

L.F.1.1.1

► Anchor and Eligible Content

Fiction Text—Reading for Meaning

L.F.1.1.1 Identify and/or analyze the author’s intended purpose of a text.

► Instructional Supports

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

Purpose of Fiction Texts

The purpose of fiction texts can be to help the reader . . .
❖ empathize with other people’s perspectives/feelings/experiences ❖ understand how individuals/cultures/ideals change ❖ understand historical contexts ❖ understand particular cultural knowledge ❖ understand/challenge social norms ❖ reflect on personal traits/ideas ❖ reflect on issues of social justice ❖ cope with personal and societal challenges ❖ recommend specific ways to conduct one’s life ❖ escape reality ❖ experience certain emotions ❖ comprehend the context of certain life events ❖ understand human similarities in our universal feelings ❖ understand important life lessons ❖ understand abstract thoughts through language ❖ deal with important issues ❖ ask and answer questions about life ❖ explore different lives and situations ❖ connect to others ❖ understand commentaries on society ❖ be inspired to take a certain action/gain a new perspective

The purpose of fiction texts can be to help the reader . . .

- | |
|---|
| <ul style="list-style-type: none"> ❖ ponder life's complexities_____ ❖ begin discussions about aspects of life ❖ _____ |
|---|

- Share a fiction text with students and lead a discussion about the possible intended purpose of the text. Discuss how the purpose is conveyed in the text. Explain that word choice, language, tone, and techniques specific to the genre are often connected to the purpose.
- Explain to students that by analyzing the purpose of a fiction text, the reader can determine the theme(s) of that text. In addition, explain how readers can evaluate how effective the text is in achieving the author's intended purpose. There are several elements that readers can examine to help determine the author's purpose and then analyze to determine how an author achieved that purpose.
 - ❖ connotations of word choices
 - ❖ tone
 - ❖ narrative structure
 - ❖ genre techniques
 - ❖ target audience
 - ❖ historical context (including social, cultural, and political aspects)
 - ❖ other: _____

► Clarification

- The purpose of fiction texts should be taught as beyond "to entertain." Most often, fiction texts can have more than one intended purpose.

► Enrichment

- [Why Study Literature](#)
- [Purposes of Texts](#)
- [The Purpose of Poetry](#)

- [Poetry Foundation: The Purpose of Poetry](#)
- [Why is Poetry Important?](#)
- [Author's Purpose Examples and Types](#)
- [What is the role of literature?](#)

► **Key Terms**

analyze, fiction text, identify, narrator, purpose, speaker

► **Resources**

- [Understanding the Author's Intent](#)
- [Author's Purpose Analysis Pyramid](#)

L.F.1.1.2

► Anchor and Eligible Content

Fiction Text—Reading for Meaning

L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.

► Instructional Supports

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

Purpose of Fiction Texts

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

- Share a fiction text with students and lead a discussion about the purpose of the text. Discuss how the purpose is conveyed in the text. Explain that word choice, tone, point of view, and theme are often connected to the purpose. Show how to use textual evidence to conclude the purpose. Uses [sentence starts for citing textual evidence](#) that helps to convey

the purpose. Record examples from the text that indicate purpose on an [author's purpose chart](#).

- Explain that there are several elements that readers can examine to help determine the author's purpose and then analyze to determine how an author achieved that purpose.
 - ❖ connotations of word choices
 - ❖ tone
 - ❖ narrative structure
 - ❖ genre techniques
 - ❖ target audience
 - ❖ historical context (including social, cultural, and political aspects)
 - ❖ other: _____
- Share a fiction text that may have more than one purpose. Lead a discussion to analyze the elements shown in the list above, finding textual evidence for those that are most prominent. Then, discuss how those elements contribute to the purpose. Have students record textual evidence and analysis of how that element contributes to the intended purpose in a graphic organizer like the one shown.

Element	Textual Evidence	How Element Contributes to Intended Purpose
Connotations of Word Choice		
Tone		
Narrative Structure		
Genre Techniques		
Target Audience		
Historical Context		
Other: _____		

► Clarifications

- Purpose of fiction texts should be taught as beyond merely “to entertain.” Most often, fiction texts can have more than one intended purpose.
- With this standard, the focus is on “explaining, describing, and/analyzing” examples of textual evidence that support the author’s purpose.

► Enrichment

[Reading and Writing to Analyze](#)

- [10 Tips for Scaffolding Literary Analysis](#)
- [Teaching Literary Analysis](#)
- [Teaching Students to Analyze Text](#)

► Key Terms

analyze, describe, examples, explain, fiction text, literary devices, purpose

► Resources

- [Sentence Starters For Citing Textual Evidence](#)
- [Determining Author’s Purpose Textual Evidence](#)
- [Six Strategies to Help Students Cite and Explain Evidence](#)
- [Quote from Text Tutorial](#)
- [Quoting Text Instructional Video](#)
- [Citing Evidence in Literary Analysis](#)

L.F.1.1.3

► Anchor and Eligible Content

Fiction Text—Reading for Meaning

L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.

► Instructional Supports

- Review the elements of fiction (see [Elements of Fiction](#)), which include:
 - ✓ setting
 - ✓ plot
 - ✓ conflict
 - ✓ characters
 - ✓ theme
 - ✓ dialogue
 - ✓ point of view

Review common literary techniques (devices) that are used in fiction texts (see [Common Literary Devices](#)).

- Share a grade-appropriate fiction text that includes elements of fiction and several literary techniques with students. Lead a discussion to have students identify elements of fiction and literary devices that are used. Then, lead a discussion to interpret the meanings of the literary devices/techniques used. Have students record the meanings of the literary devices used in the text in a graphic organizer like the one shown.

Example of Literary Technique/Device	Type of Literary Technique/Device	Interpretation of Literary Technique/Device
<u>Example:</u> “Her laughter was like music to my ears.”	<u>Example:</u> simile	<u>Example:</u> Her laughter had a pleasant sound. The listener enjoyed the person’s laughter.

- Using the same text from the previous activity, students analyze how the author uses elements of fiction and literary techniques/devices to communicate an idea or concept. Direct students to identify textual evidence that supports how those elements of fiction and literary techniques/devices communicate an idea or concept. With students, complete a graphic organizer like the one shown. A sentence starter is included as an example.

Element of Fiction	Textual Evidence	Analysis of How Element of Fiction Communicates an Idea	Literary Technique (Device)	Textual Evidence	Analysis of How Literary Technique Communicates an Idea
<u>Example:</u> setting		<u>Example:</u> The ____ setting is used to create a/an ____ tone.			

- Explain to students that to evaluate means to assess how effectively authors use techniques and elements of fiction to communicate an idea or concept. Using the fiction text used in the previous activity, have students now evaluate how effective the author’s use of elements of fiction and literary techniques/devices is in communicating an idea, citing textual evidence. Have students record their evaluation in a graphic organizer like the one shown.

Element of Fiction	Textual Evidence	Evaluation of How Element of Fiction Communicates an Idea	Literary Technique (Device)	Textual Evidence	Evaluation of How Literary Technique Communicates an Idea
			Example: imagery		Example: The imagery is effective since it helps convey the theme of _____.

► Clarification

- Students must go beyond merely identifying elements of fiction/literary devices. The standard expects students to interpret, analyze, and evaluate how those elements/devices communicate an idea or concept.

► Enrichment

- [Elements of Fiction](#)
- [30 Literary Devices Every High Schooler Needs to Know](#)
- [Happily Ever After? Exploring, Character, Conflict, and Plot in Dramatic Tragedy Lesson](#)

► Key Terms

analyze, characters, conflict, dialogue, evaluate, fiction, interpret, literary elements, plot, point of view, setting, theme

► Resources

- [Five Elements of Fiction](#)
- [Lesson Idea: Plot Diagram Sequencing](#)
- [Plot Diagram](#)
- [Narrative Poems](#)
- [Narrative Poetry Unit](#)
- [Examples of Narrative Poems](#)
- [Literary Elements Map \(Interactive\)](#)
- [What is Plot?](#)
- [Analyzing Characters Graphic Organizer](#)
- [Character Development Handout](#)
- [Figurative Language Handout](#)
- [Literary Devices and Terms](#)
- [Tone and Mood List](#)

L.F.1.2.1

► Anchor and Eligible Content

Fiction Text—Reading for Meaning

L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.

► Instructional Supports

- Share [types of context clues](#) that can be used to determine the meanings of unknown and multiple-meaning words and phrases. Select or create a fiction 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. Specifically, model for students how to use synonyms and antonyms to determine the meanings of the words in the fiction text.
- 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 fiction 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.

Explain to students that they most likely will not find or use all five types of context clues in one text.

- Explain that words (synonyms and antonyms) can be interchanged in a sentence and have the same meaning. Provide two sentences with grade-appropriate words that are synonyms. Point out how the words are synonyms. Provide two sentences with grade-appropriate words that are antonyms. Point out how the words are antonyms.

- Have students locate grade-appropriate words in fiction texts and then identify synonyms and/or antonyms for those words.

► **Clarification**

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

► **Enrichment**

- [Using Antonyms and Synonyms as Context Clues](#)
- [Using Context Clues](#)

► **Key Terms**

antonym, context clues, fiction text, synonym

► **Resources**

- [Word Matrix Tool](#)
- [Solving Word Meanings](#)
- [Word Map Graphic Organizer](#)
- [7 Strategies for Using Context Clues in Reading](#)
- [Solving Word Meaning: Engaging Strategies for Vocabulary Development](#)
- [What are synonyms and antonyms?](#)
- [Synonym and Antonym Graphic Organizer](#)

L.F.1.2.2

► Anchor and Eligible Content

Fiction Text—Reading for Meaning

L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.

► Instructional Supports

- Review that prefixes are placed at the beginning of base words, while suffixes are placed at the end of base words. Explain that prefixes and suffixes both change the meanings of words. Explain that there are two types of suffixes:
 - ✓ inflectional: used for grammatical purposes
 - ✓ derivational: used to change word types

Share common inflectional and derivational suffixes along with examples of each (see [Suffixes: Types and Examples](#)).

Explain that prefixes are often classified by their meanings:

- ✓ negation/opposition (e.g., un-, dis-, il-, im-, in, a-)
 - ✓ time (e.g., pre-, post-, after-)
 - ✓ position/location (e.g., sub-, inter-, circum-, trans-)
 - ✓ quantity (e.g., uni-, bi-, tri-, multi)
 - ✓ degree/manner (e.g., over-, under, -mis-, hyper-)
- Share common prefixes from each category along with examples (see [Prefix Type and Meanings](#)).
 - Share a list of [common Greek and Latin affixes](#) with students. Share a short fiction text that contains examples of words with different affixes. Have students determine the meanings of these words using their knowledge of affixes. Have students use a dictionary or online vocabulary reference to verify the meanings of words. Have students record word, root, prefix, suffix, predicted meaning, and verified meaning on a graphic organizer like the one shown.

Words with Affixes

Word	Prefix	Suffix	Predicted Meaning	Verified Meaning

► Clarification

- The meanings of words with affixes 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](#) (adapt for high school)

► Key Terms

affix, fiction text, identify, prefix, suffix

► Resources

- [Common Content Area Roots and Affixes](#)
- [What are affixes?](#)
- [Affixes: Definition and Examples](#)
- [Common Prefixes and Suffixes](#)
- [Prefix, Root Word, and Suffix Study Sheet](#)
- [Root Words, Suffixes, and Prefixes](#)
- [List of Morphemes: Suffixes, Prefixes, Roots](#)
- [What Are Prefixes in English? Definition and Examples](#)
- [Make-a-Word Chart](#)
- [Flip-a-Chip: Examining Affixes and Roots to Build Vocabulary](#) (adapt for high school)

L.F.1.2.3

► Anchor and Eligible Content

Fiction Text—Reading for Meaning

L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

► Instructional Supports

- Share [types of context clues](#) that can be used to determine the meanings 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/explanation

Example

Antonym

Synonym

Using a short, grade-appropriate fiction 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. Explain to students that they most likely will not find or use all five types of context clues in one text. Have students record the unfamiliar or multiple-meaning word, type of context clue with citation, and word meaning in a [context clues graphic organizer](#).

► Clarification

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

► **Enrichment**

- [Teaching Context Clues in Secondary ELA](#)
- [Context Clues for Secondary Students](#)
- [Reading Comprehension: 8 Types of Context Clues to Be a Better Reader](#)

► **Key Terms**

antonym, context clues, definition, example, inference, multiple-meaning words, synonym, vocabulary acquisition

► **Resources**

- [Vocabulary Boxes Graphic Organizer](#)
- [Vocab Cards](#)
- [Context Clues Exercises for Secondary Level](#)
- [Using Context Clues to Figure Out New Words](#)
- [7 Strategies for Using Context Clues in Reading](#)
- [Solving Word Meaning: Engaging Strategies for Vocabulary Development](#) (adapt for high school)

L.F.1.2.4

► Anchor and Eligible Content

Fiction Text—Reading for Meaning

L.F.1.2.4 Draw conclusions about connotations of words.

► Instructional Supports

- 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. Some words also may have neutral connotations. Provide examples of words with positive, negative, and neutral connotations (see [connotation examples](#)). Have students work with others or independently to add to this chart. Here is a sample.

Anchor Chart: Connotations of Words

Positive	Neutral	Negative
<u>Example</u> : aroma	<u>Example</u> : smell	<u>Example</u> : stench

- Once students have identified positive, neutral, and negative connotations for words with similar denotations, have them draw conclusions about the emotion elicited by different words. Using the words from the previous activity, use each in a sentence to provide context. Explain how each elicits a different emotion in the reader. Have students work with others or independently to add to the chart shown.

Anchor Chart: Emotions Elicited by Words with Different Connotations

Connotation	Word	Word in Context	Emotion Elicited by Word
positive	picky	Brad is very <u>picky</u> about what he eats.	disapproval
negative	selective	Chelsea is <u>selective</u> in her friends.	respect

- Explain that authors use connotative language in fiction for many reasons:
 - to establish tone and mood
 - to reveal a character's traits, feelings, motivations
 - to create vivid descriptions
 - to add to figurative language
 - to convey layers of meaning

Explain that connotations can represent certain social or cultural meanings as well.

Discuss and show how a person's culture, background, or social group can influence the conclusion a reader may draw about the connotations of words. Connotations of words and phrases establish the tone in a piece of writing by eliciting certain emotions in readers.

- Share a fiction text that has words with positive and/or negative connotations. Lead a discussion to have students analyze the connotations of the words. Discuss how the connotations affect the tone, mood, and characterization of the fiction text. Have students use textual evidence to support their conclusions about the connotation of words. Have students complete a graphic organizer like the one shown.

Word in Context	Connotative Meaning	Connotation	Connotative Meaning	Emotion Elicited by Word	How Word Affects Fiction Text

► Clarification

- Students should use textual evidence to draw conclusions about the connotations of words in the context of reading fiction texts.

► Enrichment

- [Using Anchor Charts in Middle and High School: Why and How](#)
- [Examples and How to Use Connotation](#)
- [Positive and Negative Connotation: Definitions and Examples](#)
- [Choose, Select, Opt, or Settle: Exploring Word Choice in Poetry Lesson](#)
- [Avalanche, Aztek, or Bravada? A Connotation Minilesson](#)
- [Connotation, Character, and Color Imagery in *The Great Gatsby* Lesson](#)

► Key Terms

- conclusion, connotation, denotation, negative, neutral, positive

► Resources

- [Connotation Tutorial Video](#)
- [Connotative Words: Examples](#)
- [Connotation and Denotation Practice](#)
- [Connotation vs. Denotation: Understanding Word Choice](#)
- [Exercises for Connotative Word Usage](#)
- [Connotative Words: 99 Examples and Definitions](#)

L.F.1.3.1

► Anchor and Eligible Content

Fiction Text—Reading for Meaning

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

► Instructional Supports

- Explain that in fiction, the main idea is what the text is mostly about. It usually includes relevant key details as well. Model the process for determining the main idea using a mentor fictional text. Show how relevant details support the main idea. Explain that the main idea consists of one or two sentences that state what the text or part of the text (e.g., paragraph, stanza, scene) is about. Explain that the main idea statement can contain the following components:
 - main character
 - problem/conflict
 - key events of plot (relevant details)
 - resolution

Show students how to use sentence frames like the one shown to express the main idea.

Sentence Frames: Main Idea

In the text, [insert main character's name] [insert problem/conflict]. [Insert key events of plot], which lead to the resolution in which [insert resolution].

- Provide students with a different fictional text. Guide students to work independently to read the text and, using the components above, write a main idea statement in one or two sentences.
- Provide students with a part of a fictional text, such as a chapter, paragraph, stanza, or scene. Have students write a main idea statement of this section.

► Clarification

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

► Enrichment

- [Understanding the Main Idea When Reading](#)
- [Finding the Main Idea: A How-to Guide for Fiction](#)
- [Identifying the Main Idea of the Story: A Guide for Students and Teachers](#)
- [Theme vs. Main Idea: What's the Difference](#)

► Key Terms

explain, identify, implied, main idea, relevant, supporting details, theme

► Resources

- [Graphic Organizers: Main Idea](#)
- [Theme vs. Main Idea: What's the Difference?](#)
- [Central Idea in Literature: Definition, Meaning, and Examples](#)
- [What's the Difference Between Main Idea and Theme?](#)
- [Main Idea Practice](#)

L.F.1.3.2

► Anchor and Eligible Content

Fiction Text—Reading for Meaning

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

► Instructional Supports

- Review that a summary is a brief description of the key events of the text. Using a short fictional text or excerpt from a longer fictional 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 fictional text.
- Discuss opinions and judgments of the passage and explain how personal opinions are not included in summaries. Create a chart to show how language used in an objective summary differs from language used in an opinion or judgment. Share examples of subjective language versus objective language (e.g., [Subjective vs. Objective](#)). Create a chart to show how language used in a summary differs from language used in an opinion or judgment. Discuss how opinions are instead included in a literary/book review and not in a summary of fictional text.
- Present a different fiction text. Have students write an objective summary of the text. Have students engage in peer review of summaries. During peer reviews, instruct students to identify any feelings or opinions represented in their classmates' summaries.

► Clarifications

- Time-ordered sequencing tasks do not reach the summarizing skill intended by standard L.F.1.3.2.
- Students may summarize parts of a fictional text or the entire text.

► Enrichment

- [How to Summarize a Story: A Step-by-Step Guide](#)
- [How to Teach Summarizing to Students: 15 Strategies to Try](#)

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

► **Key Terms**

key details, key events, objective, part, subjective, summarize, whole

► **Resources**

- [Summarizing Fiction Tutorial](#)
- [Summarizing](#)
- [Writing an Objective Summary](#)
- [Writing Objective Summaries of Literary Texts](#)

L.F.2.1.1

► Anchor and Eligible Content

Fiction Text—Analyzing and Interpreting Literature

L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.

► Instructional Supports

Make Inferences

- Review with students that making an inference requires using prior knowledge and textual clues to make a reasonable assumption. Complex inferences require the reader to analyze subtle textual evidence and are therefore more challenging to make than basic inferences. Share with students a fictional text or an excerpt from a fictional text from which several inferences can be made. Model thinking for making an inference: using clues from the text + using background knowledge. Record textual clues/evidence and background knowledge as well as the inference that can be made about an element in the text (e.g., plot, characterization, point of view, theme, setting, conflict) on a [making inferences graphic organizer](#).

Draw Conclusions

- Distinguish how drawing a conclusion is different from making inferences by using a real-world example (see [Tips for Teaching the Difference Between Inferences and Drawing Conclusions](#)). We make inferences and, as a result, can draw a conclusion about an aspect of a fictional text. Review with students that drawing a conclusion requires using all the information available in a text, including inferences made, to make a final judgement or to come to a final understanding. Using the same text as with the previous activity, have students take inferences and put them together to form a conclusion about an aspect of the text. Students can record their conclusions on a graphic organizer (see [Template for Drawing Conclusions](#)).

► Clarification

- This standard calls for students to engage in close reading and to use textual evidence to make inferences and draw conclusions.

► Enrichment

- [Teaching Students to Analyze Text](#)
- [Reading and Writing to Analyze](#)
- [Teaching Inference in High School English](#)
- [Teaching Students to Analyze Text](#)
- [Complete Guide to Creating Text-Dependent Questions](#)
- [10 Tips for Scaffolding Literary Analysis](#)
- [Six Strategies to Help Students Cite and Explain Evidence](#)
- [10 Tips for Scaffolding Literary Analysis](#)
- [Teaching Literary Analysis](#)
- [Making Inferences in Literary Texts Tutorial](#)

► Key Terms

analysis, conclusion, fiction, inference, textual evidence

► Resources

- [Making Inferences in Literary Texts Tutorial](#)
- [Reading and Writing to Analyze](#)
- [Evidence-Based Sentence Starters](#)
- [Quote from Text Tutorial](#)
- [Quoting Text Instructional Video](#)

L.F.2.1.2

► Anchor and Eligible Content

Fiction Text—Analyzing and Interpreting Literature

L.F.2.1.2 Cite evidence from a text to support generalizations.

► Instructional Supports

- 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 fiction text with students that contains events, setting, situation, character trait, or theme 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.

► Clarification

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

► Enrichment

- [Teaching Students to Analyze Text](#)
- [Six Strategies to Help Students Cite and Explain Evidence](#)
- [All Students Can Learn to Use Text Evidence](#)
- [Reading and Writing to Analyze](#)

- [10 Tips for Scaffolding Literary Analysis](#)
- [Teaching Literary Analysis](#)
- [Examples of Generalizations](#)
- [Make Generalizations Guiding Questions](#)

► **Key Terms**

cite, fiction text, generalization, text generalization

► **Resources**

- [Evidence-Based Sentence Starters](#)
- [Quote from Text Tutorial](#)
- [Quoting Text Instructional Video](#)
- [Making Generalizations Tutorial: How Clue Words Can Help Find Patterns](#)
- [Making Generalizations Guiding Questions](#)
- [Generalizations Practice](#)
- [Generalizations](#)
- [Making Generalizations in Fiction](#)

L.F.2.2.1

► Anchor and Eligible Content

Fiction Text—Analyzing and Interpreting Literature

L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

► Instructional Supports

- Review with students the basic structures of the three main literary forms of fiction. Discuss the elements of the following literary forms in an anchor chart like the one shown.

Anchor Chart: Literary Forms of Fiction

Literary Form	Structural Elements	Features of Form	How Form Is Best Experienced
Prose Fiction	sentences, paragraphs, chapters	characters, plot, conflict, theme, setting, point of view, style, follows natural patterns of speech	to be read silently at reader's own pace
Poetry	lines, stanzas, meter, rhyme scheme	figurative language, expression of emotion, conciseness, use of concentrated language	to be recited out loud so listener can experience musicality
Drama	script, dialogue, stage directions, acts, scenes, soliloquies, monologues, asides	characters, plot, conflict, theme, setting, point of view, style	to be performed on a stage so audience can see and hear visual elements and dialogue

- Explain how prose fiction can be categorized by length (see [6 Forms of Fiction with Typical Word Counts](#)). Provide examples of each form of fiction by length. Explain that there are different genres, or styles, of writing. Genres are categories of literature that have specific features that readers can recognize across different literary pieces. Share some common prose fiction genres (see [Prose Fiction Genres](#)) along with examples of

each that students will be familiar with. Explain that there are different forms of poetry (see [Forms of Poetry](#)); provide examples of each that students will be familiar with.

Explain that there are different types of literary dramas as well (see [Different Types of Drama in Literature](#)).

- Share literary texts that are fiction prose, poetry, and drama. Discuss how the genre, structure, and literary devices used relate to or influence the meaning of the text (e.g., conflict, theme, tone, mood). In fiction, form can influence meaning by:
 - shaping how information is presented
 - affecting how themes are conveyed
 - using length to emphasize the focus
 - exploring perspective through the use of point of view
 - using structural elements to convey meaning beyond literal meanings of words

For example, a complex theme may be best explored with a fiction prose text using multiple points of view while, on the other hand, the expression of powerful emotions may be best explored through the use of a sonnet, a poetic form. With students, analyze each example of literary text (i.e., prose fiction, poem, drama) for features/devices used and the influence the form has on the meaning. Have students record their thoughts on a graphic organizer like the one shown.

Graphic Organizer: How Literary Form Influences Meaning

Literary Form	Genre/Type	Literary Devices	How Form Influences Meaning
Prose Fiction			
Poem			
Drama			

► [Clarification](#)

- This standard requires students to go beyond identifying literary forms and requires students to analyze how the literary form affects meaning in the text.

► **Enrichment**

- [NCIEA: Teaching and Assessing Understanding of Text Structures Across Grades](#)
- [Teaching Students to Analyze Text](#)
- [Literary Forms](#)
- [The Nature of Drama](#)
- [What is Drama—Definition, Examples & Characteristics](#)
- [Elements of Poetry](#)
- [Introduction to Prose](#)

► **Key Terms**

analyze, genre, literary devices, literary form, literary text, meaning

► **Resources**

- [Comparing and Contrasting Literary Text Structures](#)
- [Story and Novel Terms](#)
- [Literary Genres and Subgenres Video](#)
- [What is Poetry? Contrasting Poetry and Prose](#) (adapt for high school)
- [Pairing Fiction With Poetry and Performance](#)
- [Poetry: Sound and Sense](#)
- [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](#)
- [The Elements of a Drama Video](#)
- [Short Story Fair: Responding to Short Stories in Multiple Media and Genres](#)

L.F.2.2.2

► Anchor and Eligible Content

Fiction Text—Analyzing and Interpreting Literature

L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

► Instructional Supports

Compare Characteristics

- Explain that literary nonfiction is a form of writing that tells true stories by using the structure of fiction. Literary nonfiction often uses the same literary devices (see [literary devices](#)) as fiction and may include these elements:

Literary nonfiction . . .

- ✓ includes factual people, places, and events
- ✓ seeks to inform, educate, and entertain
- ✓ uses storytelling techniques
- ✓ uses literary devices/techniques
- ✓ requires research
- ✓ focuses on why and how events occurred
- ✓ includes the author's voice
- ✓ can include personal reflection on events
- ✓ includes a specific tone
- ✓ includes emotional depth and reflection

The chart shown summarizes common types of literary nonfiction along with their traits. Discuss each type with students and provide examples of each type. Record student responses of examples on this chart while students annotate their individual copies of the chart. Have students think of other types of literary nonfiction that can be added (e.g., diary, letter).

Common Types of Literary Nonfiction

Type of Literary Nonfiction	Characteristics	Examples (Titles)
Memoir	- focuses on author's personal experiences centered around a specific era or theme - introspective, emotional - explains how experiences shaped the author	
Historical Narrative	- uses facts to create historical accounts of specific events - may include thoughts, feelings, motivations of historical figures	
Literary (Narrative) Journalism	- uses facts to create a narrative - uses structure of a short story or novel	
Personal Essay	- short, reflective piece - author shares thoughts, opinions, observations about different topics	
Travel and Nature Writing	- describes a specific place - combines firsthand account of a place with sensory details	
Biography	- includes facts from a person's life - focuses on storytelling/narrative style - may include quotes from subject - told in third-person point of view	
Autobiography	- includes facts from author's life - focuses on storytelling/narrative style - includes feelings, thoughts, opinions of author about experiences - includes personal reflection about experiences - told in first-person point of view	
Other _____		

- Present a short fiction text and a short literary nonfiction text to students. Have students read each to compare and contrast the characteristics of each. Lead a discussion and record student findings in a [compare and contrast chart](#).

Evaluate Characteristics

- Using fiction and literary nonfiction texts from the Common Types of Literary Nonfiction chart, lead a discussion to evaluate the characteristics of each text. Students should be able to explain how each characteristic is effective or not effective as used in the text. Have students provide textual evidence to support their evaluations. Use a chart like the one shown to record student responses.

Evaluation of Characteristics of Fiction and Literary Nonfiction

Text	Title	Characteristic	Evaluation	Textual Evidence
Fiction				
Literary Nonfiction				

► Clarification

- This standard requires students to go beyond identifying features of literary nonfiction; it requires students to compare and evaluate characteristics that distinguish fiction from literary nonfiction.

► Enrichment

- [Literary Nonfiction Definition: What is Literary Nonfiction & How It Differs from Fiction](#)
- [What Distinguishes Literary Nonfiction From Traditional Nonfiction](#)

► Key Terms

characteristics, compare, fiction, evaluate, literary nonfiction

► Resources

- [What Is Literary Fiction Text? Tutorial](#)
- [A Biography Study: Using Role-Play to Explore Authors' Lives](#) (lesson plans)
- [Understanding and Evaluating Literary Nonfiction](#)
- [Using Nonfiction Texts in the Secondary English Classroom](#)
- [Analyzing Literary Elements in Literary Nonfiction](#)

L.F.2.2.3

► Anchor and Eligible Content

Fiction Text—Analyzing and Interpreting Literature

L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

► Instructional Supports

- Review with students the elements of fiction (see [Elements of Fiction](#)) that are commonly used in prose. Explain that readers can make connections between fiction texts that relate to:
 - plot
 - conflict
 - character
 - setting
 - theme
 - point of view
 - style and tone
- Explain to students that making connections between texts can help them as readers make generalizations, apply what is learned to their own lives, gain insight into the human condition, and understand universal themes. Making connections can also help readers understand the craft of writing and how [literary devices](#) are used to achieve a certain effect.
- Provide students with two short fictional prose texts that have similarities in one or more elements of fiction. Have students read each text and make connections between the texts on elements of fiction (e.g., plot, setting, theme). Have students use a [connection web](#) to record a connection between texts along with supporting details that show that connection.

► Clarification

- This standard requires students to go beyond the mere identification of connections between texts.

► Enrichment

- [7 Elements of Fiction](#)
- [Literary Elements: A List of 21 Powerful Literary Devices](#)
- [Unlock Deeper Understanding with Text Connections](#)
- [Making Connections Across Literature and Life](#)
- [Make Connections Between and Across Literary Texts](#) (adapt for high school)
- [Elements of Fiction: Master the 6 Ingredients of Powerful Storytelling](#)

► Key Terms

analyze, compare, connections, describe, explain, fiction text, evaluate, interpret

► Resources

- [Elements of Fiction to Know for English 10](#)
- [Literary Elements Map](#)
- [The Elements of Fiction Handout](#)
- [Elements of Fiction: Character](#)
- [Elements of Fiction: Plot](#)
- [Elements of Fiction: Point of View](#)
- [Elements of Fiction: Setting, Theme](#)

L.F.2.2.4

► Anchor and Eligible Content

Fiction Text—Analyzing and Interpreting Literature

L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

► Instructional Supports

- Review the characteristics that distinguish narrative prose, poetry, and drama as shown in the chart. Have students think of examples/titles of each literary form.

Literary Form	Structural Elements	Features of Form	Examples/Titles
Prose Fiction	sentences, paragraphs, chapters	characters, plot, conflict, theme, setting, point of view, style, uses narrative techniques, follows natural patterns of speech	
Poetry	lines, stanzas, meter, rhyme scheme	figurative language, expression of emotion, conciseness, use of concentrated language	
Drama	cast, script, dialogue, stage directions, acts, scenes, soliloquies, monologues, asides	characters, plot, conflict, theme, setting, point of view, style	

- Review with students the characteristics of prose fiction (see [prose fiction guide](#)). Explain that authors write in prose fiction for many reasons, including:
 - ✓ to examine the human condition
 - ✓ to create a natural connection with readers
 - ✓ to include multiple perspectives
 - ✓ to provide readers with an engaging story with relatable characters
 - ✓ to express complex ideas in conversational, accessible language

- While reading a short prose fiction text, evaluate how the characteristics add to the meaning or effectiveness of the text.
- Review with students that form is the structure in which a poem is written. The length of lines and stanzas and the presence or absence of rhyme, meter, and repetition are all part of the structure of a poem. Introduce some common forms of poetry with examples (e.g., [Types of Poetry: The Complete Guide with 28 Examples](#)).
- Review with students that some poetry has a rhyme scheme. Review some common rhyme schemes (see [types of rhyme schemes](#)) used in poems. Explain that rhyme is used in poetry for several reasons:
 - ✓ to create a relationship between words
 - ✓ to create a sense of flow
 - ✓ to make the poem memorable
 - ✓ to enhance musicality
 - ✓ to create a particular tone
 - ✓ to create an emotional impact
 - ✓ to create a sense of beauty
 - ✓ to emphasize a theme

While reading a rhyming poem, evaluate how the rhyme adds to the meaning or effectiveness of the poem.

- Review with students that some poetry has meter, or a basic rhythmic structure that forms each line. Review some common meters (see [types of poetic meter](#)). Explain that meter is used in poetry for several reasons:
 - ✓ to create a sense of musicality
 - ✓ to enhance the mood
 - ✓ to aid in memorization and recitation
 - ✓ to enhance structure and flow
 - ✓ to emphasize certain words or phrases
- While reading a poem with a specific meter, evaluate how the rhythm adds to the meaning or effectiveness of the poem.

- Explain to students that in a drama, the structure consists of the cast of characters, setting, dialogue, stage directions, acts, scenes, prologue, and epilogue. Review some common types of dramas (see [Different Types of Drama in Literature](#)).
- Explain that authors write in drama form for several reasons, including:
 - ✓ to create a performance-driven narrative
 - ✓ to emphasize dialogue and action as a way to drive plot and reveal characters
 - ✓ to connect to the reader/audience immediately
 - ✓ to evoke powerful emotions in the reader/audience
 - ✓ to reveal universal themes in an engaging way
- While reading a short drama or excerpt from a drama, evaluate how the characteristics of the dramatic form add to the meaning or effectiveness of the drama.
- Select a prose fiction text, a poem, and a drama that have a similar topic or theme. Have students read each of the texts. Lead a discussion comparing different characteristics of each literary form. Record similarities and differences on a [triple Venn diagram](#).

► **Clarification**

- This standard requires students to compare and evaluate characteristics, not to merely identify characteristics of each literary form.

► **Enrichment**

- [What is a Rhyme Scheme? Learn About 10 Different Poetry Rhyme Schemes](#)
- [Poetry 101: What is Meter?](#)
- [Poetic Purpose: Why Meter Matters](#)
- [Discussing Poetry Forms: Sound and Structure](#)
- [Ten Poems I Love to Teach](#)
- [Poetry for Teens](#)
- [Literature \(Including Drama, Poetry, and Prose\)](#)
- [Identifying Prose, Poetry, and Dramas](#)

► Key Terms

compare, drama, evaluate, fiction text, narrative, poetry, prose

► Resources

- [Poetry, Prose, and Drama Tutorial](#)
- [Pairing Fiction with Poetry and Performance Unit](#)
- [What is Poetry? Contrasting Poetry and Prose](#) (adapt for high school)
- [Poetry: Sound and Sense](#)
- [In the Poet's Shoes: Performing Poetry and Building Meaning](#) (adapt for high school)
- [Poetic Rhyme Schemes](#)
- [Identifying Poetic Feet and Meter](#)
- [How Can the Form of a Poem or Drama Affect Its Meaning?](#)
- [Elements of Drama](#)

L.F.2.3.1

► Anchor and Eligible Content

Fiction Text—Analyzing and Interpreting Literature

L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction:

Note: Character may also be called narrator or speaker.

- the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text
- the relationship between characters and other components of a text
- the development by authors of complex characters and their roles and functions within a text

► Instructional Supports

- Review with students that characters are people, animals, or objects in a narrative that perform actions that advance the plot. Explain that characters can be protagonists or antagonists. The protagonist is the principal character of a story or drama. The antagonist is the character who is in direct opposition to or who conflicts with the protagonist. Characters can be described as round or flat, and characters can be described as dynamic or static. Complex characters are round, dynamic, and idiosyncratic. Use a chart like the one shown to discuss these definitions. With students, provide examples of each type of character from different fictional texts.

Character Types in Fiction Texts

Character Type	Traits	Example
Round Character	• is fully developed • is multifaceted and complex • has contradictory thoughts and actions • seems realistic	
Flat Character	• is one-dimensional • has predictable behaviors	

	lacks depth	
Dynamic Character	- undergoes a significant internal change - undergoes change that is driven by conflict - is relatable to readers - shows agency in one's own growth	
Static Character	- undergoes little to no internal change - can be well-developed and complex - can be used to highlight the journey of a dynamic character	
Idiosyncratic Character	- possesses unique traits, habits, and perspectives - is unconventional - has behaviors that surprise readers	
Stock Character	- possesses specific stereotypical traits - usually represents an archetype - is well-developed - helps to advance the plot, provide comedic relief, or serve as foil for main character	

- Explain that characters can have different roles in fictional text. Share different roles that characters play (see [Character Roles: Understanding the Different Types of Characters in Fiction](#)).
- Present students with a short fictional text that has examples of different character types. Have students analyze the main characters' traits as well as whether they are round/flat, dynamic/static, or idiosyncratic/stock. Model how to use textual evidence to support their analysis. Have students record analysis on a graphic organizer (see [Character Analysis Graphic Organizers](#)).

- Using the text from the previous activity, model how to write a character analysis.
Include in the analysis the following elements:

How to Write a Character Analysis

1. Write a topic sentence that states main idea about the character.
2. Include textual evidence that supports the topic sentence (e.g., quotes, descriptions).
3. Explain how the textual evidence supports the analysis.
4. Describe the character's significance within the text and how the character helps to reveal a theme.

- 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 develop the characters. Guide students to record details (e.g., events and dialogue that reveal aspects of character) on a chart like the one shown.

Dialogue	How Dialogue Reveals Character Development

- Explain that characterization can relate to other components of a fictional text by:
 - advancing the plot
 - contributing to conflict
 - helping to reveal theme/themes

Using the fictional text from one of the previous activities, model how to evaluate the way characters are developed and how they advance the plot, contribute to conflict, and/or help to reveal theme/themes. Model how to use textual evidence to support this evaluation. With students, record the evaluation on a chart like the one shown.

Character Name: _____

Evaluation of How Character is Developed	Textual Evidence	Evaluation of How Character Advances Plot	Textual Evidence	Evaluation of How Character Contributes to Conflict	Textual Evidence	Evaluation of How Character Helps Reveal Theme	Textual Evidence

► Clarification

- Even though only analyzing and evaluating character is included in the instructional strategies, the standard encompasses comparing, explaining, interpreting, and describing character.

► Enrichment

- [Writing 101: All the Different Types of Characters in Literature](#)
- [Round vs. Flat Characters: Definition, Differences, and Examples](#)
- [Dynamic Characters vs. Static Characters: Definition, Examples, and Differences in Character Types](#)
- [Literary Character Analysis](#)

► Key Terms

analyze, character, compare, complex, conflict, describe, dialogue, dynamic, elements, emotions, evaluate, explain, feelings, fiction, flat, functions, idiosyncratic, interpret, motives, plot, roles, round, static, stock, theme, traits

► Resources

- [Different Types of Characters in Literature Presentation](#)
- [Become a Character: Adjectives, Character Traits and Perspective](#)
- [Types of Characters in Literature](#)
- [Book Report Alternative: Characters for Hire! Studying Characters in Drama](#)
- [Character Maps](#)
- [Character Maps Alternate](#)
- [Analyzing Characters Chart](#)
- [Character Development Handout](#)
- [Character Graphic Organizers](#)

L.F.2.3.2

► Anchor and Eligible Content

Fiction Text—Analyzing and Interpreting Literature

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:

- the relationship between setting and other components of the text (character, plot, and other key literary elements)

► Instructional Supports

- Review the elements of a text ([Elements of Fiction](#)). Discuss how stories, dramas, and narrative poems have multiple elements, including plot, characters, and setting, which interact to develop an interesting narrative.
- Review that setting is when and where a literary text takes place. Explain that there are physical, chronological, environmental, and social elements of setting. Share examples of each and have students add to the examples on an anchor chart like the one shown. Have students identify different settings of popular films and novels read. Discuss how different genres of fiction typically have different temporal and social settings (e.g., science fiction is set in the future; historical fiction is set in the past).

Anchor Chart: Four Elements of Setting

Physical Setting	Temporal Setting	Social Setting	Psychological Setting
<u>Definition</u> : location of the story <u>Examples</u> : large city in the Northeast; Pittsburgh; 802 Elm Street, Philadelphia, PA	<u>Definition</u> : time period of the story <u>Examples</u> : summer, Victorian period, July 2089	<u>Definition</u> : cultural, political, and societal conditions of the story <u>Examples</u> : class-conscious society of 19th-century England, Germany during World War II	<u>Definition</u> : mood or emotional atmosphere of the story <u>Examples</u> : feeling of isolation, sense of calmness

- Explain to students that setting can impact a fictional text in several ways:
 - establish mood
 - reveal traits of characters
 - contribute to conflict
 - affect plot events
 - provide clues about theme

Share a fictional piece of literature that has one or more of the four elements of setting introduced above. Have students describe the setting in the piece of fiction. Have students analyze how the author uses the five senses (sight, sound, smell, touch, taste) to describe the setting. Discuss with students the relationship between the setting of the fictional piece and other literary elements. With students, record these relationships on a graphic organizer like the one shown. Record textual evidence that supports the analysis of how setting impacts each literary element.

	How Setting Impacts Mood	How Setting Impacts Conflict	How Setting Impacts Plot	How Setting Impacts Characterization	How Setting Reveals Theme
Textual Evidence					

► Clarification

- The standard requires students to go beyond identifying the setting; instead, students must explain, interpret, describe, analyze, and/or evaluate the setting in works of fiction.

► Enrichment

- [Six Key Strategies for Using and Explaining Text Evidence](#)
- [All Students Can Learn to Use Text Evidence](#)
- [Using the RACE Strategy for Text Evidence](#)
- [What is a Setting? Definition & Examples](#)

► Key Terms

analyze, compare, character, describe, elements of fiction, explain, evaluate, interpret, literary elements, plot, relationship, setting

► Resources

- [Setting in Literature Explained Tutorial](#)
- [Exploring Setting: Constructing Character, Point of View, Atmosphere, and Theme](#)
- [Literary Elements Map](#)
- [Explain the Influence of Setting on Plot Development in Literary Text](#)
- [Narrative Poem Examples](#)

L.F.2.3.3

► Anchor and Eligible Content

Fiction Text—Analyzing and Interpreting Literature

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:

Note: Plot may also be called action.

- elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
- the relationship between elements of the plot and other components of the text
- how the author structures plot to advance the action

► Instructional Supports

- Review with students that plot in fiction is the ordered sequence of events that provides the framework for and drives a narrative. Review [Freytag's Pyramid](#), which includes the different elements of plot. Remind students that Freytag's Pyramid is used to help readers visualize the plot structure used in novels, short stories, dramas, and narrative poems.
- Explain that plot has several functions:
 - advances the story
 - includes conflict
 - provides cohesion to the narrative
 - provides sequence of events
- Select a fictional piece of literature that has a clearly defined plot to share with students. Work with students to complete a plot diagram (see [Freytag's Pyramid](#) or [Plot Diagram](#)).
- Explain that authors structure the plots of various types of fiction differently to advance the plot. Introduce different plot structures other than Freytag's Pyramid (see [Story Structure: 7 Types All Writers Should Know](#)). Share excerpts from fictional texts (short stories, novels, dramas, and narrative poems) that are examples of these seven types of story structures. Have students record each component on a graphic organizer that is unique for each type of structure.

- Review how dialogue and incidents can be used to advance the plot:
 - **Lines of Dialogue:** reveal information, create conflict
 - **Incidents:** function as a catalyst to initiate series of events, mark turning point or change in direction, resolve conflict

Share an excerpt of a narrative text that includes dialogue and/or incidents that help advance the action. 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.

- Share an excerpt from a fictional text that shows a clear relationship between plot and other components of the text (character, setting, conflict, point of view, theme). Lead a discussion explaining the relationship between plot and the other components.
- Introduce the different types of [narrative sequencing](#) for plot structure. Provide examples of these different narrative structures and discuss how the structures advance the plots. Discuss the different types of literary devices used in common narrative structures: linear, nonlinear, and interactive, by sharing a tutorial (see [Narrative Structures Tutorial](#)).

Introduce common literary elements that nonlinear fictional texts often use:

- ✓ **Interweaving plotlines:** Different plots are presented at the same time, often coming together later in the narrative.
- ✓ **Dream sequences/Visions:** Dream-like scenes are used to explore internal thoughts and emotions.
- ✓ **Foreshadowing:** Hints of future events are placed at certain places in the narrative.
- ✓ **Flashbacks:** The storyline is interrupted with presentation of past events to reveal background information about characters and/or events.
- ✓ **Flashforwards:** The storyline is interrupted with presentation of future events to provide interest, to create suspense, or to add complexity to the narrative.
- ✓ **Multiple perspectives:** The story shifts between different characters' points of view.
- ✓ **Frame story:** An outer narrative provides context for an inner narrative.

- Share a fictional text with nonlinear text structure. Have students evaluate how nonlinear plot elements are used effectively in the text. Have students record information on a graphic organizer like the one shown.

Narrative Element	Position in Text	Use of Literary Elements	Evaluation of How Use of Nonlinear Literary Elements Affects Plot
Exposition			
Conflict			
Rising Action			
Climax			
Falling Action			
Resolution			

► Clarification

- This standard requires students to go beyond merely describing the elements of a plot; students are expected to be able to explain, interpret, compare, analyze, and evaluate plot.

► Enrichment

- [Elements of Fiction](#)
- [Teaching Plot Structure through Short Stories](#)
- [Plot Structures and Types](#)
- [6 Tips for Teaching Plot in the Secondary ELA Classroom](#)
- [Why Teaching About Plot in High School is Still Important](#)

► Key Terms

action, analyze, compare, climax, conflict, describe, evaluate, explain, exposition, falling action, interpret, plot, resolution, rising action

► Resources

- [Narrative Poems](#)
- [Examples of Narrative Poems](#)
- [Literary Elements Map \(Interactive\)](#)
- [Plot Diagram](#)
- [Plot Diagram 2](#)
- [What is Plot?](#)
- [Plot Structure: A Literary Elements Lesson](#) (adapt for high school)
- [Happily Ever After? Exploring, Character, Conflict, and Plot in Dramatic Tragedy Lesson](#)
- [Critical Reading: Two Stories, Two Authors, Same Plot?](#)
- [Plot Diagram Interactive Tool](#)
- [Annotating a Work of Fiction](#)
- [Annotation Guidelines](#)

L.F.2.3.4

► Anchor and Eligible Content

Fiction Text—Analyzing and Interpreting Literature

L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:

- the relationship between the theme and other components of the text
- comparing and contrasting how major themes are developed across genres
- the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
- the way in which a work of literature is related to the themes and issues of its historical period

► Instructional Supports

- 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 a 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](#). Discuss how themes can also be phrased as questions. Show how a theme may be developed and is related to characters, setting, and plot:
 - 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 symbols and motifs
 - through figurative language
 - through tone
- Provide students with a fictional text with one or more themes. Guide students to work independently to determine the theme or themes of the text. Have students practice analyzing the relationship of theme to other elements of the text (i.e., characters, setting, conflict, plot, and point of view). Guide students to complete a graphic organizer like the one shown.

Theme	Connection to Characters, Setting, Conflict, Plot, Point of View	Textual Evidence

- Explain that different types of fiction genres may explore the same or similar themes, since theme relates to universal questions and feelings that all people have. Share a tutorial (see [How Can books Share Unexpected Themes Across Genres?](#)) with students. Have students suggest common themes across different genres by brainstorming titles of different films, novels, short stories, dramas, and poems.
- Present two short stories, dramas, or poems that contain related themes. Have students read the texts and discuss the theme or themes from each text. Then, lead a discussion comparing and contrasting how the authors developed the themes (see bulleted list from previous activity). Have students record their analysis on a [compare and contrast chart](#).
- Discuss with students how different issues and themes in traditional and contemporary literature are explored. Discuss how the historical period, which includes social and political climate, cultural values, and major historical events, influences the issues and themes included in a text. Share an anchor chart like the one shown that shows some of

these differences in traditional and contemporary literature and have students add to this chart.

Anchor Chart: Traditional and Contemporary Literature

Traditional Literature	Contemporary Literature
- explores large philosophical ideas - addresses themes related to fate, honor, and duty - focuses on societal struggles - focuses on the struggles between right and wrong and consequences of choices _____	- explores themes related to personal identity and the complexity of life in the modern world - addresses themes related to emotional health - examines the role of technology on the individual and society - explores issues related to human and civil rights _____

- Present a fictional text that explores more traditional issues and a fictional text that explores more contemporary issues. Have students compare and contrast the themes of both texts and how the authors develop those themes.

► Clarification

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

► Enrichment

- [Theme: Definition and Examples](#)
- [How to Teach Theme](#)
- [3 Activities to Help Students Identify Theme in Literature](#)
- [Teaching Theme](#)
- [Analyzing the Influence of Historical Events on Literary Themes](#)

► Key Terms

analyze, character, compare, contemporary literature, describe, explain, evaluate, genre, historical period, interpret, motif, relationship, theme, traditional literature

► Resources

- [Understanding Theme Tutorial](#)
- [What is a Theme in Literature?](#)
- [The Literary Element of Theme](#)
- [How to Write a Theme Statement](#)
- [Literary Elements and Techniques: Theme](#)
- [Archetypes in Literature List](#)
- [Theme Graphic Organizers](#)
- [An Introduction to *Julius Caesar* Using Multiple-Perspective Universal Theme Analysis](#)
- [Unlocking the Underlying Symbolism and Themes of A Dramatic Work](#)

L.F.2.3.5

► Anchor and Eligible Content

Fiction Text—Analyzing and Interpreting Literature

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:

- the relationship between the tone, style, and/or mood and other components of the text
- how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text
- how diction, syntax, figurative language, sentence variety, etc., determine the author's style

► Instructional Supports

- Review with students that tone is the author's or narrator's attitude toward a subject or characters. Review how tone is related to the purpose of a fictional text. Explain the purpose of tone in literature (see [What's the Function of Tone in Literature?](#)). Explain that authors often use specific words and phrases to develop a certain tone in a fictional text. Discuss how the following elements contribute to tone:
 - **Connotation of Words Used**: the use of words with positive, negative, or neutral connotations that elicit specific emotions
 - **Word Choice (diction)**: the use of certain vocabulary, including formal discourse or slang
 - **Figurative Language**: language that contains figures of speech, such as metaphor, simile, and hyperbole, etc.

Emphasize that the tone of a piece of fiction may change over the course of the text. Provide examples of paragraphs/stanzas from literary texts (prose and poetry) with different tones and explain that there are many different tones in texts, including formal, informal, humorous, serious, fearful, optimistic, angry, etc. (see [Tone Word Examples](#)). Explain to students how the words an author chooses (diction), connotation of words, syntax, use of figurative language, punctuation, and sentence structure, which are

indicative of style and voice, also create a specific tone. Explain how style and voice in fiction writing are related:

- ✓ **Style**: the way an author, narrator/speaker, or character uses language, including sentence structure, grammar and punctuation, word choice (diction), sentence construction (syntax) and arrangement of sentences/paragraphs or lines/stanzas
- ✓ **Voice**: the unique personality and perspective of the author, narrator/speaker, or character that is conveyed through style
- Select a short fictional text with a clear tone. Lead a reading of the text where you model highlighting examples of textual elements, such as word choice (diction), syntax, figurative language, connotative language, and sentence structure, which may provide clues to the tone. In addition, discuss how style and voice of the author/narrator/character impact the tone.
- Review with students that mood is a fictional text's general atmosphere that evokes certain feelings in the reader. Explain the purpose of mood in literature (see [What's the Function of Mood in Literature?](#)). Emphasize that the mood of a piece of fiction may change over the course of the text. Provide examples of short paragraphs/stanzas from literary texts (prose and poetry) with different moods and explain that there are many different moods in texts, including cheerful, reflective, humorous, gloomy, mysterious, hopeful, etc. (see [Mood Examples in Literature and Writing](#)).
- Explain that different textual components can contribute to the mood of a fictional text:
 - setting
 - imagery
 - tone
 - diction
 - genre
 - plot
- Using the fictional text from the tone activity above, highlight words and phrases related to the setting, use of imagery, tone, diction, genre, and plot that provide clues to the mood. With students, complete a graphic organizer like the one shown to analyze how these different elements interact to contribute to tone, mood, voice, and style.

Textual Evidence	Textual Element	How Textual Element Contributes to Tone	How Textual Element Contributes to Tone	How Textual Element Contributes to Style	How Textual Element Contributes to Voice

► Clarification

- Students must go beyond identifying the tone, mood, or style. Instead, the standard requires that students explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a fictional text.

► Enrichment

- [Tone: Definition and Examples](#)
- [Mood: Definition and Examples](#)
- [Style: Definition and Examples](#)
- [Voice: Definition and Examples](#)
- [Figurative Language: Definition and Examples](#)
- [Style, Diction, Tone, and Voice](#)

► Key Terms

analyze, character, compare, describe, diction, evaluate, explain, figurative language, interpret, mood, narrator, speaker, style, syntax, tone, voice

► Resources

- [Figurative Language Handout](#)
- [Mood and Tone Lists](#)
- [Mood and Tone Lists](#)
- [Tone and Mood Tutorial](#)
- [Analyzing Tone Through Word Choice Presentation](#)

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- [Mood and Tone Graphic Organizer](#)
 - [Mood and Tone Graphic Organizer 2](#)
 - [Style, Tone, and Mood Tutorial](#)
 - [Style: Translating Stylistic Choices from Hawthorne to Hemingway and Back Again](#)
 - [Style: Defining and Exploring an Author's Stylistic Choices](#)
 - [The Elements of Voice](#)
 - [The Passion of Punctuation](#)

L.F.2.3.6

► Anchor and Eligible Content

Fiction Text—Analyzing and Interpreting Literature

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:

- point of view of the narrator as first person or third person point of view
- impact of point of view on the meaning of the text as a whole

► Instructional Supports

- Review the concept of point of view, which refers to what the character or narrator telling the story can see. Review the most common points of view used in fiction.

Point of View	Definition/Features
First Person	❖ narrator as a main character ❖ tells story from his/her own perspective ❖ use of “I” ❖ reveals thoughts, motivations, opinions, beliefs, memories of main character
Third Person Limited	❖ narrator not character in story ❖ describes what is seen as a spectator using “he” or “she” ❖ has access to thoughts, motivations, opinions, beliefs of one character
Third Person Omniscient	❖ narrator not character in story ❖ describes what is seen as a spectator using “he” or “she” ❖ has access to thoughts, motivations, opinions, beliefs of every character
Alternating or Multiple	❖ narrator alternated between different characters ❖ narration from different first-person points of view or third-person limited points of view

	❖ points of view commonly alternated by chapter in novels
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- Provide students with a short story or excerpt from a novel; 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, opinions, beliefs, memories, reasons for their actions, etc. Explain that, just as with real people, the perspectives of different characters or narrators are affected by the following factors:
 - personal experience
 - cultural heritage
 - gender
 - age
 - religion
 - education
 - geographic location
 - profession
- With the same fictional text, discuss how point of view can help the reader understand a character's or characters'
 - feelings, thoughts, and motivations
 - commentaries on experiences
 - memories
 - reasons for their actions
 - areas of knowledge and limits of knowledge
 - beliefs, opinions, and attitudes
 - biases
 - history
 - assumptions and expectations
 - strengths and weaknesses
 - values and priorities
 - personality traits
 - worries and internal struggles
 - vulnerabilities

With students, discuss how the point of view impacts the meaning of the text; work with students to complete a graphic organizer like the one shown. Have students provide textual evidence that shows how point of view impacts the meaning of the text as a whole.

Point of View	How POV Impacts Meaning	Textual Evidence

► Clarification

- The standard requires students to go beyond identifying point of view to explain, interpret, compare, describe, analyze, and/or evaluate point of view used.

► Enrichment

- [Point of View: Definition and Examples](#)
- [What is Point of View?](#)
- [Complete Guide to Different Types of Point of View: Examples of Point of View in Writing](#)
- [10 Strategies for How to Teach Point of View in Your Class](#)
- [5 Easy Activities for Teaching Point of View](#)
- [Teach POV Like a Pro: 10 Strategies & 7 Short Stories](#)
- [All Students Can Learn to Use Text Evidence](#)

► Key Terms

analyze, character, compare, describe, evaluate, explain, fiction, first person, interpret, narrator, point of view, third person

► Resources

- [Point of View in Literacy: A Guide for Students and Teachers](#)
- [Characters' Thoughts and Feelings Presentation](#)

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- [Exploring Setting: Constructing Character, Point of View, Atmosphere, and Theme](#)
 - [Spend a Day in My Shoes: Exploring the Role of Perspective in Narrative](#)
 - [Points of View in Fiction Writing](#)
 - [Six Key Strategies for Using and Explaining Text Evidence](#)

L.F.2.4.1

► Anchor and Eligible Content

Fiction Text—Analyzing and Interpreting Literature

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

► Instructional Supports

- Explain to students that fictional works can have literary, historical, and/or cultural significance. Discuss significance using the bullet points in the anchor chart shown. Have students provide examples/titles of short stories, novels, films, poems, and or dramas that have literary, historical, and/or cultural significance and record those in the chart.

	Features	Examples/Titles
Literary Significance	• explores universal themes • fosters empathy/understanding of self or others • reveals human nature • provides commentary on social issues • can shape societal attitudes about issues • examines truths about the human condition • develops emotional intelligence in readers • preserves human experience	
Historical Significance	• shapes collective memory • preserves culture of a certain time period • provides understanding of social, political, and economic conditions of a specific time • shows emotional experiences, challenges, and lives of people from other time periods • records how human societies have changed over time • connects generations by providing background for how past events shaped current events	

	Features	Examples/Titles
Cultural Significance	- allows for readers to understand complex social and political issues - portrays character archetypes that transcend time - allows readers to take the perspective of those from diverse backgrounds - shows how society has progressed over time - fosters understanding of different belief systems - serves as means for preservation and dissemination of cultural values	

- Present a short fictional work or excerpt from fictional work (e.g., novel, short story, poem, drama) that has literary, historical, and /or cultural significance. Have students read the text and then discuss the following questions included in the chart. Record responses as well as textual evidence that supports each element.

		Textual Evidence
Literary Significance	<u>Theme</u>: How does the theme relate to universal experience? <u>Symbolism</u>: What symbols are used and what do they represent related to a particular culture or historical period? <u>Narrative Technique</u>: How does the style impact the reader's understanding of the theme?	
Historical Significance	<u>Historical Events</u>: How accurately does the text reflect historical events? <u>Historical Figures</u>: How do characters mirror historical figures? <u>Social Structures</u>: How does the text provide insight into social structures, politics, or economic conditions of a certain time period?	
Cultural Significance	<u>Social Commentary</u>: What aspects of society do the text question, critique, or praise? <u>Values/Beliefs</u>: How does the text reveal the dominant values/beliefs of the era in which it was set or written? <u>Archetypes</u>: How do the characters or events follow archetypes or patterns?	

- Select a fictional text from a different genre. Have students read the text and complete the same chart as used in the previous activity independently. Discuss as a whole class.

► **Clarification**

- The standard requires students to go beyond identifying elements related to literary, historical, and cultural significance. The standard requires students to interpret and analyze fictional texts for these elements.

► **Enrichment**

- [Using Literature as a Lens into the Past](#)
- [Archetypes: Examples](#)
- [Symbolism in Literature](#)
- [50+ Common Symbols in Literature](#)
- [Symbolism in Literature: Definition and Examples](#)

► **Key Terms**

analyze, cultural significance, genre, historical significance, interpret, literary significance

► **Resources**

- [Why is Historical Context So Important?](#)
- [Historical and Cultural Influences on Literature](#)
- [Historical and Cultural Context in Literature](#)
- [Cultural Context in Literature](#)
- [Symbolism: Common Examples in Life and Literature](#)
- [Cultural and Religious Symbolism](#)
- [Archetypes Handout](#)
- [What Are Character Archetypes? 16 Archetypes Plus Examples](#)
- [How Does Symbolism Vary Across Cultures?](#)
- [What Are Common Character Archetypes?](#)
- [Unlocking the Underlying Symbolism and Themes of a Dramatic Work](#)

L.F.2.5.1

► Anchor and Eligible Content

Fiction Text—Analyzing and Interpreting Literature

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

► Instructional Supports

- Review the meanings of different literary devices/techniques commonly used in fictional text by referencing an anchor chart like the one shown. Have students propose an example of each from popular culture, film, or fictional texts and record on the anchor chart.

Anchor Chart: Literary Devices/Techniques

Literary Device/Technique	Definition	Example
Personification	the association of human characteristics, actions, or feelings with an animal or inanimate object	
Simile	an indirect comparison between two unlike things that uses <i>like</i> or <i>as</i>	
Metaphor	a direct comparison of two unlike things	
Hyperbole	an exaggerated description or statement	
Satire	the use of humor, irony, or exaggeration to expose and criticize people's flaws	
Foreshadowing	a hint about future events	
Flashback	a device that moves the narrative from the present to a scene in the past	
Imagery	the use of the senses (visual, auditory, tactile, olfactory, gustatory) to describe something	
Allegory	a fictional text with a hidden meaning in which characters and events represent abstract ideas or truths	
Symbolism	the use of an object to represent a concept	
Dialect	the speech pattern that distinguishes a certain region, culture, or community	
Allusion	a reference to a cultural, historical, mythological, religious, literary figure, literary event, or story	

Literary Device/Technique	Definition	Example
Irony	a statement, situation, or event in which how things seem to be is different from how they actually are: verbal, situational, dramatic	

- Present a short fictional text (excerpt from novel, short story, drama, poem) that has examples of multiple types of literary devices/techniques from the chart above. Identify the types of literary devices in the text and lead a discussion to interpret the meaning of each of the literary devices as it is used. Then record the meaning of each literary device on a graphic organizer like the one shown.

Graphic Organizer: Literary Devices/Techniques

Title of Text:		
Example from Text	Literary Device/Technique	Interpretation

- Explain that literary devices/techniques are often used:
 - to create vivid sensory experiences for the reader
 - to help to convey complex ideas and emotions
 - to create dramatic tension/build suspense
 - to help to reveal theme/themes
 - to create colorful language
 - to make text more memorable
 - to emphasize statements or truths
 - to provide different perspectives
 - to develop characters
 - to advance the plot

Using the same literary text from the previous activity, discuss the effect the uses of the different literary devices have on the text. In addition, discuss how the literary devices impact the reader. Model how to use a chart like the one shown to analyze the effect of one of the literary devices on the text.

Example from Text	Literary Device	Effect

► Clarification

- The emphasis on this standard should be the analysis of the use of literary devices/techniques.

► Enrichment

- [Teaching with Mentor Texts in High School](#)
- [The Impact of Literary Techniques in Writing](#)
- [Teaching Allusions](#)

► Key Terms

allegory, allusion, analyze, describe, dialect, explain, flashback, foreshadowing, hyperbole, identify, imagery, interpret, irony, literary device, literary technique, metaphor, personification, satire, simile, symbolism

► Resources

- [Definitions and Examples of Literary Techniques Handout](#)
- [Figurative Language Examples](#)
- [Literary Devices Part 1 Tutorial](#)
- [Literary Devices Part 2 Tutorial](#)
- [A Huge List of Famous Allusions](#)
- [Figurative Language Handout](#)

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- [Literary Devices and Terms](#)
 - [Allusions: Definition, Explanation, and Examples Presentation](#)
 - [Allusion: Definition and Examples](#)
 - [Dialect: Definition and Examples](#)
 - [Allegory: Definition and Examples](#)
 - [Flashback: Definition and Examples](#)
 - [Foreshadowing: Definition and Examples](#)
 - [Satire: Definition and Examples](#)
 - [Irony: Definition and Examples](#)
 - [13 Analogy Examples in Literature](#)

L.F.2.5.2

► Anchor and Eligible Content

Fiction Text—Analyzing and Interpreting Literature

L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

► Instructional Supports

- Review with students that form is the structure in which a poem is written. The lengths of lines and stanzas and the presence or absence of rhyme, meter, and repetition are all part of the structure of a poem. Introduce some common forms of poetry with examples (e.g., [Types of Poetry: The Complete Guide with 28 Examples](#)).
- Present a poem that has a clear form/structure to the class. With students, identify and analyze the form and/or structure of the poem. Elements of structure that can be analyzed may include:
 - line breaks
 - lengths of lines
 - punctuation
 - use of empty space
 - enjambment
 - visual layout
 - stanza arrangement
 - rhyme scheme
 - meter

Discuss how the form/structure of a poem can create meaning in the following ways:

- by emphasizing the topic or theme
- by eliciting a certain emotion/mood
- by conveying a specific tone
- by guiding the pace
- by influencing how it is read

Using the poem from the previous activity, analyze how the form and structure contribute to meaning in the poem. Have students find textual evidence to support this analysis.

Record information in a chart like the one shown:

Poem Form: _____		
Structures Used	Textual Evidence	How Structure Impacts Poem

- Introduce sound devices commonly used in poetry (see [10 Sounds Devices in Poetry With Examples: Discover the Music of Language](#)). Explain that poetry uses sound devices for specific reasons:
 - ❖ to create a specific rhythm that ties to meaning
 - ❖ to create a pleasing sound pattern that enhances musicality
 - ❖ to emphasize certain words or phrases that are important to meaning/theme
 - ❖ to create repetition that emphasizes message
 - ❖ to create a sense of unity
 - ❖ to evoke emotion/create mood
 - ❖ to create a specific tone
 - ❖ to make the poem memorable/engaging
- Explain that poetry is meant to be read aloud so that the different sounds can be heard and appreciated for their full artistic impact. Read a poem aloud that includes different types of sound devices, and have students identify the sound devices used in the poem. Using the bulleted list from the previous activity, discuss how the sound devices enhance the poem, along with the textual evidence that supports that analysis. Model how to use a graphic organizer like the one shown to record pertinent information.

Sound Device	Textual Evidence	How Sound Device Impacts Poem

► Clarification

- Students should be able to not only identify structures and sound devices in poems but also be able to analyze how the structures and sound devices impact texts.

► Enrichment

- [24 Types of Poetry with Examples](#)
- [Teaching Students to Analyze Text](#)
- [The Poetry Archive: Form](#)
- [Poetry Forms](#)
- [Analysis of the Structure of Poems](#)

► Key Terms

analyze, explain, identify, sound devices, structure

► Resources

- [The Elements of a Poem Tutorial](#)
- [Structural Elements of Poetry](#)
- [Poetry: Poetic Sound Devices](#)
- [Poem Structures: A Comprehensive Guide](#)
- [Annotated List of Poetry Forms](#)
- [How can the form of a poem or drama affect its meaning?](#)
- [How to Read a Poem \(Six Steps\)](#)
- [TP-CASTT Poetry Analysis](#)
- [Academy of American Poets](#)
- [Poetry Foundation](#)
- [Poetry Foundation: Poems for Teens](#)
- [Academy of American Poets: Poems for Teens](#)
- [Poem Hunter](#)
- [9 Short Poetic Forms to Know with Examples](#)
- [Analyze the Structure in Poetry](#)
- [Poetry: Sounds and Sense](#)
- [Sound Devices and Rhythm](#)
- [Speaking Poetry: Exploring Sonic Patterns Through Performance](#)

L.F.2.5.3

► Anchor and Eligible Content

Fiction Text—Analyzing and Interpreting Literature

L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.

► Instructional Supports

- Review with students the elements of drama using a tutorial (see [The Elements of a Drama](#)). Review that a drama has a narrative structure like a short story or novel. It includes a plot, which consists of the exposition, inciting incident, rising action, climax, falling action, and resolution. It also includes characters and setting. Explain there are terms that are unique to drama, including stage directions, monologue, dialogue, soliloquy, and dialect. Remind students that dramas are meant to be performed and that dramatic scripts are commonly used for plays, television, and film. Define each of these terms and locate each within a sample dramatic script. Lead a discussion with students about how each element supports the script.

Dramatic Element	Definition	How Dramatic Element Supports Script
Stage Directions	details printed in italics within a script that provide instructions or suggestions for technical aspects of the drama	Provide details about: - physical movement (blocking) - setting - use of props - how a character feels - how a character moves - how a character speaks - plot events - the use of lighting, music, and sound effects
Monologue	There are three basic types of monologues: <u>Dramatic Monologue</u> : a speech presented by one character to another character that provides information about the plot or past events	Provides insight into: - character's thoughts - character's current situation - character's motivations/feelings - character's history - character's decisions

Dramatic Element	Definition	How Dramatic Element Supports Script
	<u>Interior Monologue</u>: a speech that presents the internal thoughts of a character to the audience <u>Soliloquy</u>: a lengthy speech delivered by a character (when alone on stage) to themselves; character reflects on own thoughts or feelings	• character's memories
Dialogue	the written/spoken conversation between characters	Serves to: • create conflict/tension • convey emotion • convey mood and/or tone • advance the plot • develop characters • reveal themes
Dialect	version of a language spoken by people of a certain region or social group. It includes: • pronunciations (as indicated by spelling in script) • grammar • vocabulary	Serves to: • intensify realism • convey details about setting/region • reveal culture of character • reveal educational background of character

- Record how the dramatic element supports the script on a graphic organizer like the one shown. Require students to find textual evidence to support the analysis for each element.

Dramatic Element	How Dramatic Element Supports Script	Textual Evidence

► Clarification

- The standard requires students to not only identify particular dramatic elements but also to analyze how those elements contribute to a script.

► **Enrichment**

- [Stage Directions: An Actor's Guide](#)
- [37 Powerful Elements of Drama](#)
- [Dialect: Definition and Examples](#)
- [What is Drama—Definition, Examples, & Characteristics](#)

► **Key Terms**

analyze, dialect, dialogue, drama, identify, monologue, script, soliloquy, stage directions

► **Resources**

- [Drama Map](#) (see Related Resources)
- [Different Types of Drama in Literature](#)
- [What Are Stage Directions in a Play?](#)
- [Stage Directions as Commentary](#)
- [What is Monologue in a Play?](#)

L.N.1.1.1

► Anchor and Eligible Content

Nonfiction Text—Reading for Meaning

L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.

► Instructional Supports

- Review with students the four main purposes for why authors write nonfiction texts. Use the following anchor chart to explain modes and purposes. Review examples with students and have them all added to the example's column in the chart.

Anchor Chart: Purposes of Informational Writing

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

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

- to inspire
- to advocate
- to advise
- to build connections
- to provide multiple perspectives
- to explore issues
- to analyze
- to evaluate
- to question
- to expose
- other _____

Have students think of any additional examples and then add those to the list.

Analyzing Author's Purpose

- Review with students that when analyzing the purpose of a nonfiction text, the reader can also determine how the text achieved that purpose. There are several ways that author's purpose can be conveyed. Some of these ways include:
 - ❖ connotations of word choices
 - ❖ tone
 - ❖ text structure
 - ❖ genre techniques
 - ❖ target audience
 - ❖ historical context (including social, cultural, and political aspects)
 - ❖ other _____
- Share a different nonfiction text that includes one or more of the elements from the previous activity that will help students determine the author's purpose(s) as well as how the author achieved the purpose(s). Analyze how the elements contribute to the author's purpose(s). Record information on a graphic organizer like the one shown.

Author's Purpose(s)	How Author's Purpose is Conveyed

► Clarification

- The standard requires students not only to identify author's purpose but also to analyze the purpose.

► Enrichment

- [Purposes of Texts](#)
- [Five Strategies for Teaching Author's Purpose](#)
- [Author's Purpose Examples and Types](#)
- [Move Beyond PIE](#)

► Key Terms

analyze, author's purpose, identify, nonfiction text

► Resources

- [Analyzing an Author's Purpose Tutorial](#)
- [How do authors reveal purpose in their work?](#)
- [Understanding the Author's Intent](#)
- [Author's Purpose Analysis Pyramid](#)
- [Analyzing the Purpose and Meaning of Political Cartoons](#)

L.N.1.1.2

► Anchor and Eligible Content

Nonfiction Text—Reading for Meaning

L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.

► Instructional Supports

- Review author’s purpose for writing nonfiction with students from standard L.N.1.1.1. Share a nonfiction text with students and lead a discussion about the purpose(s) of the text. Discuss how the purpose is conveyed in the text. Explain that connotation of word choice, tone, text structure, point of view, genre techniques, and historical context are often connected to the purpose(s). Show how to use textual evidence to conclude the purpose. Uses [sentence starts for citing textual evidence](#) that helps to convey the purpose. Record examples from the text that indicate purpose on an [author’s purpose chart](#).
- Share a nonfiction text that may have more than one purpose. Lead a discussion to analyze the elements used (word choice, tone, text structure, point of view, genre techniques, and historical context), finding textual evidence for those that are most prominent. Then, discuss how those elements contribute to the purpose. Have students record textual evidence and an analysis of how that element contributes to the intended purpose in a graphic organizer like the one shown.

Element	Textual Evidence	How Element Contributes to Intended Purpose
Connotations of Word Choice		
Tone		
Text Structure		
Genre Techniques		
Target Audience		
Historical Context		
Other: _____		

► Clarifications

- Purpose of nonfiction texts should be taught as beyond merely “to inform.” Many nonfiction texts can have more than one intended purpose.
- With this standard, the focus is on “explaining, describing, and/or analyzing” examples of textual evidence that support the author’s purpose.

► Enrichment

- [Analyzing Nonfiction Writing](#)

► Key Terms

analyze, describe, explain, support, textual evidence, purpose

► Resources

- [ReadWorks](#) (source for nonfiction texts)
- [Newsela](#) (source for nonfiction texts)
- [Analyzing Author’s Purpose and Point of View](#)
- [Sentence Starters for Citing Textual Evidence](#)

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- [Determining Author's Purpose Textual Evidence](#)
 - [Six Strategies to Help Students Cite and Explain Evidence](#)
 - [Quote from Text Tutorial](#)
 - [Quoting Text Instructional Video](#)

L.N.1.1.3

► Anchor and Eligible Content

Nonfiction Text—Reading for Meaning

L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.

► Instructional Supports

- Explain that nonfiction is comprised of certain elements. Share an anchor chart like the one shown that shares each element along with a description of each. Add to or have students add to purposes and text features.

Anchor Chart: Elements of Nonfiction

Element of Nonfiction	Description
Is Factual	• based on real-life events, people, and information • prioritizes accuracy
Has a Clear Purpose	• to advise • to inform • to describe • to explain • to teach • to persuade • to report • _____
Relies on Research	• uses different forms of research • includes credible sources with citations
Uses Specific Text Structures	• description • sequence • cause and effect • compare and contrast • problem and solution • proposition and support
Includes Text Features	• headings and subheadings • bold/italics/underlining • use of special fonts • bullets • numbered lists • photos

Element of Nonfiction	Description
	• maps • captions/labels • diagrams • charts/graphs • sidebars/text boxes • _____
Uses Technical Vocabulary	• uses words unique to a particular field of study for clarity and precision • uses domain-specific vocabulary familiar to certain audience • uses technical words to establish credibility
Presents a Balanced Perspective	• strives to present multiple viewpoints about a topic or issue • uses nonjudgemental language

- Share a nonfiction text with students that has several of the elements of nonfiction from the chart above. With students, identify the different elements in the nonfiction text. Have students evaluate how the author uses the elements of nonfiction effectively to communicate a particular idea or concept. Complete a graphic organizer like the one shown with students.

Element of Nonfiction	Textual Evidence/Example	How Author Uses Element to Effectively Communicate an Idea

In addition, have students use the following sentence frame to show their evaluation:

- Example: The use of [insert element of nonfiction] effectively communicates the idea that [insert idea] by [insert how author uses element to communicate an idea].

► Clarification

- The standard requires students to analyze, interpret, and evaluate how authors use elements of nonfiction to effectively communicate an idea.

► Enrichment

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

► Key Terms

analyze, evaluate, interpret, nonfiction techniques, nonfiction elements

► Resources

- [ReadWorks](#) (source for nonfiction texts)
- [CommonLit](#) (source for nonfiction texts)
- [Awesome Articles for Students: Websites and Other Resources](#) (source for nonfiction texts)
- [Elements of Nonfiction](#)
- [The Purpose of Nonfiction Texts](#)
- [Text Structures Paragraph Frames](#)
- [Teaching and Assessing Understanding of Text Structures Across Grades](#)
- [Technical Vocabulary](#)
- [Nonfiction Text Features Chart](#)

L.N.1.1.4

► Anchor and Eligible Content

Nonfiction Text—Reading for Meaning

L.N.1.1.4 Explain how an author’s use of key words or phrases in text informs and influences the reader.

► Instructional Supports

- Explain that authors may use key words and phrases in nonfiction, including figurative language, connotative language, and technical language. Review the concept of figurative language. Discuss the meaning of metaphor and simile (as introduced in earlier grades), and introduce other forms of figurative language such as hyperbole, idiom, irony, onomatopoeia, oxymoron, personification, and puns. See [Some Types of Figurative Language](#). Share a short nonfiction text and lead a discussion to identify the examples of figurative language along with their meanings.
- Explain that authors may use figurative language in nonfiction text for many reasons:
 - to make writing more descriptive
 - to engage readers
 - to add emotional depth
 - to clarify a concept
 - to emphasize a point
 - to reinforce an observation
 - to persuade or convince

With the same nonfiction text as used in the activity above, discuss how the use of the examples of figurative language informs or influences the reader. Complete a graphic organizer like the one shown.

Example of Figurative	Type of Figurative Language	Meaning of Figurative Language	How Word/Phrase Informs or Influences Reader

- Review the difference between denotative meaning and connotative meaning. Provide [examples of denotation](#) and [examples of connotation](#) in language. Explain that words can have a positive, neutral, or negative connotation (e.g., aroma, smell, odor). Discuss some examples with students. Then have students search for connotative language in a nonfiction text and determine the implication of the language as being positive, negative, or neutral.
- Explain that authors may use connotative language in nonfiction text for many reasons:
 - to shape tone
 - to influence reader attitudes/emotions
 - to create vivid imagery
 - to build credibility
 - to add layers of meaning beyond the literal
 - to persuade readers about an issue

Share a nonfiction text that includes use of connotative language. Lead a discussion on how the use of connotative language informs or influences the reader. With students, complete a graphic organizer like the one shown.

Example of Connotative Language	Connotation (positive, negative, or neutral)	How Word/Phrase Informs or Influences Reader

- Review with students that technical language refers to domain-specific words and phrases that are used in particular disciplines. 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 vs. *state* used in a technical way refers to types of matter in science, which are solid, liquid, and gas). Discuss some examples of technical language from different subject areas. Then have students find examples of technical language in a nonfiction text.
- Explain that authors may use technical language in nonfiction text for many reasons:
 - to ensure accuracy, precision, and clarity
 - to convey complex ideas efficiently
 - to build background knowledge about a topic
 - to establish credibility of the author
 - to reinforce authority of the author

Share a nonfiction text that includes use of technical language. Lead a discussion on how the use of technical language informs or influences the reader. With students, complete a graphic organizer like the one shown.

Example of Technical Language	Meaning of Technical Language	How Word/Phrase Informs or Influences Reader

► Clarification

- The standard requires students to go beyond interpretation of words/phrases to determine how words/phrases affect the reader or help provide information to the reader.

► **Enrichment**

- [Academic Word Finder](#)
- [Selecting and Using Academic Vocabulary in Instruction](#)

► **Key Terms**

connotative language, explain, figurative language, influence, inform, key words, key phrase, technical language

► **Resources**

- [Figurative Language Handout](#)
- [Convey Tone with Word Connotations](#)
- [Connotation in Writing](#)
- [Content Area Vocabulary Learning](#)
- [Subject-Specific Word Lists](#)
- [Power of Words: Figurative, Connotative, and Technical Meanings](#)

L.N.1.2.1

► Anchor and Eligible Content

Nonfiction Text—Reading for Meaning

L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.

► Instructional Supports

- 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 nonfiction 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. Specifically, model for students how to use synonyms and antonyms to determine the meanings of the words in the text.
- 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 nonfiction 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. Explain to students that they most likely will not find or use all five types of context clues in one text.

- Explain that words (synonyms and antonyms) can be interchanged in a sentence and have the same meaning. Provide two sentences with grade-appropriate words that are synonyms. Point out how the words are synonyms. Provide two sentences with grade-appropriate words that are antonyms. Point out how the words are antonyms.
- Have students locate grade-appropriate words in nonfiction texts and then identify synonyms and/or antonyms for those words.

► Clarification

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

► Enrichment

- [Using Antonyms and Synonyms as Context Clues](#)
- [Using Context Clues](#)

► Key Terms

antonym, context clues, nonfiction, synonym

► Resources

- [Word Matrix Tool](#)
- [Solving Word Meanings](#)
- [Word Map Graphic Organizer](#)
- [7 Strategies for Using Context Clues in Reading](#)
- [Solving Word Meaning: Engaging Strategies for Vocabulary Development](#)
- [What are synonyms and antonyms?](#)
- [Synonym and Antonym Graphic Organizer](#)

L.N.1.2.2

► Anchor and Eligible Content

Nonfiction Text—Reading for Meaning

L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.

► Instructional Supports

- Review that prefixes are placed at the beginning of base words, while suffixes are placed at the end of base words. Explain that prefixes and suffixes both change the meanings of words. Explain that there are two types of suffixes:
 - ✓ inflectional: used for grammatical purposes
 - ✓ derivational: used to change word types

Share common inflectional and derivational suffixes along with examples of each (see [Suffixes: Types and Examples](#)).

Explain that prefixes are often classified by their meanings:

- ✓ negation/opposition (e.g., un-, dis-, il-, im-, in, a-)
 - ✓ time (e.g., pre-, post-, after-)
 - ✓ position/location (e.g., sub-, inter-, circum-, trans-)
 - ✓ quantity (e.g., uni-, bi-, tri-, multi)
 - ✓ degree/manner (e.g., over-, under, -mis-, hyper-)
- Share common prefixes from each category along with examples (see [Prefix Type and Meanings](#)).
 - Share a list of [common Greek and Latin affixes](#) with students. Share a short literary text that contains examples of words with different types of affixes. Have students determine the meanings of these words using their knowledge of affixes. Have students use a dictionary or online vocabulary reference to verify the meanings of words. Have students record word, root, prefix, suffix, predicted meaning, and verified meaning on a graphic organizer like the one shown.

Words with Affixes

Word	Root	Prefix	Suffix	Predicted Meaning	Verified Meaning

► Clarification

- The meanings of words with affixes 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](#) (adapt for high school)

► Key Terms

affix, identify, nonfiction text, prefix, suffix

► Resources

- [Common Content Area Roots and Affixes](#)
- [What are affixes?](#)
- [Affixes: Definition and Examples](#)
- [Common Prefixes and Suffixes](#)
- [Prefix, Root Word, and Suffix Study Sheet](#)
- [Root Words, Suffixes, and Prefixes](#)
- [List of Morphemes: Suffixes, Prefixes, Roots](#)
- [What Are Prefixes in English? Definition and Examples](#)
- [Make-a-Word Chart](#)
- [Flip-a-Chip: Examining Affixes and Roots to Build Vocabulary](#) (adapt for high school)

L.N.1.2.3

► Anchor and Eligible Content

Nonfiction Text—Reading for Meaning

L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

► Instructional Supports

- Share [types of context clues](#) that can be used to determine the meanings of unknown and multiple-meaning words and phrases. Select or create a nonfiction 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/explanation

Example

Antonym

Synonym

Using a short, grade-appropriate nonfiction 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 most likely will not find or use all five types of context clues in one text. Have students record the unfamiliar or multiple-meaning word, type of context clue with citation, and word meaning in a [context clues graphic organizer](#).

► Clarification

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

► Enrichment

- [Teaching Context Clues in Secondary ELA](#)
- [Context Clues for Secondary Students](#)
- [Reading Comprehension: 8 Types of Context Clues to Be a Better Reader](#)

► Key Terms

antonym, context clues, definition, example, inference, multiple-meaning words, nonfiction text, synonym, vocabulary acquisition

► Resources

- [Vocabulary Boxes Graphic Organizer](#)
- [Vocab Cards](#)
- [Context Clues Exercises for Secondary Level](#)
- [Using Context Clues to Figure Out New Words](#)
- [7 Strategies for Using Context Clues in Reading](#)
- [Solving Word Meaning: Engaging Strategies for Vocabulary Development](#) (adapt for high school)

L.N.1.2.4

► Anchor and Eligible Content

Nonfiction Text—Reading for Meaning

L.N.1.2.4 Draw conclusions about connotations of words.

► Instructional Supports

- 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. Some words also may have neutral connotations. Provide examples of words with positive, negative, and neutral connotations (see [connotation examples](#)). Have students work with others or independently to add to this chart. Here is a sample.

Anchor Chart: Connotations of Words

Positive	Neutral	Negative
<u>Example:</u> aroma	<u>Example:</u> smell	<u>Example:</u> stench

- Once students have identified positive, neutral, and negative connotations for words with similar denotations, have them draw conclusions about the emotions elicited by different words. With the words used in the previous activity, use each in a sentence to provide context. Explain how each elicits a different emotion in the reader. Have students work with others or independently to add to the chart shown.

Anchor Chart: Emotions Elicited by Words with Different Connotations

Connotation	Word	Word in Context	Emotion Elicited by Word
positive	picky	Brad is very <u>picky</u> about what he eats.	disapproval
negative	selective	Chelsea is <u>selective</u> in her friends.	respect

- Explain that authors use connotative language in nonfiction for many reasons:
 - to establish mood
 - to convey author's perspective/tone
 - to enhance clarity
 - to create a vivid picture for readers
 - to persuade readers
 - to deepen the connection to readers

Explain that connotations can represent certain social or cultural meanings as well.

Discuss and show how a person's culture, background, or social group can influence the conclusion a reader may draw about the connotations of words. Connotations of words and phrases establish the tone in a piece of writing by eliciting certain emotions in readers.

- Share a nonfiction text (e.g., newspaper article, magazine article, editorial) that has words with positive, negative, or neutral connotations. Lead a discussion to have students analyze the connotations of the words. Discuss how the connotations affect the tone, clarity, and impact on the reader. Have students use textual evidence to support their conclusion about the connotation of words. Have students complete a graphic organizer like the one shown.

Word in Context	Connotative Meaning	Connotation	Emotion Elicited by Word	How Word Affects Text's Tone, Clarity, and Impact on Reader

► **Clarification**

- Students should use textual evidence to draw conclusions about the connotations of words in the context of reading nonfiction texts.

► **Enrichment**

- [Using Anchor Charts in Middle and High School: Why and How](#)
- [Examples and How to Use Connotation](#)
- [Positive and Negative Connotation: Definitions and Examples](#)

► **Key Terms**

conclusions, connotation, denotation, negative, neutral, nonfiction text, positive

► **Resources**

- [Connotation Tutorial Video](#)
- [Connotative Words: Examples](#)
- [Connotation and Denotation Practice](#)
- [Connotation vs. Denotation: Understanding Word Choice](#)
- [Exercises for Connotative Word Usage](#)
- [Connotative Words: 99 Examples and Definitions](#)

L.N.1.3.1

► Anchor and Eligible Content

Nonfiction Text—Reading for Meaning

L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

► Instructional Supports

- Review the concept of main idea as being the most important point the author wants to communicate to the reader. Explain that a main idea may be explicitly stated by the author or implied. Also, explain that a nonfiction text may have more than one main idea, especially if the text is long or more complex. Model the process for determining the main idea using a mentor nonfiction text. Explain that the main idea can often be determined by examining clues in the text, such as:
 - the titles
 - the headings
 - the images/graphics
 - the first and last sentences of paragraphs
 - the repetition of key words/phrases
- Review the concept of how relevant details support the central idea. Explain that supporting details have a clear and direct connection to the main idea. Supporting details are the evidence that backs up the main idea. Supporting details may consist of the following kinds of evidence:
 - facts
 - personal observations, experiences, or anecdotes
 - statistics
 - expert opinions
 - comparisons
 - examples
 - illustrations
 - descriptions

- Explain that the relationship between the main idea and supporting details 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 nonfiction text that has a main idea, supporting details, and transitions. Guide students to work independently to determine the main idea of the text. Have students record the main idea, the supporting details, and the relationship between the details and the main idea in a graphic organizer like the one shown.

Main Idea	Supporting Details	Signal/Transition Words	Relationship Between Main Idea and Supporting Details
	Supporting Detail 1:		
	Supporting Detail 2:		
	Supporting Detail 3:		

► Clarification

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

► Enrichment

- [Finding the Main Idea](#)
- [Where Are Main Ideas Found?](#)
- [Understanding the Main Idea When Reading](#)

► Key Terms

explain, explicit, identify, implied, main idea, nonfiction text, relevant, supporting details

► Resources

- [What is a main idea?](#)
- [Finding Two or More Main Ideas in Informational Text](#)
- [Topics and Main Ideas](#)
- [Supporting a Main Idea with Key Details](#)
- [Graphic Organizers: Central idea](#)
- [Power Notes Graphic Organizer](#)
- [Reading Information-Based Texts](#)
- [Finding the Main Idea Practice](#)

L.N.1.3.2

► Anchor and Eligible Content

Nonfiction Text—Reading for Meaning

L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.

► Instructional Supports

- Review that a summary is a brief description of the key events, concepts, or details in a nonfiction text. Using a short nonfiction text or an excerpt from a longer text, guide students in summarizing the text by following these steps:
 1. Read the text.
 2. Break text into sections.
 3. Identify key points in each section.
 4. Write objective summary in your own words.
- Discuss opinions and judgments of the passage, and review how a summary does not contain opinions or judgements from the reader. Instead, review that a summary should be objective. Share examples of subjective language versus objective language (e.g., [Subjective vs. Objective](#)). Create a chart to show how language used in an objective summary differs from language used in an opinion or judgment.

► Clarification

- Sections of the text in addition to the whole text can be summarized.

► Enrichment

- [Objective Summary Tips and Examples](#)
- [How to Write a Nonfiction Text Summary Using the GIST Strategy](#)
- [Objective vs. Subjective: What's the Difference?](#)

► Key Terms

events, key details, nonfiction text objective, subjective, summarize

► **Resources**

- [Get the GIST: A Summarizing Strategy for Any Content Area](#)
- [Summarizing](#)
- [Summarizing Informational Text](#)
- [Summarizing Text Graphic Organizer](#)
- [Scaling Back to Essentials: Scaffolding Summarization with Fishbone Mapping](#)
- [Writing an Objective Summary](#)

L.N.1.3.3

► Anchor and Eligible Content

Nonfiction Text—Reading for Meaning

L.N.1.3.3 Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.

► Instructional Supports

- Explain that interrelationships of ideas and events in nonfiction text are revealed through text structures. Discuss how text structures organize information to show how ideas and events are connected. Share a [text structures chart](#) that depicts the main text structures used in nonfiction text, common transition words that show these relationships, and sample questions that help readers understand how ideas and/or events interact.
- Present a nonfiction text that has a clear text structure and well-developed events and ideas. Discuss how the text structure and the use of transition words within and between sentences and paragraphs helps the reader understand relationships between ideas/events. Have students record the paragraph #/sentence #, text structure used, ideas/events, transition words, and how the ideas and/or events interact in a graphic organizer like the one shown.

Paragraph # or Sentence #	Text Structure	Ideas/Events	Transition Words Used	Interaction of Ideas/Events

► Clarification

- Students should not merely identify ideas/events but should analyze the relationships between ideas/events.

► **Enrichment**

- [Teaching and Assessing Understanding of Text Structures Across Grades](#)
- [Unlock Deeper Understanding with Text Connections](#)

► **Key Terms**

analyze, influence, interact, interrelationship, nonfiction text

► **Resources**

- [The Structure of Informational Texts](#)
- [Transitions That Show Logical Relationships](#)
- [Transitional Words and Phrases Showing Relationships Within and Between Sentences](#)
- [Linking Words](#)
- [What techniques do authors use to connect ideas?](#)
- [10 Anchor Charts for Teaching Students about Making Connections](#)
- [Exploring Ways Authors Use Text Structures to Convey Meaning](#)

L.N.2.1.1

► Anchor and Eligible Content

Nonfiction Text—Analyzing and Interpreting Literature

L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.

► Instructional Supports

- Review with students that making an inference requires using prior knowledge and textual clues to make a reasonable assumption. Complex inferences in nonfiction text require the reader to analyze subtle textual evidence and are therefore more challenging to make than basic inferences. Share a nonfiction text or an excerpt from a nonfiction text with students, from which several inferences can be made. Model thinking for making an inference: using clues from the text (including graphics) + using background knowledge. Record textual clues/evidence and background knowledge as well as the inference that can be made about an element in the text (e.g., main idea, details, purpose, tone) on a [making inferences graphic organizer](#).
- Distinguish how drawing a conclusion is different from making inferences by using a real-world example (see [Tips for Teaching the Difference Between Inferences and Drawing Conclusions](#)). We make inferences, and as a result, can draw a conclusion about an aspect of a nonfiction text. Review with students that drawing a conclusion requires using all the information available in a text, including inferences made, to make a final judgement or to come to a final understanding. Using the same text as with the previous activity, have students take inferences and put them together to form a conclusion about an aspect of the text. Students can record their conclusions on a graphic organizer (see [Template for Drawing Conclusions](#)).

► Clarification

- This standard calls for students to engage in close reading and to use textual evidence to make inferences and draw conclusions.

► Enrichment

- [Teaching Students to Analyze Text](#)
- [Reading and Writing to Analyze](#)
- [Teaching Inference in High School English](#)
- [Teaching Students to Analyze Text](#)
- [Complete Guide to Creating Text-Dependent Questions](#)
- [Six Strategies to Help Students Cite and Explain Evidence](#)

► Key Terms

analysis, conclusion, inference, nonfiction text

► Resources

- [Making Inferences in Informational Texts Tutorial](#)
- [Reading and Writing to Analyze](#)
- [Evidence-Based Sentence Starters](#)
- [Quote from Text Tutorial](#)
- [Quoting Text Instructional Video](#)

L.N.2.1.2

► Anchor and Eligible Content

Nonfiction Text—Analyzing and Interpreting Literature

L.N.2.1.2 Cite evidence from a text to support generalizations.

► Instructional Supports

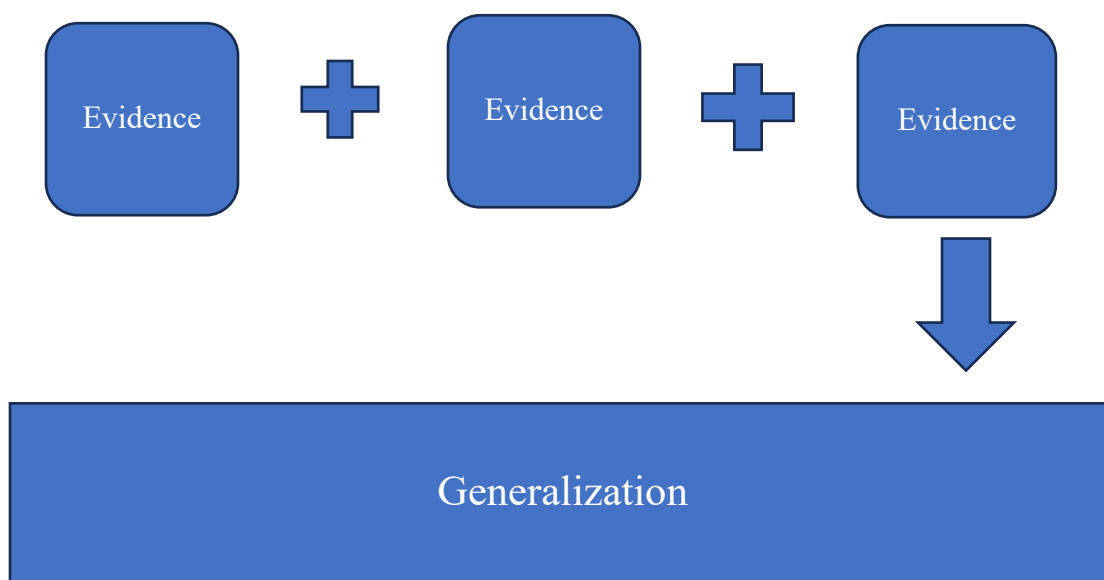
- Review the concept of making a generalization from a text. Explain that making a generalization about a topic involves forming a broad statement based on specific details and examples from a text. In making a generalization, a reader would take something that is true in one situation and extend it to other situations. In nonfiction, readers can make generalizations about events, people, and ideas. Review the concept that 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.
- Discuss the characteristics of valid and faulty generalizations with an anchor chart like the one shown.

Valid Generalizations	Faulty Generalizations
• supported by facts, evidence, examples, logical reasoning • agrees with personal knowledge/experience • uses signal words that allow for exceptions (e.g., most, often)	• not supported by facts, evidence, or logical reasoning • uses signal words that do not allow exceptions (e.g., all, always) • have exceptions that can prove the generalization to be false

- Discuss the types of textual evidence in nonfiction text that most strongly support a generalization:
 - statistics
 - facts
 - historical evidence

- expert opinion
- research studies
- examples
- analogies
- graphics

Share a nonfiction text with students from which a generalization can be made and the textual evidence that supports that generalization. With students, complete a graphic organizer like the one shown that requires students to use multiple pieces of textual evidence to make a 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.
- This standard requires the use of textual evidence to support generalizations.

► Enrichment

- [Teaching Students to Analyze Text](#)
- [Six Strategies to Help Students Cite and Explain Evidence](#)

- [All Students Can Learn to Use Text Evidence](#)
- [Reading and Writing to Analyze](#)
- [Examples of Generalizations](#)
- [Make Generalizations Guiding Questions](#)

► **Key Terms**

cite, evidence, generalization, nonfiction text

► **Resources**

- [Making Generalizations Slide Show](#)
- [Evidence-Based Sentence Starters](#)
- [Quote from Text Tutorial](#)
- [Quoting Text Instructional Video](#)
- [Making Generalizations Tutorial: How Clue Words Can Help Find Patterns](#)
- [Making Generalizations Guiding Questions](#)
- [Generalizations Practice](#)
- [Generalizations](#)

L.N.2.2.1

► Anchor and Eligible Content

Nonfiction Text—Analyzing and Interpreting Literature

L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

► Instructional Supports

- Review with students the four modes of nonfiction. Review with students the [text structures](#) and [signal words](#) found in informational texts. Discuss the forms and features in the anchor chart shown. Have students suggest additional examples of forms and features and add them to the chart.

Anchor Chart: Modes and Forms of Nonfiction

Mode	Forms/Genres	Structure	Features	Purpose
Narrative	personal memoirs, biographies, autobiographies, oral histories, anecdotes, _____	chronological	uses plot, characterization, setting, _____	to inform about a topic or person by providing facts using narrative techniques
Expository	textbooks, subject area books, informational or business letters, news articles, research papers, instructions, self-help books, _____	sequence, compare and contrast, problem and solution, cause and effect	uses facts and research; uses clear, domain-specific language; includes text features and graphics, _____	to inform, explain, or analyze information
Descriptive	journal entries, diary entries, descriptive essays, travel essays, travel guides, _____	spatial, categorical	uses imagery, sensory details, vivid language, and varied sentence structure; evokes a specific mood, _____	to report the features of a person, place, thing, or event

Mode	Forms/Genres	Structure	Features	Purpose
Persuasive	editorials, critical reviews, literary essays, argumentative essays, speeches, advertisements, _____	proposition and support	uses claim, rhetorical appeals and devices; includes counterarguments; tailors language to suit intended readers, may include graphics, _____	to present an opinion; to present an argument; to persuade the reader to adopt the writer's opinion or to act

- Explain that nonfiction has many genres/forms (see [Nonfiction Genres](#)) across the four modes of writing. Genres are categories of literature that have specific features that readers can recognize across different literary pieces. Share some examples of the different genres/forms from the above chart that students will be familiar with.
- Share nonfiction texts that are representative of the four modes of writing. Discuss how the mode, genre/form, and structure relate to or influence the meaning of the text. In nonfiction, form can influence meaning by:
 - shaping how facts are presented
 - affecting the reader's emotional connection
 - revealing the author's perspective

For example, the autobiography form may be best to explore authentic insights and reflections from the writer about his or her life that include personal thoughts and feelings. However, an autobiography may be biased because it is told from the author's perspective. Therefore, the biography form may offer a more objective, accurate, and complete view of a person's life, since it is written in third person by an outside author who has conducted research about the subject. With students, analyze different forms of nonfiction text for features and the influence the form has on the meaning. Record this analysis on a graphic organizer like the one shown.

Graphic Organizer: How Literary Form Influences Meaning

Mode	Form	Features	How Form Influences Meaning

► Clarification

- This standard requires students to go beyond identifying literary forms and requires students to analyze how the literary form affects meaning in the text.

► Enrichment

- [Types of Nonfiction](#)
- [Teaching Nonfiction: 10 Engaging Ways to Teach Nonfiction in Secondary ELA](#)
- [Teaching and Assessing Understanding of Text Structures Across Grades](#)

► Key Terms

analyze, feature, genre, literary form, relationship, meaning, nonfiction text, structure

► Resources

- [10 types of Nonfiction Books and Genres](#)
- [The Different Genres of Nonfiction: A Complete Guide](#)
- [Nonfiction: 24 Genres and Types](#)

L.N.2.2.2

► Anchor and Eligible Content

Nonfiction Text—Analyzing and Interpreting Literature

L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

► Instructional Supports

- Explain that literary (creative) nonfiction is a form of writing that tells true stories by using the structure of fiction. Literary nonfiction often uses the same literary devices (see [literary devices](#)) as fiction and may include these elements:

Literary nonfiction . . .

- ✓ includes factual people, places, and events
- ✓ seeks to inform, educate, and entertain
- ✓ uses storytelling techniques
- ✓ uses literary devices/techniques
- ✓ requires research
- ✓ focuses on why and how events occurred
- ✓ includes a strong narrative voice
- ✓ can include personal reflection on events
- ✓ includes a specific tone
- ✓ includes emotional depth and reflection

- The chart shown summarizes the types of literary nonfiction along with their traits. With students, discuss each and provide examples (titles) of each type. Record student responses of examples on this chart and while students annotate their individual copies of the chart. Have students think of other types of literary nonfiction that can be added (e.g., diary, letter).

Common Types of Literary Nonfiction

Type of Literary Nonfiction	Characteristics	Examples (Titles)
Memoir	- focuses on author's personal experiences centered around a specific era or theme. - is introspective, emotional - explains how experiences shaped the author	
Historical Narrative	- uses facts to create historical accounts of specific events - may include thoughts, feelings, motivations of historical figures	
Literary Journalism	- uses facts to create a narrative - uses structure of a short story or novel	
Personal Essay	- is a short, reflective piece - shares thoughts, opinions, and observations by the author about different topics	
Travel and Nature Writing	- describes a specific place - combines firsthand account of a place with sensory details	
Biography	- includes facts from a person's life - focuses on storytelling/narrative style - may include quotes from subject - is told in third person point of view	
Autobiography	- includes facts from author's life - focuses on storytelling/narrative style - includes feelings, thoughts, opinions of author about experiences - includes personal reflection about experiences - is told in first person point of view	

- Present a short fiction text and a short literary nonfiction text to students. Have students read each to compare and contrast the characteristics of each. Lead a discussion and record student findings in a [compare and contrast chart](#).

- Using fiction and literary nonfiction texts from the Common Types of Literary Nonfiction chart, lead a discussion to evaluate the characteristics of each text. Students should be able to explain how each characteristic is effective or not effective as used in the text. Have students provide textual evidence to support their evaluations. Use a chart like the one shown to record student responses.

Graphic Organizer: Evaluation of Characteristics of Fiction and Literary Nonfiction

Text	Title	Characteristic	Evaluation	Textual Evidence
Fiction				
Literary Nonfiction				

► Clarification

- This standard requires students to go beyond identifying features of literary nonfiction; it requires students to compare and evaluate characteristics that distinguish fiction from literary nonfiction.

► Enrichment

- [Literary Nonfiction Definition: What is Literary Nonfiction & How It Differs from Fiction](#)
- [What Distinguishes Literary Nonfiction From Traditional Nonfiction](#)

► Key Terms

characteristics, compare, fiction, evaluate, literary nonfiction

► Resources

- [What Is Literary Nonfiction Text? Tutorial](#)
- [What Is Literary Nonfiction? Presentation](#)
- [Elements of Literary Nonfiction and Informational Nonfiction Texts](#)

-
- [A Biography Study: Using Role-Play to Explore Authors' Lives](#) lesson
 - [Understanding and Evaluating Literary Nonfiction](#)
 - [Using Nonfiction Texts in the Secondary English Classroom](#)
 - [Analyzing Literary Elements in Literary Nonfiction](#)

L.N.2.2.3

► Anchor and Eligible Content

Nonfiction Text—Analyzing and Interpreting Literature

L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

► Instructional Supports

- Review with students the elements of nonfiction. Explain that readers can make connections between nonfiction texts that relate to:
 - inclusion of facts/evidence
 - inclusion of conflicting facts/evidence
 - main idea
 - interpretation of facts/evidence
 - conclusion
 - structure
 - argument
 - purpose
 - perspective/point of view
- Explain to students that making connections between and across texts can help them as readers to compare and contrast information, analyze complex ideas, synthesize information to produce a new understanding, make generalizations, deepen understanding of a topic, foster critical thinking, comprehend different perspectives, and improve research skills. Making connections can also help readers understand the craft of writing and how rhetorical devices are used to achieve a certain effect. Explain how rhetorical devices are used in nonfiction:
 - to make arguments stronger
 - to make the text more memorable
 - to improve the clarity and accessibility of the information
 - to make the facts more engaging
 - to evoke certain emotions from the reader

- to create a specific tone
- Provide students with two short nonfiction texts that have similarities in one or more elements of nonfiction. Have students read each text and lead a discussion in which students make connections between the texts regarding elements of nonfiction (e.g., argument, evidence, perspective) and use of rhetorical devices. Have students use a [connection web](#) to record connections between texts along with supporting details that show each connection.

► **Clarification**

- This standard requires students to go beyond the mere identification of connections between texts. The instructional supports only include activities related to comparison. However, the standard requires students to also be able to explain, interpret, describe, analyze, and/or evaluate connections between texts.

► **Enrichment**

- [Literary and Rhetorical Devices Used in Nonfiction](#)
- [Common Rhetorical Devices List](#)
- [Analyzing Nonfiction through Literary Elements](#)
- [Unlock Deeper Understanding with Text Connections](#)

► **Key Terms**

analyze, compare, connections, describe, explain, evaluate, interpret, nonfiction text

► **Resources**

- [ReadWorks](#) (source for paired texts)
- [CommonLit](#) (source for paired texts)
- [Literary Devices in Nonfiction](#)
- [Cross-Text Connections Tutorial](#)

L.N.2.3.1

► Anchor and Eligible Content

Nonfiction Text—Analyzing and Interpreting Literature

L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction:

Note: Character may also be called narrator, speaker, or subject of a biography.

- the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text
- the relationship between characters and other components of a text
- the development of complex characters and their roles and functions within a text

► Instructional Supports

- Explain to students that characterization in nonfiction text refers to how real people are portrayed in literary nonfiction, such as autobiographies, biographies, memoirs, and interviews. Explain to students that authors of nonfiction can portray people in nonfiction via direct and indirect characterization. Share an anchor chart that relays the differences in these two techniques along with examples. Share the STEAL acronym in the chart shown, which is a way for students to remember how authors indirectly show characters. Have students add to examples of direct and indirect characterization from literary nonfiction texts they are familiar with.

Anchor Chart: Direct vs. Indirect Characterization

Direct Characterization	Examples	Indirect Characterization	Examples
Author tells readers who person is through direct statements. Narration describes person's physical appearance, personality,	Abraham Lincoln was patient, determined, and wise. _____	Author shows readers who person is through ✓ Speech ✓ Thoughts ✓ Effect on others ✓ Actions ✓ Looks	Abraham Lincoln once said, "If I had eight hours to chop down a tree, I'd spend six hours sharpening my ax." _____

motivations, actions, feelings, etc.			
--------------------------------------	--	--	--

- Present a literary nonfiction text to students (e.g., autobiography, biography, memoir, interview). Have students read the text, and lead a discussion about how, in analyzing the five elements of STEAL, readers can infer the characterization of the person in the text without the author explicitly stating it. Discuss how, with literary nonfiction, not all five elements of STEAL may be present in the text. For example, the author may not know the subject's (real person's) thoughts in literary nonfiction. Share what STEAL can reveal to readers about a person, including:
 - preferences
 - likes/dislikes
 - education
 - philosophy
 - memories/backstories
 - habits/quirks
 - feelings
 - motivations/goals
 - biases
 - assumptions
 - expectations
 - strengths/weaknesses
 - regionalism
 - cultural background
 - social economic status (SES)
 - attitudes/beliefs
 - fears
 - values
 - priorities
 - temperament/personality
 - contradictions

- worries/internal conflicts
 - vulnerabilities
 - psychological traits
 - personal experiences
 - other _____
- With the same literary nonfiction text, discuss with students how the author uses direct and indirect characterization methods to show the person as complex and believable. Have students complete [a STEAL chart](#), analyzing how the author uses the elements of indirect characterization to show what kind of person the subject of text is. Have students use textual evidence to support each element. In addition, have students analyze how textual evidence helps the author to convey a message or point.

► **Clarification**

- This standard requires students to go beyond the mere identification of character traits. The instructional supports only include activities related to analysis of characterization. However, the standard requires students to also be able to explain, interpret, compare, describe, and/or evaluate characterization in nonfiction texts.

► **Enrichment**

- [Compelling Character Development for Nonfiction](#)
- [Characterization in Nonfiction and Memoir: Bringing Real People to Life on the Page](#)
- [Craft True-to-Life Nonfiction Characters](#)
- [Indirect Characterization: Definition, Examples, and Tips](#)

► **Key Terms**

analyze, character, compare, describe, direct characterization, evaluate, explain, indirect characterization, interpret, nonfiction

► **Resources**

- [What is Indirect Characterization in Literature?](#)

-
- [Characterization in Nonfiction Presentation](#)
 - [Nonfiction Characters Presentation](#)
 - [Characterization Chart](#)

L.N.2.3.2

► Anchor and Eligible Content

Nonfiction Text—Analyzing and Interpreting Literature

L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:

- the relationship between setting and other components of a text (character, plot, and other key literary elements)

► Instructional Supports

- Review that setting is when and where a literary nonfiction text takes place. Explain that there are physical, chronological, environmental, and social elements of setting. Share examples of each and have students add to the examples on an anchor chart like the one shown. Have students identify different settings of known literary nonfiction texts (e.g., biographies, travel essays, historical accounts) and add those to the chart.

Anchor Chart: Four Elements of Setting

Physical Setting	Temporal Setting	Social Setting	Psychological Setting
<u>Definition:</u> location of the story <u>Examples:</u> large city in the Northeast; Pittsburgh; 802 Elm Street, Philadelphia, PA _____	<u>Definition:</u> time period of the story <u>Examples:</u> summer; Victorian period; July 2089 _____	<u>Definition:</u> cultural, political, and societal conditions of the story <u>Examples:</u> class-conscious society of 19th-century England; during World War II in Germany _____	<u>Definition:</u> mood or emotional atmosphere of the story <u>Examples:</u> feeling of isolation; sense of calmness _____

- Explain to students that setting can impact a literary nonfiction text in several ways, including:
 - establish mood/atmosphere
 - establish sensory and emotional realism to the text
 - provide context for character's (person's) experiences and memories
 - help shape reflections on experiences
 - shape character's (person's) identity
 - reveal traits and motivations of character (person)
 - affect choices and feelings of character (person)
 - provide narrative context that surrounds character (person)
 - drive events of plot
 - provide clues about author's message/theme

Share a literary nonfiction text that has one or more of the four elements of setting introduced above. Have students describe the setting in the text. Have students analyze how the author uses the five senses (sight, sound, smell, touch, taste) to describe the setting. Discuss with students the relationships between the setting of the literary nonfiction text and other literary elements. With students, record these relationships on a graphic organizer like the one shown. Record textual evidence that supports the analysis of how setting impacts each literary element.

Relationship of Setting to Other Literary Elements

	Mood	Conflict	Plot	Characterization	Theme/Message
Analysis of How Setting Impacts Each Literary Element					
Textual Evidence					

► Clarification

- This standard requires students to go beyond the mere identification of setting. The instructional supports only include activities related to analysis of setting in literary nonfiction. However, the standard requires students to also be able to explain, interpret, compare, describe, and/or evaluate setting or the relationship between setting and other components of a literary nonfiction text.

► Enrichment

- [Setting in Memoir](#)
- [ABCs of Creative Nonfiction: S is for Setting](#)
- [I Know a Place: The Importance of Setting in Creative Nonfiction](#)

► Key Terms

analyze, compare, describe, evaluate, explain, interpret, nonfiction, physical setting, place, psychological setting, social setting, temporal setting, time

► Resources

- [Literary Nonfiction Setting and Theme Part 1 Presentation](#)
- [Literary Nonfiction Setting and Theme Part 2 Presentation](#)
- [Plot and Setting in Nonfiction](#)

L.N.2.3.3

► Anchor and Eligible Content

Nonfiction Text—Analyzing and Interpreting Literature

L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction:

Note: Plot may also be called action.

- elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
- the relationship between elements of the plot and other components of a text
- how the author structures plot to advance the action

► Instructional Supports

- Review with students that plot in literary nonfiction is the ordered sequence of events that provides the framework for and drives a narrative. Review [Freytag's Pyramid](#), which includes the different elements of plot. Remind students that Freytag's Pyramid is used to help readers visualize the plot structure used in literary nonfiction texts (e.g., biographies, autobiographies, memoirs, narrative journalism, travel writing, historical accounts).
- Explain that plot has several functions in literary nonfiction:
 - advances the story
 - includes conflict
 - provides cohesion to the narrative
 - provides sequence of events
 - provides reasoning for why events occurred
 - provides hints to theme/message
- Select a literary nonfiction text that has a clearly defined plot to share with students. Work with students to complete a plot diagram (see [Freytag's Pyramid](#) or [Plot Diagram](#)). Explain that with literary nonfiction, the writer must arrange facts and true events in a way that creates suspense for the reader.
- Explain that authors structure the plots of various types of literary nonfiction differently to advance the plot. Introduce different plot structures other than Freytag's Pyramid (see

[Story Structure: 7 Types All Writers Should Know](#)). Share excerpts from literary nonfiction texts (e.g., biographies, autobiographies, memoirs) that are examples of these seven types of story structures. Have students record each component on a graphic organizer that is unique for each type of structure.

- Review how dialogue and incidents can be used to advance the plot in literary nonfiction:
 - Lines of Dialogue: reveal information, create conflict
 - Incidents: function as a catalyst to initiate series of events, mark turning point or change in direction, resolve conflict

Explain that in literary nonfiction, dialogue must be factual. Therefore, dialogue must be either direct quotes, summaries of conversations, or indirect quotes, which paraphrase what is said. Share an excerpt of a literary nonfiction text that includes dialogue and/or incidents that help to advance the action. 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.

Discuss the different types of literary devices used in common narrative structures: linear, nonlinear, and interactive, by sharing a tutorial (see [Narrative Structures Tutorial](#)). Show an anchor chart like the one shown that displays how literary nonfiction uses linear, nonlinear, and interactive plot structures.

Anchor Chart: Plot Structure in Literary Nonfiction

Plot Structure	Order	Method	Effect	Form
Linear	presents events in the order in which they happened	first, second, third, etc.	creates sense of realism for the reader; emphasizes how one event leads to another	biography, historical account
Nonlinear	presents events out of the order in which they happened	<u>gives it away</u> : starts with end of story and then	allows character (person) to reflect on memories; creates suspense;	autobiography, memoir

Plot Structure	Order	Method	Effect	Form
		goes back to beginning <u>in medias res</u> : starts in the middle and then goes back to fill in exposition <u>frame story</u> : includes flashbacks within event <u>parallel narrative</u> : weaves two or more storylines together	engages the reader; emphasizes certain messages or themes better by showing how past influences present	
Interactive	allows readers to connect to events by participating in narrative	Readers are involved through: exploring hypothetical scenarios; interactive elements like hyperlinks; multimedia storytelling through videos and print text	allows reader to make choices that affect plot events; creates a flexible narrative that is customized for the reader	online investigative journalism that allows readers to click on chosen links that follow different threads of main story

- Provide an example of a literary nonfiction text that uses each of these plot structures. Analyze how the use of the different types of plot structures affects other components of the text, such as theme or message. With students, record this analysis on a graphic organizer like the one below:

Graphic Organizer: How Plot Structure Affects Other Components of Text

Type of Plot Structure	How Plot Structure Affects Other Components of Text

- With the same literary nonfiction text from the previous activity, have students identify how the use of a certain type of plot structure (linear, nonlinear, interactive) affects the position of plot elements, including exposition, inciting incident, rising action, climax, falling action, and resolution. In addition, analyze how the position of each plot element affects the text overall. Record this information on a graphic organizer like the one shown.

Graphic Organizer: How Plot Structure Affects Plot Elements

Type of Plot Structure _____

Plot Element	How Position Affects Text
Exposition	
Inciting Incident	
Rising Action	
Climax	
Falling Action	
Resolution	

► Clarification

- This standard requires students to go beyond the mere identification of plot events. The instructional supports only include activities related to analysis of plot in literary nonfiction. However, the standard requires students to also be able to explain, interpret,

compare, describe, and/or evaluate plot or the relationship between plot and other components of a literary nonfiction text.

► **Enrichment**

- [Plot Structures and Types](#)
- [From the Editor's Desk: Four Tips for Writing Nonfiction Plots](#)
- [Linear Narrative](#)
- [Nonlinear Narrative](#)
- [How to Create a Narrative Plot Structure for Nonfiction](#)
- [6 Tips for Teaching Plot in the Secondary ELA Classroom](#)
- [Why Teaching About Plot in High School is Still Important](#)

► **Key Terms**

analyze, climax, compare, conflict, explain, exposition, falling action, interpret, literary nonfiction, plot, relationships, resolution, rising action

► **Resources**

- [Plot and Setting in Nonfiction Presentation](#)
- [Literary Elements Map \(Interactive\)](#)
- [Plot Diagram](#)
- [Plot Diagram 2](#)
- [What is Plot?](#)
- [Plot Structure: A Literary Elements Lesson](#) (adapt for high school)
- [Plot Diagram Interactive Tool](#)

L.N.2.3.4

► Anchor and Eligible Content

Nonfiction Text—Analyzing and Interpreting Literature

L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:

- the relationship between the theme and other components of a text
- comparing and contrasting how major themes are developed across genres
- the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
- the way in which a work of literature is related to the themes and issues of its historical period

► Instructional Supports

- 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, the human condition, or the world. Discuss common themes in literary nonfiction. 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 some literary nonfiction texts may have more than one theme.
- Choose a literary nonfiction text (e.g., biography, memoir, historical account, narrative journalism) 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](#). Discuss how themes can also be phrased as questions. Show how a theme may be developed and is related to characters, setting, and plot:
 - 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/use of sensory details
 - through the ways in which characters change or respond to situations

- through insights the character has
 - through the characteristics of the setting
 - through symbols and motifs
 - through figurative language
 - through tone
- Provide students with a literary nonfiction text with one or more themes. Guide students to work independently to determine the theme or themes of the text. Have students practice analyzing the relationship of theme to other elements of the text (i.e., characters, setting, conflict, plot, and point of view). Guide students to complete a graphic organizer like the one shown.

Theme	Connection to Characters, Setting, Conflict, Plot, Point of View	Textual Evidence

- Explain that different types of literary nonfiction genres may explore the same or similar themes. For example, explain that memoirs, biographies, and autobiographies may share themes related to personal growth, significant relationships, and overcoming challenges. On the other hand, explain that narrative journalism may focus on themes related to social issues, politics, and justice, while narrative histories may focus on themes related to identity, cultural traditions, and societal change.
- Present two different genres of literary nonfiction that contain related themes. Have students read the texts and discuss the theme or themes from each text. Then, lead a discussion comparing and contrasting how the authors developed the themes (see bulleted list from previous activity). Have students record their analysis on a [compare and contrast chart](#).
- Discuss with students how different issues and themes in traditional and contemporary literary nonfiction are explored. Discuss how the historical period, which includes social and political climate, cultural values, and major historical events, influences the issues and themes included in a text. Share an anchor chart that shows some of these differences

in traditional and contemporary literary nonfiction and have students add to this chart.

Here is an example of an anchor chart.

Anchor Chart: Traditional and Contemporary Literary Nonfiction

Traditional Literary Nonfiction	Contemporary Literary Nonfiction
• explores large philosophical ideas • addresses themes related to fate, honor, and duty • focuses on societal struggles • focuses on the struggles between right and wrong and consequences of choices • _____	• explores themes related to personal identity and the complexity of life in the modern world • addresses themes related to emotional health • examines the role of technology on the individual and society • explores issues related to human and civil rights • _____

- Present a traditional literary nonfiction text that explores more traditional issues and a literary nonfiction text that explores more contemporary issues. Have students compare and contrast the themes of both texts and how the authors develop those themes.

► Clarification

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

► Enrichment

- [Theme: Definition and Examples](#)
- [How to Teach Theme](#)
- [3 Activities to Help Students Identify Theme in Literature](#)
- [Teaching Theme](#)
- [Analyzing the Influence of Historical Events on Literary Themes](#)

► Key Terms

analyze, character, compare, contemporary literature, describe, explain, evaluate, genre, historical period, interpret, literary nonfiction, motif, relationship, theme, traditional literature

► Resources

- [Understanding Theme Tutorial](#)
- [What is a Theme in Literature?](#)
- [The Literary Element of Theme](#)
- [How to Write a Theme Statement](#)
- [Literary Elements and Techniques: Theme](#)
- [Theme Graphic Organizers](#)
- [Literary Nonfiction Setting and Theme Part 1 Presentation](#)
- [Literary Nonfiction Setting and Theme Part 2 Presentation](#)
- [Determining Theme in Literary Nonfiction Lesson](#) (adapt for high school)

L.N.2.3.5

► Anchor and Eligible Content

Nonfiction Text—Analyzing and Interpreting Literature

L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:

- the relationship between the tone, style, and/or mood and other components of a text
- how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
- how diction, syntax, figurative language, sentence variety, etc., determine the author's style

► Instructional Supports

- Review with students that tone is the author's or narrator's attitude toward a subject or characters. Review how tone is related to the purpose of a literary nonfiction text. Explain the purpose of tone (see [What's the Function of Tone in Literature?](#)). Explain that authors often use specific words and phrases to develop a certain tone in a literary nonfiction text.

Discuss how the following elements contribute to tone:

- **Connotation of Words Used**: the use of words with positive, negative, or neutral connotations that elicit specific emotions
- **Word Choice (diction)**: the use of certain vocabulary, including formal discourse or slang
- **Figurative Language**: language that contains figures of speech, such as metaphor, simile, and hyperbole, etc.
- Emphasize that the tone of literary nonfiction texts usually differs by genre. For example, a memoir may have an inspirational tone, while a travel essay may have a curious tone. Provide examples of paragraphs from various genres of literary nonfiction texts with different tones and explain that there are many different tones in texts, including formal, informal, humorous, serious, sympathetic, critical, et al. (see [Tone Word Examples](#)).

- Explain that different textual elements can contribute to the tone of a literary nonfiction text, including:
 - diction
 - connotation of words
 - syntax
 - figurative language
 - punctuation
 - sentence structure

Discuss how these textual elements, which create tone, are also indicative of a specific style and voice. Explain how style and voice in literary nonfiction writing are related:

- ✓ **Style:** the way an author, narrator, or character uses language, including sentence structure, grammar and punctuation, word choice (diction), sentence construction (syntax), and arrangement of sentences/paragraphs.
- ✓ **Voice:** the unique personality and perspective of the author, narrator, or character that is conveyed through style
- Select a short literary nonfiction text with a clear tone. Lead a reading of the text where you model highlighting examples of **textual elements** that provide clues to the tone. In addition, discuss how style and voice of the author impact the tone.
- Review with students that mood is a literary nonfiction text's general atmosphere that evokes certain feelings in the reader. Explain the purpose of mood in literature (see [What's the Function of Mood in Literature?](#)). Emphasize that the mood of a piece of literary nonfiction may change over the course of the text. Provide examples of paragraphs with different moods and explain that there are many different moods in literary nonfiction texts, including cheerful, reflective, humorous, gloomy, mysterious, hopeful, etc. (see [Mood Examples in Literature and Writing](#)).
- Explain that different **textual elements** can contribute to the mood of a literary nonfiction text, including:
 - setting
 - imagery
 - tone

- diction
- genre
- plot

Using the literary nonfiction text from the tone activity previously, model the highlighting of words and phrases that provide clues to the mood.

- With students, complete a graphic organizer like the one shown to analyze how different textual elements interact to contribute to tone, style, and mood.

Textual Evidence	Textual Element	How Textual Element Contributes to Tone	How Textual Element Contributes to Style	How Textual Element Contributes to Mood

► Clarification

- Students must go beyond identifying the tone, mood, or style. Instead, the standard requires that students explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a nonfiction text.

► Enrichment

- [Tone: Definition and Examples](#)
- [Mood: Definition and Examples](#)
- [Style: Definition and Examples](#)
- [Tones in Writing](#)
- [Voice: Definition and Examples](#)
- [Figurative Language: Definition and Examples](#)
- [Style, Diction, Tone, and Voice](#)

► Key Terms

analyze, character, compare, describe, diction, evaluate, explain, figurative language, interpret, literary nonfiction, mood, narrator, speaker, style, syntax, tone, voice

► Resources

- [Figurative Language Handout](#)
- [Mood and Tone Lists](#)
- [Mood and Tone Lists](#)
- [Tone and Mood Tutorial](#)
- [Analyzing Tone Through Word Choice Presentation](#)
- [Mood and Tone Graphic Organizer](#)
- [Mood and Tone Graphic Organizer 2](#)
- [Style, Tone, and Mood Tutorial](#)
- [Style: Translating Stylistic Choices from Hawthorne to Hemingway and Back Again](#)
- [Style: Defining and Exploring an Author's Stylistic Choices](#)
- [The Elements of Voice](#)
- [The Passion of Punctuation](#)

L.N.2.3.6

► Anchor and Eligible Content

Nonfiction Text—Analyzing and Interpreting Literature

L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:

- the point of view of the narrator as first person or third person point of view
- the impact of point of view on the meaning of a text as a whole

► Instructional Supports

- Review the concept of point of view, which refers to what the character or narrator telling the story can see. Using the anchor chart shown, review the most common points of view used in nonfiction, features, effects, and examples. Have students add more examples to the chart.

Anchor Chart: Point of View Nonfiction

Point of View	Features	Effect	Examples
First Person	• narrator is the character relating his/her experiences • tells story from his/her own perspective • use of “I” • reveals thoughts, motivations, opinions, beliefs, memories of narrator	• creates connection with readers • reveals inner world of narrator • creates unique voice • fosters empathy for narrator	memoirs, autobiographies, personal essays, diaries, _____

Point of View	Features	Effect	Examples
Second Person	- author addresses reader directly - use of “you”	- creates intimate experience for the reader - highly engaging for the reader - effective for instructional texts	self-help books, instructional guides, cookbooks, personal essays, advertisements, _____
Third Person Limited	- narrator is not a character in the story - describes what is seen as a spectator uses “he” or “she” - has access to thoughts, motivations, feelings, opinions, beliefs of one character	- increases suspense - creates more objectivity than first-person point of view - can improve reliability - relies on showing the reader other characters’ thoughts and feelings through dialogue	biographies, _____
Third Person Omniscient	- narrator is not a character in the story - describes what is seen as a spectator uses “he” or “she” - has access to thoughts, motivations, feelings, opinions, beliefs of every character	- can create a more objective and authoritative tone - creates a sense of distance between narrator and reader - establishes credibility - can provide a broader context	historical narratives, _____

Point of View	Features	Effect	Examples
Objective Third Person	- narrator is not character in the story - describes only outward behaviors of characters	- provides unbiased, objective account - increases credibility with readers - keeps focus on subject	academic texts, research articles, journalism, _____
Alternating or Multiple	- narration is alternated between first person in past/younger self and first person as current/mature self - narration is alternated between third person and first person who knew subject - narration is alternated between different people or witnesses to an event	- allows for layered truths about an event - can show different social and cultural perspectives - can weave together narratives from different time periods - can deepen emotional connection with multiple individuals - can build suspense	autobiographies, memoirs, historical accounts, true crime stories, investigative stories, _____

- Provide students with a literary nonfiction text. Briefly discuss the point of view from which the text is told. Explain how point of view can help the readers understand a character's or writer's feelings, thoughts, and opinions. 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
- With the same literary nonfiction text, discuss how point of view can help the reader to understand a character's or the writer's
 - feelings, thoughts, and motivations
 - commentaries on experiences
 - memories
 - reasons for their actions
 - areas of knowledge and limits of knowledge
 - beliefs, opinions, and attitudes
 - biases
 - history
 - assumptions and expectations
 - strengths and weaknesses
 - values and priorities
 - personality traits

With students, discuss how the point of view impacts the meaning of the text; work with students to complete a graphic organizer like the one shown. Have students provide textual evidence that shows how point of view impacts the meaning of the text as a whole.

Point of View	How POV Impacts Meaning	Textual Evidence

- Review with students that with other types of nonfiction, author's point of view is often described as the perspective or 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 nonfiction text 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, or 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?](#))

► Clarification

- The standard requires students to go beyond identifying point of view to explain, interpret, compare, describe, analyze, and/or evaluate point of view used.

► Enrichment

- [What is Point of View in a Story? 9 Perspectives to Explore](#)
- [Teaching Beyond the Main Idea: Nonfiction and Point of View](#)
- [Point of View: Definition and Examples](#)
- [What is Point of View?](#)
- [Complete Guide to Different Types of Point of View: Examples of Point of View in Writing](#)
- [10 Strategies for How to Teach Point of View in Your Class](#)
- [5 Easy Activities for Teaching Point of View](#)

► Key Terms

alternating, analyze, character, compare, describe, evaluate, explain, first person, interpret, literary nonfiction, multiple, narrator, nonfiction, point of view, third person

► Resources

- [Point of View in Literacy: A Guide for Students and Teachers](#)
- [Characters' Thoughts and Feelings Presentation](#)
- [Exploring Setting: Constructing Character, Point of View, Atmosphere, and Theme](#)
- [Spend a Day in My Shoes: Exploring the Role of Perspective in Narrative](#)
- [Nonfiction Point of View](#)
- [Point of View in Nonfiction Presentation](#)
- [Author's Position Video](#)
- [How do authors reveal their point of view?](#)

L.N.2.4.1

► Anchor and Eligible Content

Nonfiction Text—Analyzing and Interpreting Literature

L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.

► Instructional Supports

- Review with students the [text structures](#) and [signal words](#) found in informational texts: sequence/order, description/definition, cause and effect, problem/solution, and comparison/contrast. As a class, discuss how text structures are connected to key ideas and understanding.
- Review common text features (e.g., [Text Features Chart](#)) used in informational texts with students.
- Review common formats of informational texts. These include:
 - textbooks
 - newspapers
 - magazine
 - encyclopedias
 - instruction manuals
 - cookbooks
 - reports
 - scientific articles
 - other: _____

Have students think of other formats and add those to the list.

- Share an informational text format that has a common text structure and text features. Have students annotate the text, noting signal words that indicate structural patterns. In teams or individually, students should also identify evidence that supports the determination of structure. Discuss with students the evidence in the text that helps to determine the text structure. Continue with a class discussion of how the purposeful

structure contributes to the development of the text. In addition, have students explain how the text features contribute to the whole and to the development of ideas. Have students record their analysis on a graphic organizer like the one shown.

Title of Text: _____

Format	Text Structure	Text Features	How Format, Structure, and Text Features Contribute to Ideas

- Have students evaluate the effectiveness of the text structure, format, and text features in helping to develop ideas within the text. Have students complete a sentence frame like the following to articulate the evaluation:

The use of the [insert text structure] within the [insert format] format is effective/ineffective in conveying _____. The use of [insert text feature] is effective/ineffective in helping the reader understand _____.

► Clarification

- Instruction will go beyond basic identification of structure and should focus on analysis and evaluation of structure and text features in informational text.

► Enrichment

- [20 Strategies to Teach Text Structure](#)
- [Understanding Nonfiction Text Features & Text Structures](#)
- [9 Ways to Make Teaching Text Structure Fun for Students](#)
- [Digging Deeper into Text Structures](#)
- [Teaching Text Structures for Nonfiction Reading](#)

- [Reading and Writing Strategies: Text Structure](#)
- [Scripted Think Aloud for Text Structure Mapping Instruction](#)
- [What Are Text Features and How to Teach Them](#)
- [Teaching Text Features](#)
- [Teaching and Assessing Understanding of Text Structures Across Grades](#)
- [15 CommonLit Texts High School Teachers Will Love](#)

► **Key Terms**

analyze, complex evaluate, format, identify, informational text, nonfiction text, structure, text features

► **Resources**

- [Text Structures Handout](#)
- [Text Structure Signal Words Handout](#)
- [The Structures of Informational Texts Presentation](#)
- [Teach Readers to Discern Text Structure](#)
- [The 5 Types of Text Structure Video](#)
- [Reading Strategy: Scan Text Features](#)
- [ReadWorks](#) (source for informational texts)
- [CommonLit](#) (source for informational texts)

L.N.2.4.2

► Anchor and Eligible Content

Nonfiction Text—Analyzing and Interpreting Literature

L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.

► Instructional Supports

- Review that sequence or process is a text structure that organizes steps in a specific order for a process or procedure. Explain that this text structure is commonly used in instruction manuals and directions. Share some examples of common types of directions students have read in their daily lives. These may include:
 - recipes/cookbooks
 - assembly guides for furniture
 - directions for playing a game
 - instructions for creating a craft project
 - instructions and rules for a sport
 - directions for setting up a printer
 - instructions for a science experiment
 - other: _____

Have students add to the previous activity's list. Discuss the common transition words that are used in procedural/sequential text (see [Transition Words for Procedural Writing](#)) that is composed of steps.

- Share with students a procedural text that includes steps. Discuss the format and structure of the procedural text, which may include many of the following elements:
 - title
 - explicitly stated purpose
 - materials/tools/equipment listed
 - numbered steps
 - bullet points

- simple paragraphs with transition words related to sequence
- use of second-person point of view
- inclusion of warnings about possible dangers or tips for success
- use of the imperative voice
- use of diagrams, pictures, other graphics
- description of the final result

Have students read the text and then lead a discussion of how the textual elements from the list above indicate that the text is procedural. Have students describe the text by completing a sentence frame like the one shown.

- ❖ The structure of the text is procedural because _____. The author uses this structure to develop ideas by _____. Some evidence for this structure includes _____.
- Using the same text as used in the previous activity, students analyze the different parts of the directions. For example, ask the following questions for analysis and discuss with students:
 - ✓ What is the goal of the text?
 - ✓ Who is the intended audience?
 - ✓ Is the language clear for the audience?
 - ✓ Are the steps in the correct order?
 - ✓ Are there enough details for someone to be successful?
 - ✓ Are there graphics helpful to the reader?
 - ✓ Other _____

► **Clarification**

- The standard requires students to not only identify steps in a list of directions but also to explain, compare, interpret, describe, and/or analyze the sequence of steps in a procedural text.

► **Enrichment**

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

- [Writing Instructions](#)

► **Key Terms**

analyze, compare, directions, describe, explain, identify, list, procedural text, sequence, steps, text structure

► **Resources**

- [Reading Procedural Text Tutorial](#)
- [Step-by-Step Chart](#)
- [Text Structures Handout](#)

L.N.2.4.3

► Anchor and Eligible Content

Nonfiction Text—Analyzing and Interpreting Literature

L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.

► Instructional Supports

- Review text features commonly used in nonfiction text, including those shown:
 - ✓ headings
 - ✓ subheadings
 - ✓ graphics (e.g., illustrations, diagrams, charts, maps, etc.)
 - ✓ bold/italicized/underlined words
 - ✓ captions
 - ✓ labels
 - ✓ bullet points
 - ✓ _____ other

Have students add to the list during discussion. Discuss with students why authors use text features like headings, graphics, and charts in nonfiction texts by using an anchor chart like the one shown. Have students add to the effects during the discussion.

Anchor Chart: Effects of Text Features

Text Feature	Effects
Headings	• allow readers to find specific information • break up text to chunk information into smaller sections • show main ideas • provide an outline that organizes ideas • signal the logical development of ideas • _____
Graphics	• break down complicated ideas or processes • allow reader to visualize parts or processes • show relationships between parts • provide a visual summary of concepts

Text Feature	Effects
	- provide a unique way to process information _____
Charts	- simplify complicated data - increase readers' engagement with topic - depict large amounts of information efficiently - show relationships and trends - draw attention of readers to most important information _____

- Present a nonfiction text (e.g., textbook chapter, magazine article) that has features such as headings, graphics, and/or charts that contribute to the organization of the selection. Have students read the text and lead a discussion to analyze the effects of the text features, using the anchor chart above for ideas. With students, complete a graphic organizer to show the effects of each text feature.

Graphic Organizer: Effects of Text Features

Text Feature	Effects

► Clarification

- The standard requires students to explain, interpret, and/or analyze the effects of text organization features beyond those listed in the standard. Headings, graphics, and charts are only examples provided.

► Enrichment

- [Understanding Nonfiction Text Features & Text Structures](#)
- [What Are Text Features and How to Teach Them](#)
- [Teaching Text Features](#)

- [4 Effective Strategies to Teach Nonfiction Text Features to Older Students](#)

► **Key Terms**

analyze, charts, effect, explain, graphics, headings, interpret, nonfiction text, text features, text organization

► **Resources**

- [Nonfiction Text Features Tutorial](#)
- [Using Text Features to Locate Information](#)
- [Reading Strategy: Scan Text Features](#)
- [Text Features Chart](#)
- [Using Text Features](#)

L.N.2.4.4

► Anchor and Eligible Content

Nonfiction Text—Analyzing and Interpreting Literature

L.N.2.4.4 Make connections between the text and the content of graphics and charts.

► Instructional Supports

- Review common text features in nonfiction print sources using a [text features chart](#) and discuss how these features help readers comprehend informational texts.
- Review the common types of graphics in nonfiction text using the anchor chart shown. Have students add to the list.

Anchor Chart: Common Types of Graphics in Nonfiction Texts

- photographs
- diagrams
- labels
- captions
- close-ups
- maps
- timelines
- sketches/drawings
- charts/tables
- graphs
- infographics
- comics
- text/fact boxes
- _____

- Explain to students that as readers, they can make connections between a text and the content of the text features. Share a nonfiction print source with students and lead them to make connections between the content of the text and the content of the text features.

Here are some sample questions.

- ✓ By looking at the graphics/charts, what predictions can you make about the text before reading?
- ✓ How does the information in the graphics/charts relate to the information in the text?
- ✓ How does the information in the graphics/charts help to develop the main ideas and key details of the text?
- ✓ How do the graphics/charts help to advance the author's claims?
- ✓ How do the graphics/charts clarify complex information or data?
- ✓ How do the graphics/charts help readers to visualize concepts?
- ✓ How do the graphics/charts increase reader engagement?
- ✓ What new/additional information do the graphics/charts offer to the text?

Have students record their responses by using a sentence frame:

The [insert type of graphic] helps the reader to _____ by _____.

Example: The diagram helps the reader to better understand the process for how the heart pumps blood by showing the parts of the heart and the direction of blood flow in the body.

► Clarification

- Instruction should not merely focus on identifying information in text features and in texts separately. Rather, students should be guided to analyze the content of the text and the text features together to determine how each supports the other.

► **Enrichment**

- [Media Literacy: How to Close Read Infographics](#)
- [What Are Text Features?](#)
- [What Are Text Features and How to Teach Them](#)
- [Teaching Text Features](#)
- [Diagrams, Timelines, and Tables](#)

► **Key Terms**

charts, connection, graphics, nonfiction text, text features

► **Resources**

- [Interpreting Text Features](#)
- [Purposes of Text Features](#)
- [Analyzing Visual Evidence](#)
- [Seeing Beyond Words: Analyzing Visual Evidence to Better Understand Texts](#)

L.N.2.4.5

► Anchor and Eligible Content

Nonfiction Text—Analyzing and Interpreting Literature

L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.

► Instructional Supports

- Review the common types of graphics in nonfiction text using the anchor chart shown.
Have students add to the list.

Anchor Chart: Common Types of Graphics in Nonfiction Texts

- photographs
- flowcharts
- diagrams
- labels
- captions
- close-ups
- maps
- timelines
- sketches/drawings
- charts/tables
- graphs
- infographics
- comics
- text/fact boxes
- _____

- Explain that graphics, including charts, can clarify, simplify, and organize informational texts since the brain is able to process images much faster than text. Elaborate by explaining that graphics allow visual learners to understand information more easily. Use

the following anchor chart to lead a discussion about how graphics can make complex information more accessible for readers.

Anchor Chart: How Graphics Make Information Accessible

How Graphics Clarify	How Graphics Simplify	How Graphics Organize
• by showing structures easier than text (ex. diagrams) • by showing comparisons of data (charts and graphs) • by showing patterns, relationships, and trends that allow readers to draw conclusions (ex. graphs) • by showing specific examples or data to support a point • by providing context (ex. maps)	• by presenting data in a way that is faster to understand • by illustrating processes (ex. flowcharts) • by guiding the reader's attention to the most important data • by breaking down complex ideas into simpler parts	• by showing how pieces of information are connected • by categorizing information • by arranging information to reflect common text structures (ex. flowcharts show sequence)

- Share an informational text with graphics, including charts/graphs, with students. Show how the graphics/charts support the text. Point out important elements of graphics that can help to engage and aid readers:
 - ✓ use of color
 - ✓ use of shape
 - ✓ use of visual hierarchy
 - ✓ use of font and arrangement of text
 - ✓ use of white space
 - ✓ use of texture
 - ✓ use of form (type of graphic used)
- Lead a discussion of how the graphics and charts help to clarify, simplify, and/or organize information to make the text more accessible for readers. Then, with students, evaluate how effective the graphics are in clarifying, simplifying, and/or organizing the

text. Discuss how the visual matches or does not match the message. With students, complete a graphic organizer like the one shown that requires students to provide visual evidence. When providing visual evidence, model how to interpret graphics for evidence.

Graphic Organizer: Evaluating Graphics

Graphic	Evaluation of Graphic in Clarifying, Simplifying, Organizing Text	Visual Evidence

► Clarification

- A chart is also sometimes called a graph.

► Enrichment

- [24 Types of Charts and Graphs for Data Visualization](#)
- [The Nuances of Visual Communication](#)
- [Using Infographics to Simplify Complex Data](#)

► Key Terms

analyze, charts, evaluate, graphics, informational texts, nonfiction texts, organize, simplify

► Resources

- [Graphics and Charts in Nonfiction Tutorial](#)
- [Reading Charts, Graphs, and Visual Aids](#)
- [Analyzing Visual Evidence Tutorial](#)
- [Seeing Beyond Words: Analyzing Visual Evidence to Better Understand Texts](#)
- [Visual and Quantitative Evidence Practice](#)
- [ReadWorks Nonfiction Passages](#)
- [Text and Graphic Features for “The Science Behind Sight”](#)

L.N.2.5.1

► Anchor and Eligible Content

Nonfiction Text—Analyzing and Interpreting Literature

L.N.2.5.1 Differentiate between fact and opinion.

► Instructional Supports

- Review the concepts of fact and opinion. Remind students that a fact is a statement that can be proven, while an opinion is a statement that reflects a belief about something. Share an anchor chart like the one shown.

Anchor Chart: Fact vs. Opinion

Fact	Opinion
- a statement that can be verified through research or observation - can be proven to be true or false - objective/unbiased - cannot be disputed	- a statement that expresses a belief, feeling, or judgment - cannot be proven to be true or false - subjective/biased - can be disputed

- Explain that being able to differentiate between fact and opinion is an important critical skill since it allows readers to critically evaluate sources and understand author bias.
- Provide an example of a fact and an opinion that relates to the same topic (e.g., Fact: Broccoli is a healthy vegetable. Opinion: Broccoli is the most delicious vegetable). Share [opinion words and phrases](#) that signal to the reader that an opinion is being shared.
- Guide students to create a chart listing facts and an opinion about a specific topic.

Topic: _____

Fact	Opinion

As a class, complete the chart with additional facts and opinions about the topic. Then, have students check each of the facts and opinions listed against the features listed in the anchor chart.

- Explain that authors may present false facts. Provide examples of false facts (e.g., There are ten inches in a foot). In addition, explain that sometimes facts may be proven to be untrue at a later time through new research or data. Share the examples shown in the chart. Have students add to these examples and discuss as a whole class.

Facts That Have Changed Over Time

Original Fact	New Fact	Why Fact Changed
The earth is flat.	The earth is ellipsoid.	• through satellite imagery
Pluto is a planet.	Pluto is a dwarf planet.	• through reclassification in 2006 from International Astronomical Union

- Share a short nonfiction text that contains both facts and opinions. With students, complete a [Fact vs. Opinion Graphic Organizer](#) in which students identify statements as fact or opinion and then offer a rationale for their designation.

► Clarification

- Emphasize that our understanding of what is a fact can change over time due to the discovery of new evidence and better scientific methods.

► Enrichment

- [Facts vs. Opinions](#)
- [Teaching Fact and Opinion](#)
- [Teaching Fact vs. Opinion: Tips, Activities, and Resources](#)

► Key Terms

bias, differentiate, evidence, fact, nonfiction text, opinion, signal words

► Resources

- [Distinguishing Fact and Opinion Tutorial](#)
- [Words to Use When Expressing Opinions](#)
- [Fact and Opinion Practice](#)
- [Quiz: Fact or Opinion](#)
- [Using Both Fact and Opinion Practice](#)

L.N.2.5.2

► Anchor and Eligible Content

Nonfiction Text—Analyzing and Interpreting Literature

L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in the text.

► Instructional Supports

- Review the difference between fact and opinion. Explain how authors use facts and opinions in a nonfiction text. Share an anchor chart like the following. Have students add to this chart.

Anchor Chart: Role of Facts and Opinions

How Authors Use Facts	How Authors Use Opinions
- to support claims - to provide a factual foundation - to establish credibility with the reader - to inform or educate the reader _____	- to persuade the reader - to create a certain tone - to communicate the author's perspective - to appeal to emotions of the reader - to offer a different way of interpreting events and ideas _____

- Explain that many times, authors use facts to support opinions. Share a nonfiction text (e.g., journalistic article, essay, editorial, speech) with students that includes multiple facts and opinions. With students, refer to the anchor chart above and analyze how the author uses facts and opinions in the text, including how facts are used to support opinions. With students, record these uses on a [fact and opinion graphic organizer](#).
- Present a different nonfiction text that includes multiple facts and opinions. Have students read the text and complete the same [fact and opinion graphic organizer](#). Then, discuss the students' responses as a whole class.

► Clarification

- This standard requires students to go beyond identifying facts and opinions. Instead, students must explain, interpret, describe, and/or analyze how/why facts and opinions are used in a nonfiction text.

► Enrichment

- [Fact vs. Opinion vs. Informed Opinions and Their Role in Journalism](#)
- [How to Teach Opinion Writing in 9 Steps](#)
- [Teaching Fact vs. Opinion: Tips, Activities, and Resources](#)
- [Opinion vs. Facts: A Critical Thinking Approach](#)

► Key Terms

analyze, describe, explain, fact, interpret, nonfiction text, opinion

► Resources

- [Facts and Opinions in Reading Tutorial](#)
- [How Do You Analyze Nonfiction for Facts and Opinions?](#)

L.N.2.5.3

► Anchor and Eligible Content

Nonfiction Text—Analyzing and Interpreting Literature

L.N.2.5.3 Distinguish essential from nonessential information.

► Instructional Supports

- Explain that in nonfiction text, essential information includes main ideas and key details, while nonessential information includes interesting secondary details. Share an anchor chart like the following and discuss the ways to identify essential and nonessential information in nonfiction text. Have students add to the chart.

Anchor Chart: Identifying Essential and Nonessential Information

Essential Information	Nonessential Information
- helps the reader understand main idea, main point, or argument - usually expressed in sentences without commas, parentheses, or dashes - often bolded or italicized - included in headings and subheadings - answered with “5Ws and H” questions _____	- does not directly support author’s main idea, main point, or argument - provides additional interesting, descriptive information only - enclosed in sentences with commas, parentheses, or dashes - often included in sidebars or footnotes - includes redundant information _____

- Present a nonfiction text, like a newspaper article, which includes both essential and nonessential information. With students, read the text and discuss while marking different pieces of information as essential or nonessential. Show students how to use the GIST strategy (see [GIST Template](#)) by modeling how to determine the most important information by determining the 5Ws and H in the text as well as keywords. Then, have students write a 20-word summary or GIST that only includes essential information (main idea and key details).

► Clarification

- Although the GIST strategy includes writing a summary, the standard does not focus on summarizing. Instead, the standard requires students to be able to differentiate between essential and nonessential information, and the GIST strategy is one way to meet this standard.

► Enrichment

- [Get the GIST: A Summarizing Strategy for Any Content Area](#)
- [2 Minutes of Teaching: Annotating for GIST](#)
- [How to Write a Nonfiction Text Summary Using the GIST Strategy](#)

► Key Terms

distinguish, essential information, nonessential information, nonfiction text

► Resources

- [Get the GIST Reading and Learning Strategy](#)
- [GIST Toolkit](#) (adapt for high school)
- [Get the GIST Log](#)

L.N.2.5.4

► Anchor and Eligible Content

Nonfiction Text—Analyzing and Interpreting Literature

L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.

► Instructional Supports

- Explain that authors may present information in a way that is somehow prejudiced toward a particular perspective. Discuss how bias can destroy a reader's trust in the author and in the information presented, lead to unfair portrayals of people and events, and manipulate a reader's attitude toward a subject. Explain that bias may be intentional or unintentional on the part of the author. Present an anchor chart like the following that shows how bias can be identified in nonfiction text. Provide an example of each type of bias. Have students add examples to the chart.

Anchor Chart: Bias in Writing

Bias in Writing	Example
use of emotionally charged (loaded) language	
inclusion of stereotypes	
overgeneralization	
omission of information/facts	
use of unclear information	
presentation of only one side of an issue	
dismissal of counterarguments	
presentation of opinions as facts	

- Explain to students that propaganda is an intentional attempt by authors to shape the beliefs or actions of readers. Explain that propaganda is a more extreme form of communication and contains bias. Writers appeal to emotions, use biased or misleading

information, and include certain techniques to manipulate readers into having a certain belief or into taking a particular position. Introduce students to common propaganda techniques used in writing (see [Seven Common Propaganda Techniques](#)). Discuss how propaganda is commonly used in political campaigns, in wartime communication, in the media, and in advertising. Explain that speeches, editorials, news and social media, posters, and videos may feature propaganda techniques.

- Present a nonfiction text to students (i.e., expository or persuasive) that contains bias and propaganda techniques. Read the text with students and identify bias and propaganda techniques. With students, record the different examples of bias and/or propaganda along with an explanation or interpretation of each in a graphic organizer like the one shown.

Graphic Organizer: Interpreting Bias and Propaganda

Bias/Propaganda Technique	Textual Evidence/Example	Interpretation of Technique

► Clarification

- The standard requires students to not only identify bias and propaganda techniques but also to explain and interpret them as they are used in texts.

► Enrichment

- [Loaded Language Examples](#)
- [What Exactly is Loaded Language?](#)
- [What is Bias in Writing?](#)
- [Spotting Bias: A Lesson for Engaging Critical Readers in Nonfiction Texts](#)
- [Propaganda Techniques to Recognize](#)
- [Misinformation, Disinformation, and Propaganda](#)
- [Easy Ways to Teach Types of Propaganda](#)
- [How to Analyze Propaganda](#)

- [Biased Words to Identify Opinions](#)
- [The Way I See It: Analyzing an Author's Point of View](#)

► **Key Terms**

bias, explain, identify, interpret, nonfiction text, propaganda techniques

► **Resources**

- [Examples of Persuasive Techniques and Terms](#)
- [Propaganda Critic](#)
- [Bias and Propaganda Slide Presentation](#)
- [Recognizing and Analyzing Propaganda](#)
- [ReadWorks](#) (source for nonfiction texts)
- [American Rhetoric Speech Bank](#)
- [Winston Churchill: The Sinews of Peace Speech](#)
- [Franklin Delano Roosevelt: The Four Freedoms Speech](#)
- [Media Bias and Propaganda](#)
- [Analyzing a Text to Uncover Bias](#)
- [Detecting Author Bias](#)
- [Signs of Bias](#)
- [Bias and Propaganda Practice](#)
- [How to Detect Media Bias & Propaganda](#)
- [Exploring Bias and Exaggeration in Advertising](#)

L.N.2.5.5

► Anchor and Eligible Content

Nonfiction Text—Analyzing and Interpreting Literature

L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.

► Instructional Supports

- Review the concepts of bias and propaganda from standard L.N.2.5.4. Explain that bias in texts can be explicit or implicit. Discuss the differences using an anchor chart like the one shown.

Anchor Chart: Implicit vs. Explicit Bias

Implicit Bias	Examples	Explicit Bias	Examples
- unconscious attitudes that affect patterns in text - suggested or hinted at in text - revealed through connotative language - unintentional because of author's own internalized beliefs		- conscious attitudes that affect patterns in text - directly stated and clearly expressed in text - revealed through direct, concrete language - intentional and used to persuade readers	

With students, propose examples of both implicit and explicit bias and record those in the anchor chart.

- Review with students common propaganda techniques used in writing (see [Seven Common Propaganda Techniques](#) and [Propaganda Techniques to Recognize](#)). Explain that contemporary propaganda has four features:
 - It provokes strong emotions.
 - It simplifies information.
 - It appeals to the hopes, fears, and dreams of a certain audience.
 - It attacks opponents.

- Present students with a nonfiction text (e.g., expository, persuasive) that includes implicit/explicit bias and propaganda techniques. With students, read the text and mark/label examples of bias and propaganda techniques. Discuss with students how effective the use of bias and propaganda techniques is in the text in persuading the reader to adopt or change a certain belief or attitude. Record an evaluation in a chart like the one shown.

Bias and Propaganda: Evaluation of Effectiveness

Bias/Propaganda Technique	Textual Evidence	Evaluation of Effectiveness

► Clarification

- The standard requires students to evaluate the effectiveness of the use of bias and propaganda techniques in nonfiction text.

► Enrichment

- [Recognizing Propaganda Techniques and Errors of Faulty Logic](#)
- [Lesson Plan: Recognizing Propaganda in Political Speeches and Advertisements](#)
- [50 Powerful Examples of Visual Propaganda and the Meanings Behind Them](#)
- [Evaluating News: Propaganda](#)

► Key Terms

analyze, bias, describe, effectiveness, explain, nonfiction text, propaganda techniques

► Resources

- [Exploring Bias and Stereotypes Across Texts](#)
- [Argument, Persuasion, or Propaganda? Analyzing World War II Posters](#)
- [Propaganda Techniques in Literature and Online Political Ads](#)
- [Propaganda: What's the Message?](#)

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- [History of American Propaganda Posters: American Social Issues through Propaganda](#)
 - [Bias and Propaganda Practice](#)
 - [Propaganda Techniques and Their Effectiveness](#)
 - [Exploring Bias and Exaggeration in News and Magazine Articles](#)
 - [Propaganda Techniques in Media Handout](#)
 - [ReadWorks](#) (source for nonfiction texts)
 - [American Rhetoric Speech Bank](#)
 - [Winston Churchill: The Sinews of Peace Speech](#)
 - [Franklin Delano Roosevelt: The Four Freedoms Speech](#)
 - [Propaganda Techniques and Harry S. Truman's St. Louis 1948 Reelection Speech](#)

L.N.2.5.6

► Anchor and Eligible Content

Nonfiction Text—Analyzing and Interpreting Literature

L.N.2.5.6 Explain, interpret, describe, and/or analyze the author’s defense of a claim to make a point or construct an argument in nonfictional text.

► Instructional Supports

- Review with students that some nonfiction texts are argumentative (i.e., texts in which an author supports a claim about a debatable topic using evidence as support). Explain that in argumentative texts, the three main rhetorical appeals used are logos, pathos, and ethos. Use the anchor chart shown to lead a discussion about these three appeals. Discuss how the three appeals, when used together, make an argument stronger. 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 recent 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	_____ _____

Rhetorical Appeal	Features	Examples
	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	_____ _____

- Discuss elements of each of the three appeals (see [The Three Appeals of Argument](#)). Share how appeals can be used appropriately as well as inappropriately. Discuss how the three appeals are best used in a balanced way.
- Discuss how rhetorical devices are also used by authors to strengthen claims in arguments. Review common rhetorical devices used, their definition/function, and examples (see [Examples of Rhetorical Devices](#)).
- Explain that an argument should also include a counterclaim, which is a claim that opposes the main point. An argument should also include a rebuttal, which is the response that addresses and refutes the counterclaim; it is part of a defense of a claim. Discuss how a rebuttal may concede part of the counterclaim before it explains why the original claim/argument is still valid. Share common sentence frames for counterclaims and rebuttals (see [Counterclaim Sentence Frames](#)).
- Select one of the three argumentative essays found at this resource [3 Strong Argumentative Essay Examples, Analyzed](#). With students, read and discuss which

appeals are used as well as the rhetorical devices that are used in defense of a claim, to make a point, or to construct an argument. In addition, analyze the use of a counterclaim and a rebuttal. Analyze how evidence is used in the argument. With students, record the argument, claims, reasons, evidence, as well as the rhetorical appeals/rhetorical devices, counterclaims, and rebuttals, on a graphic organizer (see [Argumentative Graphic Organizer](#); [Analyzing Arguments Graphic Organizer](#); or [Analyze an Argument Graphic Organizer](#)).

► **Clarification**

- The standard focuses on the defense of a claim; therefore, instruction should focus on how authors use evidence to support a claim.

► **Enrichment**

- [Logos Examples](#)
- [Pathos Examples](#)
- [Ethos Examples](#)
- [Understand the Difference between Ethos, Pathos, and Logos to Make Your Point](#)
- [How to Teach Rhetorical Analysis](#)
- [Rhetorical Analysis](#)
- [The Rhetorical Triangle: Understanding and Using Logos, Ethos, and Pathos](#)
- [Rhetorical Devices List w/ Examples](#)
- [Common Rhetorical Devices List: The Art of Argument](#)
- [20 Rhetorical Devices High School Students Should Know](#)
- [The Rhetorical Situation](#)
- [Argument: The Basics](#)
- [Rhetorical Argument](#)
- [Counterargument](#)

► **Key Terms**

analyze, argument, claim, defense, describe, explain, interpret, nonfiction text, point

► Resources

- [Annotating the Use of Rhetorical Strategies Presentation](#)
- [Rhetorical Devices and Appeals Presentation](#)
- [The Rhetorical Triangle: Understanding and Using Logos, Ethos, and Pathos](#)
- [How Do Authors Use Rhetoric to Achieve Their Purposes?](#)
- [Author's Purpose and Rhetoric Practice](#)
- [Author's Purpose and Rhetoric Practice 2](#)
- [Rhetorical Devices Handout](#)
- [Developing Citizenship through Rhetorical Analysis](#) (adapt for high school)
- [ProCon](#) (source for argumentative texts)
- [American Rhetoric](#) (online speech bank)
- [Student Model](#) (argumentative essay)
- [Making a Claim](#)
- [Lou Gehrig: Farewell to Baseball Address](#)
- [Rhetoric in JFK's Inaugural Address Lesson](#)
- [JFK Inaugural Speech Transcript](#)
- [My Favorite Speeches for Rhetorical Analysis: 10 Speeches for Middle School ELA and High School English](#)