.2.1.1–D.2.1.6

► Anchor and Eligible Content

Knowledge of Language

D.2.1.1 Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact).

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D.2.1.4 Maintain consistency in style and tone.*

D.2.1.5 Choose punctuation for effect.*

D.2.1.6 Choose words and phrases for effect.*

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