Grade 7
English Language Arts

Alabama Educator Instructional Supports

Alabama Course of Study Standards

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Introduction

The *Alabama Instructional Supports: English Language Arts* is a companion to the 2016 *Revised Alabama Course of Study: English Language Arts* for Grades K–12. Instructional supports are foundational tools that educators may use to help students become independent learners as they build toward mastery of the *Alabama Course of Study* content standards. **Instructional supports are designed to help educators engage their students in exploring, explaining, and expanding their understanding of the content standards.**

The content standards contained within the course of study may be accessed on the Alabama State Department of Education (ALSDE) website: https://www.alabamaachieves.org/. When examining these instructional supports, educators are reminded that content standards indicate minimum content—what all students should know and be able to do by the end of each grade level or course. Local school systems may have additional instructional or achievement expectations and may provide instructional guidelines that address content sequence, review, and remediation.

The instructional supports are organized by standard. Each standard's instructional support includes a statement of the content standard, instructional outcomes, guiding questions and instructional activities, key academic terms, and additional resources.

Content Standards

The content standards are the statements from the 2016 *Revised Alabama Course of Study: English Language Arts* that define what all students should know and be able to do at the conclusion of a given grade level or course. Content standards contain minimum required content and complete the phrase "Students will _____."

Each grade-level content standard integrates, builds on, and leads to broader, more comprehensive skills. The standards collectively guide educators in preparing students with the content and skills students should know by the end of high school.

The **Reading** standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also ensured through the requirement that students read increasingly complex texts.

The **Writing** standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades while using increasingly demanding content and sources. To meet these goals, students must devote significant time and effort to

writing. Students must produce numerous pieces, over short and extended time frames, that are integrated across all curricular areas.

The skills developed through the **Language** standards require attention to conventions of standard English, language, and vocabulary. As with all content domains, the Language standards are cumulative, building throughout the years with increased sophistication and complexity.

Instructional Outcomes

The instructional outcomes are statements that describe essential learning that learners should achieve at the end of instruction.

Guiding Questions and Instructional Activities

Guiding questions are designed to create a framework for the given standards and to engage students in exploring, explaining, and expanding their understanding of the content standards provided in the 2016 *Revised Alabama Course of Study: English Language Arts*. Therefore, each guiding question is written to help educators convey important concepts within the standard. By utilizing guiding questions, educators are engaging students in investigating, analyzing, and demonstrating knowledge of the underlying concepts reflected in the standard.

Each guiding question includes a representative set of sample activities and examples that can be used in the classroom. The set of activities and examples is not intended to include all the activities and examples that would be relevant to the standard.

Key Academic Terms

These academic terms are derived from the standards and are to be incorporated into instruction by the educator and used by the students.

Additional Resources

Additional resources are included that are aligned to the standard and may provide additional instructional support to help students build toward mastery of the designated standard. Please note that while every effort has been made to ensure all hyperlinks are working at the time of publication, web-based resources are impermanent and may be deleted, moved, or archived by the information owners at any time and without notice. Registration is not required to access the materials aligned to the specified standard. Some resources offer access to additional materials by asking educators to complete a registration. While the resources are publicly available, some websites may be blocked due to Internet restrictions put in place by a facility. Each facility's technology coordinator can assist educators in accessing any blocked content. Sites that use Adobe Flash may be difficult to access after December 31, 2020, unless users download additional programs that allow them to open SWF files outside their browsers.

Printing This Document

It is possible to use this entire document without printing it. However, if you would like to print this document, you do not have to print every page. First, identify the page ranges of the standards or domains that you would like to print. Then, in the print pop-up command screen, indicate which pages you would like to print.

Reading

RL.7.1

Reading Standards for Literature
Key Ideas and Details
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Instructional Outcomes:

- Engage in close reading to comprehend complex literary texts.

- Review how to analyze what a text says explicitly.

- Review how to draw inferences using analysis of a text.

- Demonstrate how to select and use several pieces of textual evidence to support analysis about what a text says explicitly.

- Demonstrate how to select and use several pieces of textual evidence to support the inferences.

- Correctly cite evidence to support an analysis of text.

Guiding Questions and Instructional Activities:

How do you analyze a text? How do you cite textual evidence to support an analysis?

1. Introduce the terms *analyze* and *analysis* to the class. Explain that analyzing refers to digging deeper into the meaning of the text and is a part of critical thinking. Analysis means to break down and study the parts of a text and how the parts relate to one another. Explain that as skilled readers read texts, they analyze the text, continually forming claims, inferences, and conclusions, and then they use textual evidence to support these ideas. Skilled readers then use textual evidence to support their analysis of parts of a text or the text as a whole.

2. Discuss what it means to *cite textual evidence*. Explain to students that when readers cite textual evidence, they may quote actual statements from a text or refer to descriptions, dialogue, monologue, details, stage directions from dramas, examples, paraphrased information, or summarized information. Explain to students that they can use different strategies when citing textual evidence. Some examples include sentence-starter anchor charts. These can help students to support their analyses when writing about texts. Provide

a short text to students that includes an idea stated explicitly. Read the text aloud to students as they follow along. Highlight an idea that is stated explicitly (e.g., "Allison was nervous about her audition for the school talent show"). Then, elicit from students the evidence from the text that supports this statement. Use the anchor chart to record evidence.

Anchor Chart: Sentence Starters and Evidence

Sentence Starter	Evidence
According to the text. . .	
The author stated. . .	
The text stated. . .	
In the text, it states. . .	
On page _____, it says. . .	
On page _____, I noticed _____.	

Also, provide other examples of sentence starters (Textual Evidence Sentence Starters) for students to use.

How do you select and use several pieces of textual evidence to support what a text says explicitly? How do you select and use several pieces of textual evidence to support the inferences you draw?

1. Introduce the concept of textual evidence. Explain to students that textual evidence includes specific information from a text that supports a particular idea, inference, conclusion, or claim. Sometimes textual evidence can be used to support something the text says directly. Model how to find an explicit idea and textual evidence that supports that idea. Provide students with a short fictional text (two or three paragraphs) in which an idea is clearly stated, along with several sentences that support that idea. Highlight an idea that is explicitly stated in the text (e.g., "Alex was very excited that he was going camping with his uncle that morning"). Textual evidence may include quoted sentences, description, dialogue, details, examples, paraphrased information, or summarized information from a text.

   In the teacher copy of the text, highlight in another color the sentences that support the chosen idea. Discuss with students how each sentence supports the stated idea:

- o Alex bounced out of bed that morning and dressed in a flash.

- o "Morning, Mom, I cannot wait to see where Uncle David takes me on this adventure."

- o Suddenly, Alex heard the toot of a car horn, and he bounded out the door to greet his uncle.

Model such language, including "This is an explicit idea stated in the text" or "This sentence from the text supports the explicit idea because _____." From a novel, short story, or drama, introduce a short literary excerpt in which there are explicit statements about character traits, character feelings, character motivations, plot, setting, conflict, mood, theme, or other relevant elements of fiction. Provide copies to students. Display the excerpt to the class and read it aloud. Have students work in pairs to identify and highlight a statement in the excerpt that is supported by several pieces of textual evidence. Then, have students highlight in a different color several pieces of information that support what the text says explicitly. Have students use the language from the beginning of this paragraph to share their explicit statements and examples of textual evidence. Engage in a whole class discussion of how the explicit statements and the textual evidence are connected and why the highlighted sentences support the explicit statement.

2. Explain to students that textual evidence also is used to support an inference or conclusion that can be drawn from reading a text. Introduce the concept of inference. Explain to students that an inference is made by "reading between the lines," or using clues in a text, and applying personal experience to determine what is not directly stated in the text. This implicit information is obtained through inference. Explain to students that skilled readers regularly use their experience, prior knowledge, and information from the text to make inferences or draw conclusions. Model how to form an inference by using textual evidence that supports a particular idea. Provide students with a short fictional text (two or three paragraphs) in which an inference can be drawn from textual evidence. Read the excerpt aloud to students. Then, use the anchor chart and model your thinking to students by using textual evidence to form an inference. Using the description of the character Miranda, you could say the following:

   The text states that "Miranda always did her homework right away when she got home from school." It also states that "Miranda got up before her mother every day to give food and water to her cat and to clean the litter box." Finally, the text says that "Miranda tidied up her room every Saturday morning and helped her younger brother clean his room as well." From these sentences, I can make an inference about Miranda. What inference can I make about her?

Create and display the anchor chart.

Anchor Chart: Inferences about Miranda

Textual Evidence	Inference
1.	
2.	
3.	

Record three sentences from the description of Miranda in the "Textual Evidence" column. Elicit responses from students and record them in the "Inference" column. Possible reasonable responses could include responsible, trustworthy, conscientious, mature, competent, efficient, reliable, and sensible. Ask students "How do these sentences support your inference?" If any response is not supported by the three sentences, discuss why, and revise the chart.

Key Academic Terms:

literary text, analysis, cite, textual evidence, explicit analysis, draw inferences, annotation

Additional Resources:

[Six strategies to help students cite and explain evidence](#)

["Where's Your Proof?" Teaching Kids to Use Evidence](#)

[Inference Game](#)

[Text Analysis: Incredible Inferences](#)

[R.A.C.E. (Strategy for Citing Evidence)](#)

RL.7.2

Reading Standards for Literature
Key Ideas and Details
RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Instructional Outcomes:

- Engage in close reading to comprehend complex literary texts.

- Review and practice determining a theme and central idea.

- Identify details and examples that develop the theme and/or central idea over the course of a text.

- Identify the characteristics of an objective summary of a text.

- Write an objective summary of a text.

Guiding Questions and Instructional Activities:

How do you determine the theme and/or central idea of a text?

1. Introduce the term *theme* to students. Explain that a theme of a literary text is a message that is usually implicit in the work. It is an abstract concept that is indirectly conveyed through recurrent images, actions, phrases, characters, motifs, and symbols. *Theme* is different from *topic* in that it is a comment, observation, or insight about a particular idea. For example, the subject of a poem may be a flower, but a theme about the subject may be "Nature brings joy." A theme is a significant idea that the author wants the reader to consider. Often the theme makes a broad statement about society, human nature, or the human condition. 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 works may have more than one theme. Select a quote from a quote website (e.g., Inspirational Quotes) and display it to students. Have students discuss how the quote can be turned into a statement of a theme and how it applies to current events, popular culture, works of literature, films, or television programs. As a class, use a graphic organizer (e.g., Writing Thematic Statements) to model how to revise the quote into a thematic statement. Write the theme on an anchor chart and display it to the class. Then, provide a different quote to groups of two to four students. Have each group transform the quote into a

thematic statement using the anchor chart. Direct each group to also think of a work of literature, real-life event, idea in pop culture, film, or television program to which the theme applies. Discuss each group's thematic statement and after discussion and revision, add the thematic statement to the class anchor chart.

2. Distribute a short fictional text of less than one page (e.g., excerpt from novel, short story, or drama) that will elicit a common theme or themes from students and display it. Read the text aloud and explain to students that a reader must understand the plot, characterization, conflict, and symbolism of a text in order to identify a theme. Share a handout with students (e.g., Read*Write*Think: The Literary Element of Theme). Create a graphic organizer that uses these five components of a theme:

   1. Summarize the plot.

   2. Identify the subject of the work.

   3. Identify the truth or insight the protagonist learns.

   4. State how the plot reflects the primary insight about the subject of the work.

   5. Craft a thematic statement based on the truth learned.

Graphic Organizer: Components of a Literary Theme

Plot	Subject of Work	Truth Learned	How Plot Reflects Insight	Thematic Statement

3. Discuss the short fictional text and have the class complete the graphic organizer. In addition to a theme, inform students that a literary work will usually have a central idea. A central idea is the central unifying element that ties together the other elements of fiction in a story or drama. Using the same fictional text, show students how to craft a statement of a central idea: "The story reveals that _____." OR "The central idea is that a person _____." A central idea should be written without character names since it is a generalization based on the plot, characterization, conflict, and symbolism. Share with students information about central ideas (e.g., Central Idea in Literature). Using the same excerpt, create a chart that shows the theme and the central idea. Compare and contrast how the theme and the central idea are similar and/or different.

How do you analyze how a theme and/or central idea is developed over the course of a text?

1. Explain to students that themes are developed by authors in several ways: through actions and events of the plot; through inner thoughts of the characters; through dialogue between characters; through character traits, character feelings or motivations; through character actions; through description; through the ways in which characters change or respond to situations; through insights the character has; through the characteristics of the setting; through the symbolism; through figurative language; through tone; and through the resolution. Readers must weave together details throughout the text to determine a theme. Select a short literary text (e.g., excerpt from a novel or short story). Provide copies to students and display the text to the class.

2. Have students read the text independently. Then, read aloud the text to students. As you read the text to students, model your thinking of how your determination of theme progresses as you read the text (think-aloud protocol). Discuss the text paragraph by paragraph, and record when the author hints of a "big idea" or insight. Highlight sentences in the text and record the "big ideas" on sticky notes. After completing the reading, ask students to determine a theme based on the details and notes. Discuss the student-generated themes and create a chart to record them.

Chart: Determining Theme

Theme	How the Author Develops the Theme

3. Record one of the most evident themes in the text. Then, go back through the text with students and categorize the notes that help to develop that theme: e.g., dialogue, figurative language, character thoughts, character actions. Record those methods in the chart.

4. Distribute to students a different short literary text and have them read independently. Then, have students work in pairs to identify details the author uses to develop the theme. Students should highlight these details in the text or record them on sticky notes. Discuss what students think are possible themes. Use the "Determining Theme" chart to record, display, and discuss the suggestions. Select one or two suggestions that are the most accurate and most evident in the text. Create a chart on paper with the headings: *Theme*, *How Theme is Developed in Text*, and *Evidence from the Text*. Have students explain how this theme is developed over the course of a text through the elements of fiction.

5. Based on the discussion of how a theme was developed, have students work in pairs to respond in writing to a prompt. Explain to students that they can express in writing what has been discussed verbally, but they should respond to the questions in the order in which they appear. Provide the prompt: "What is a theme of the text? How is this theme developed over the course of the text? Use evidence from the text to support your response." Provide for students a skeletal framework for a response:

> One theme of the text is _____. The author develops this theme through (e.g., <u>character thoughts</u>). First, <u>(the author develops the theme through the characters' thoughts)</u>. For example, <u>(include a detail that supports how the characters' thoughts help to develop a theme and explain how that detail helps to show the theme)</u>. In addition, <u>(include a second detail that supports how the characters' thoughts help to develop a theme and explain how that detail helps to show the theme.</u>

Display the written responses and lead a whole class discussion to examine how evidence is used to support the development of a theme.

What does it mean to be objective? How do you write an objective summary of a text?

1. Introduce to students the term *summary*. The summary should make clear the events of a literary text such as a book, short story, drama, or poem, so that the reader can understand the components. Explain to students that an objective summary focuses only on the main events of the text. A summary should be shorter than the original text. Minor details should be omitted, and the events should be organized clearly. Students should relay events in their own words instead of quoting directly from the text. The components of a summary may include characters, setting, conflict/problem, plot events, and the resolution. Use the graphic organizer to discuss the components of an objective summary.

Graphic Organizer: Objective Summary

Title of Story:	
Characters	
Setting	
Conflict/Problem	
Plot Events	
Resolution	

2. Tell students they will first watch a short video clip of a television show to process the content (e.g., Lucy and Ethel Wrap Chocolates Video). Have students watch the video clip. Then, explain to students that they will watch the video again with these elements in mind: characters, setting, conflict/problem, plot events, and resolution of the conflict/problem. As a class, complete the graphic organizer based on this video clip. Talk with students about including only the most important main events from the plot, omitting minor details. Think of events or details that are minor and have students determine if they are major or minor.

3. Explain to students that an *objective* summary is one that does not include the writer's opinions or personal thoughts. Therefore, an *objective* summary is not written in the first-person voice. Select a short literary text that would evoke an emotional response or replay the video clip Lucy and Ethel Wrap Chocolates Video.

   Then, display a sentence starter for students to record their emotional reactions to the text or video:

   > I feel/think/believe (emotion) because (character name + action).

   > OR

   > I feel/think/believe that (character name) is (trait) because he/she (action).

   If necessary, reread the text or replay the video. Explain that an objective summary is factual and does <u>not</u> include the reader's emotional reactions, opinions, or beliefs about the characters or actions.

4. Next, transition to writing an objective summary of an easy, short print text (e.g., folktale, short drama, short story). Discuss with students how they felt about a major or minor character's actions or responses in the text. Reinforce that an objective summary does not include personal thoughts, opinions, judgements, or beliefs. Have students work in pairs and use the "Story Map" graphic organizer in activity 1. After a class discussion of the elements of summary, show students a skeletal outline for a summary paragraph:

   > **Topic sentence: "**This story is about _____. "

   > **Supporting sentences:** Recap in order only the major events of the story by paraphrasing events in your own words.

   > **Concluding sentence:** State the resolution to the conflict or problem and any insights the character has gained by the end.

   Have students work in pairs to write a summary based on the short literary text. Have students share and discuss their summaries.

Key Academic Terms:

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

Additional Resources:

Literary Terms: Theme

Writing Thematic Statements

Tips and Resources for Teaching Theme

5 Mini-Lessons on Theme

Examples of Themes

RL.7.3

Reading Standards for Literature
Key Ideas and Details
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Instructional Outcomes:

- Engage in close reading of complex stories and dramas.

- Review and identify the elements of a story or drama.

- Analyze and describe how two or more elements of a story or drama interact.

- Analyze and describe how the characters affect the plot and setting of the story or drama.

- Analyze and describe how the plot affects the characters and setting of the story or drama.

Guiding Questions and Instructional Activities:

What are the elements of a story or drama? Which elements of a story or a drama are important?

1. Introduce the elements of a story or drama (e.g., The Elements of Fiction). Explain that a story has multiple elements that interact to form a compelling text, including plot, characters, setting, conflict, and theme. Discuss definitions with the class.

2. Explain to students that because they have already worked with theme, they will explore conflict and plot in detail. Show students a presentation about Freytag's Pyramid (e.g., Freytag's Pyramid). This plot diagram is commonly used to help readers visualize the plot structure used in stories, novels, dramas, and some poems. Select a short literary text (e.g., folktale, realistic fiction piece, short drama) that has a clearly defined plot to share with students. Display a plot diagram graphic organizer (e.g., Plot Diagram) for students to see. Then lead a reading in which you read a short literary text in its entirety and work with students to model the completion of the diagram. Then, select another short literary text and have students work in pairs to complete their own plot diagrams. Discuss the different components with the class.

3. Explain to students the two types of conflict: internal and external. Internal conflict is character vs. self, a struggle within a character (e.g., over a decision or an action to take). An external conflict is a struggle with a force outside of a character. External struggle can take many forms: character vs. character, character vs. nature, character vs. society, or character vs. technology. With students, brainstorm examples from literature that they have read in which a character exhibits internal and external conflict. Discuss with students the evidence that supports each conflict. Use the anchor chart to record the examples.

Anchor Chart: Types of Conflict and Evidence

Character	Literary Work	Type of Conflict	Evidence

4. Use the anchor chart to discuss the elements of setting: physical and chronological. Display the anchor chart for students.

Anchor Chart: Setting and Mood

Physical Setting	Chronological Setting	Mood

Physical setting refers to where the story takes place; this setting can be very general (a small town in the Midwest) or very specific (411 Maple Street, North Olmsted, OH). *Chronological setting* is the historical period, time of day, month, season, or year when the story takes place. The *mood of the setting* is the feeling that the setting elicits in the reader (e.g., dreamy, content, lonely) through description. Explain to students that different genres of fiction typically align with their settings. Science fiction is often set in the future, while fairy tales, folktales, and myths are usually in the past. Realistic fiction is in the present, and historical fiction is in the past. Explain that many times the author uses sensory language and descriptive adjectives to convey information to readers about the setting of a story or drama and to elicit a particular mood. Display a photo of a winter mountain scene from a free nature images website (e.g., Mountain Scene). Have students identify words that describe this setting, e.g., mountainous (physical setting) and winter (chronological setting). Elicit from students descriptive adjectives and phrases that describe the photo: peaks coated with layers of light, fluffy, snow; walls made of rounded stones that intersect behind a gold-colored dome tent; a barren landscape far away from any city or town; impassable mountains. The mood of the scene might be peaceful, lonely, or invigorating.

5. For additional practice in description, use the short literary text from activity 2 or select another photo or work of art (e.g., Free Images Site). Have students work in pairs with one student writing words that describe the setting and the other student writing words to describe the mood of the selection. Have the students trade their lists to see if they can think of additional descriptions.

6. Explain to students 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 is in conflict with the protagonist. Characters can be described as round vs. flat or dynamic vs. static. Use the anchor chart to discuss the definitions.

Anchor Chart: Character Types

Character Type	Definition	Link to examples
Round Character	fully developed, complex, and multifaceted	https://literarydevices.net/round-character/
Flat Character	simple, one-dimensional	https://literarydevices.net/flat-character/
Dynamic Character	a character whose traits change during the course of a story	https://literarydevices.net/dynamic-character/
Static Character	a character whose traits are unchanged during the course of a story	https://literarydevices.net/static-character/

Share a short story (e.g., folktale, fairy tale, other short story, or drama) in which the protagonist or antagonist shows evidence of being a dynamic or a static character. Read the story aloud or have students read independently. Use the graphic organizer to discuss whether the protagonist or antagonist is dynamic or static. Model how to identify evidence from text that supports a character as being dynamic or static. Then, engage students in guided practice by having them supply additional evidence from the text to support that character as being dynamic or static.

Graphic Organizer: Determine Character Type

Character	Dynamic or Static?	Evidence from Text

How do particular elements of a story or drama affect each other? How do you analyze and describe this process?

1. Inform students that story elements continually interact to move stories along. Explain to students that changes in character, setting, and plot can affect one another. Read or have students read a short literary work (e.g., short story, excerpt from novel, folktale, fairy tale, drama) in which plot affects the traits, emotions, and/or motivations of a character. Lead a reading in which you highlight the text that shows how the plot affects characters. Use the "Interaction of Story Elements" graphic organizer to analyze the interaction. Identify the setting, character traits, and events of the plot at the beginning of the story. Then, identify the changes in setting, character traits, and events of the plot at the end of the story.

   Identify the interaction of these three story elements, and record what initiated the change in the setting, character, and/or plot:

   o   What does a change in setting cause the characters to do?

   o   How does a change in the character create a different sequence of events?

   o   How does a change in the plot create change(s) in the character?

Interaction of Story Elements

Story Title:			
Time in Story	**Setting**	**Character Traits**	**Events of the Plot**
Beginning			
End			

2. With the same story used in activity 1, have students think about how the plot would change if the character made a different decision. Brainstorm a few of these ideas. Have students work in pairs to rewrite the ending of the story based on their predictions while keeping the setting the same.

Key Academic Terms:

literary text, analyze, story elements, drama elements, interact

Additional Resources:

Elements of a Short Story Video

Read*Write*Think: Plot Structure: A Literary Elements Mini-Lesson

Teaching Story Elements

Activities for Teaching Setting in Literature (available online at https://bookunitsteacher.com/wp/?p=405)

The Elements of Fiction

Read*Write*Think: Utilizing Visual Images for Creating and Conveying Setting in Written Text

Read*Write*Think: Writing Alternative Plots for Robert C. O'Brien's *Z for Zachariah*

Static or Dynamic Character Analysis Worksheet

Cause and Effect Graphic Organizer

RL.7.4

Reading Standards for Literature
Craft and Structure
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Instructional Outcomes:

- Engage in close reading to comprehend complex literary texts.

- Distinguish the difference between literal and figurative or connotative meaning.

- Identify figurative and/or connotative words and phrases in a text.

- Use context and reference to determine literal and figurative or connotative meaning.

- Explain the characteristics of rhyme.

- Analyze the effect of rhyme on a specific verse or stanza.

- Explain the characteristics of sound repetition, such as alliteration.

- Analyze the effect of sound repetition on a specific verse or stanza of a poem or a section of a story or drama.

Guiding Questions and Instructional Activities:

What is a figurative meaning? What is a connotative meaning? How do you determine the meaning of figurative and connotative words and phrases?

1. Review the concept of figurative meaning. Review the difference between literal and figurative language by sharing examples (e.g., Literal vs. Figurative Language) that can be distributed to students or projected for students to view. Explain to students that literal language means exactly what the words say. Figurative language, however, uses expressions that make comparisons or associations meant to be interpreted imaginatively, rather than literally. After discussing some examples of figurative language with students, have them work in pairs to think of several examples of figurative language and write them on an index card. Have the pairs of students switch index cards and discuss how to interpret others'

examples of figurative language. In a classroom discussion, have students explain why the examples are or are not correct.

2. Read to students a poem or other short text that contains many examples of figurative language. Use the graphic organizer to record examples of figurative language in the text. Ask students to identify the type of figurative language and to interpret the meaning of the example of figurative language. Have students work with a partner or independently to find and interpret other examples of figurative language in the text.

Graphic Organizer: Examples of Figurative Language

Title of Literary Text:		
Example of Figurative Language	**Type of Figurative Language**	**Interpretation of Figurative Language**

3. Review with students the concept of connotative meaning. While a denotation is the literal meaning of a word, a connotation is an implied feeling or idea that is associated with a word. Words with similar denotations can have very different connotations. Explain to students that many times, words have positive or negative associations. Connotations can represent certain social or cultural impressions as well. Connotations of words and phrases establish the tone in a piece of writing by eliciting certain emotions in readers. Authors intentionally use certain words to elicit particular emotions in readers. Present examples of words with similar denotations but with different connotations (e.g., Examples of Connotation). Discuss with students the different emotions that words with similar denotations elicit. Use the graphic organizer to display and discuss examples of connotative meaning.

Graphic Organizer: Connotative Meaning

Connotation	Word	In Context	Connotative Meaning	Emotion Elicited by Word (Tone)
Positive	youthful	If you want to remain youthful, be sure to exercise every day.	having vitality, energetic	admiration
Negative	childish	Dan thought his friend's hobby of reading comic books was very childish.	immature, foolish	disdain
Positive	chat	I called my friend Valerie to chat about our plans for the weekend.	to make small talk; to talk informally	affection, friendliness
Negative	jabber	The speaker jabbered on and on about a topic in which no one in the audience had any interest.	to talk rapidly or indistinctly	annoyance

4. Select a short literary text (e.g., poem or part of a short story) that has examples of words and phrases with positive and negative connotations. Have students work in pairs to read the text and use context and reference to determine the connotative meaning. They should identify the word or phrase, the sentence in which it is found, its positive or negative connotation, its connotative meaning, and how the word affects the tone of the text. Have students share their responses orally with the class.

Graphic Organizer: Connotative Meanings and Tone of Text

Word/Phrase	Sentence	Positive or Negative Connotation	Connotative Meaning	Affect upon Tone of Text

What is rhyme? How do you analyze the impact of rhyme on a specific verse or stanza of a poem?

1. Introduce the concept of rhyme as the repetition of similar sounding words that typically occur at the ends of lines in poems or in songs. This is called end rhyme. Rhyme within a line of poetry is called internal rhyme. The purposes of rhyme are as follows:

   o adds rhythm and musicality to poems

   o helps to organize the language

   o adds to the aesthetic appeal of poetry

   o makes it easier for readers to remember important ideas

   o can be used as a mnemonic device, making it easier for readers to memorize a song or poem

   o helps to establish a certain poetic form (e.g., limerick, sonnet)

   o helps to reinforce important ideas

   o enhances poetry's emotional effects upon the reader

   o gives certain words emphasis, reinforcing the theme

   o creates mood and atmosphere

   o ties together the stanzas by linking ideas and images

   o creates a pattern

   o creates closure

   o affects the pace at which the poem flows and how the poem is read aloud

   Introduce students to the concept of rhyme scheme, along with examples (e.g., Rhyme Scheme Definition). Select a short poem with end rhyme that will elicit a strong emotion in students, and display and read it to students. Also, distribute copies of the poem to students. Review the concept of end rhyme and underline or highlight each set of rhyming words. Use the bulleted list in this activity to explain the function of rhyme. Read the poem

a second time and direct students to think about the effect the rhyme scheme has on the poem. First, brainstorm with the class the emotional impact of the poem and record a list of emotions that the poem creates. With the class, use the graphic organizer to model how to determine how the rhyme scheme affects the poem. Use the bulleted list in this activity to identify the effect of the rhyme scheme.

Graphic Organizer: Effect of Rhyme Scheme

Poem title:		
Stanza	**Rhyming Words**	**Effect on Verse or Stanza**

2. Select a longer rhyming poem and distribute it to students. Have students work in pairs to identify the rhyme scheme (e.g., ABAB, ABCB). Then, have students work with the graphic organizer to record how the rhyme scheme affects a verse or stanza. Have students share their responses with the class and lead a discussion about their responses.

3. Select a different rhyming poem. Have students read the poem in pairs or independently. Use the graphic organizer to lead a discussion in which students identify evidence (lines or paraphrasing) from the poem that supports a given effect.

Graphic Organizer: Evidence from Poem

Rhyme Scheme	Effect on Verse/Stanza of Poem	Evidence from Poem

4. Distribute a different rhyming poem. For independent practice, have students respond to a written prompt such as "What impact does the rhyme scheme have on the stanza/verse/poem? Use evidence from the poem to support your response."

What is sound repetition and alliteration? What are the different types of sound repetition? How do you analyze the impact of sound repetition on a section of a story or drama?

1. Introduce to students the concept of sound repetition that is used in poems, stories, and dramas. Common types of sound repetition used in literature include alliteration, assonance, and consonance. Share definitions and examples (e.g., Literary Terms). Share with students that writers use sound repetitions to create specific effects:

   o a certain mood or tone, such as humor with nonsense verse, jingles, and tongue twisters

      > Whether the weather be fine or whether the weather be not,
      > Whether the weather be cold or whether the weather be hot,
      > We'll weather the weather whatever the weather,
      > Whether we like it or not.

   o a connection or emphasis of key words in a line

   o a pleasing sound to the ear; increased aesthetic appeal of a poem

   o unity across a poem or literary work

   o a rhythmic effect

   o to mirror ideas, events, or feelings being described

   o to enhance the musicality of the writing

   o increase the ability to memorize poems

   Share some examples in which alliteration can create a certain tone or mood:

   > Mike's mother makes a mouthwatering mince pie.

   Explain to students that the "m" sound in this example produces a soothing sound. Share with students other examples (e.g., Alliteration Effects) in which certain sounds can create a certain tone or mood in a literary work.

2. Share with students the story Pecked by a Pesky Pelican or a similar short story that contains examples of alliteration. Ask students what mood or tone the use of alliteration in the story creates. Possible accurate responses may include humorous, lighthearted, amusing, entertaining, comical, or nonsensical. Lead a discussion of how the use of alliteration creates a humorous tone or mood. Explain to students that the use of alliteration in the story creates humor from the rhythm that is established as well as the element of surprise with the choice of words. Share a poem that includes alliteration, assonance, or consonance. Lead a reading of the text in which you first read the poem for overall effect. Then, go back through the poem line by line and have students identify examples of alliteration, assonance, and consonance. Discuss with students how the

examples impact each stanza of the poem. You may use the bulleted list in activity 1 to identify the kinds of effects; refer to examples from another list (e.g., Alliteration Effects); or brainstorm to think of additional effects. Record the class findings in the graphic organizer.

Graphic Organizer: Sounds and Effects

Example	Type of Sound	Effect

Key Academic Terms:

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

Additional Resources:

Literal vs. Figurative Language

Read*Write*Think: Figurative Language Lesson (Valentine's Day is today!)

Read*Write*Think: Figurative Language Handout

Literary Devices: Figurative Language

Read*Write*Think: Idioms

Read*Write*Think: Eye on Idioms

Short Story: "The Pedestrian" by Ray Bradbury

Connotative Words: Examples and Exercises

Connotation and Denotation

Tone and Mood Word Lists

Literary Devices: Rhyme

Literary Devices: Rhyme Scheme

Rhythm and Rhyme

Elements of Poetry

Rhyme and Structure in Poetry

Read*Write*Think: Sample Poems (with sound repetition)

Read*Write*Think: Observations about Poetry Sheet

Rhyme Schemes—A Poetry Lesson Plan

Sound Devices Used in Poetry

Assonance, Alliteration, and Consonance

RL.7.5

Reading Standards for Literature
Craft and Structure
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Instructional Outcomes:

- Engage in close reading of dramas and poems.

- Identify characteristics of dramatic forms or structures.

- Identify characteristics of poetic forms or structures.

- Analyze how dramatic forms or structures contribute to a drama's meaning.

- Analyze how poetic forms or structures contribute to a poem's meaning.

- Determine the meaning of a drama or a poem.

Guiding Questions and Instructional Activities:

What is a dramatic form or structure?

1. Have students turn to the first page of a drama in their literature textbooks or hand out the first few pages of a script for students to examine. Ask students to examine the first few pages of the drama and think about how this type of literature looks different from a short story or a novel. With the page of the drama displayed, have students share their observations, which may include the following:
   o characters' names appearing before dialogue
   o stage directions that give instructions for actors
   o a list of characters
   o a designation of the setting
   o acts
   o scenes
   o dialogue that does not use quotation marks

Discuss with students that while they may read dramas in the classroom, dramas are intended to be on stage in a theater: they are stories that are physically acted out. The use of dialogue, monologue, live action, music, dance, props, and sets makes the audience feel like a part of the action. After students share their observations, share a presentation that highlights the features of the structure of drama (e.g., Introduction to Drama). Go back through the example that students have examined and point out and discuss the different elements. Present and label each part on the script of the example drama. Use a Venn diagram to work with students to compare and contrast the structure of drama with the structure of prose fiction (e.g., Venn Diagram).

2. Share with students the four main forms of drama: comedy, tragedy, tragicomedy, and melodrama. All these forms have the common elements of drama: plot, character, conflict, and dialogue.

   o **Comedy:** a type of drama that aims to make the audience laugh. The tone is light, and most dramas of this type have a happy ending.

   o **Tragedy:** a type of drama that incorporates more serious themes such as human suffering. In this type of drama, the protagonist usually has a tragic character flaw that leads to a downfall with a sad ending.

   o **Tragicomedy:** a type of drama that combines the features of tragedy and comedy. In this type of drama, there may be elements of tragedy but there may be a happy or positive ending. Tragicomedy also may be serious with elements of humor throughout the entire drama.

   o **Melodrama:** a type of drama in which elements are exaggerated. Stock or stereotyped characters are used. This type of drama simplifies the human experience. The plot has a downward spiral of dire and improbable events that eventually are resolved, usually with good acts being rewarded.

Share one example of each form of drama. You may use short or one-act plays as the models. Have students identify the features of the different forms of drama. Have students read in groups of two or three one of the forms of short dramas. Have students use the graphic organizer to identify and record the form and features of each example and the textual evidence (lines or paraphrased details) that supports that form.

Graphic Organizer: Forms of Drama

Title of Drama	Form	Features	Evidence

Discuss the drama as a class and have groups share their thoughts, ideas, and responses they have recorded in their graphic organizers.

3. Select a few pages of a comedy, tragedy, tragicomedy, and melodrama, or select a few short, one-act plays. Give one selection type to each group of two or three students. Have students take turns reading aloud the drama to group members. Have each group complete the "Forms of Drama" graphic organizer in activity 2. Have each group summarize their play and share features that characterize their assigned type with the class.

What is a poetic form or structure? What are some examples of poetic forms?

1. Review with students that poems have different forms. Explain to students that a poetic form is the arrangement or structure used to convey the content. Elements of a poem's form may include stanzas, lines, and sound patterns (rhyme, rhythm, word sounds). Explain to students that many types of poems have a specific rhythm. Explain to students that the rhythm of a poem can be described as the beat and pace of a poem, which makes it very much like a song. The rhythm of a poem consists of the accented syllables separated by unaccented syllables and is one of the elements that distinguishes poetry from prose writing. The rhythmic patterns in poetry are sometimes called *meter*. Share a poem (e.g., "I like to see it lap the Miles" by Emily Dickinson) in which the rhythm contributes to the meaning or content of the poem. Explain how line breaks produced by punctuation (e.g., "I like to see it lap the Miles" by Emily Dickinson) can also affect the rhythm and the meaning of the poem.

    The three most common forms of poetry include:

    o   **Lyric poem:** a poem with one speaker that expresses strong thoughts and feelings. It is personal and introspective (e.g., elegy, ode, sonnet).

    o   **Narrative poem:** a poem that tells a story; it has a structure similar to a story (e.g., ballad, epic).

    o   **Descriptive poem:** a poem that describes the world around the speaker. It uses vivid imagery to illustrate something external to the speaker (e.g., haiku).

    Within these overarching forms of poetry, there are subtypes as well. Select a grade-appropriate, fixed-form poem, such as a ballad, limerick, or sonnet (e.g., Poetic Devices), that has a specific rhyme scheme and meter. Read the poem once to students for overall meaning and effect. Then, use a think-aloud protocol with students to analyze the structure of the poem and complete the graphic organizer.

Graphic Organizer: How to Analyze the Structure of a Poem

Poem Title:	
Number of Stanzas	
Number of Lines	
Number of Lines per Stanza	
Type: Lyric, Narrative, or Descriptive	
Form	
Rhyme Scheme	

2. Distribute a different short, grade-appropriate poem with a different form to groups of two or three students. Have groups read their poem and complete a graphic organizer similar to the one above. Ask the groups to share their poems and responses to discuss with the class.

How does a drama's or poem's form or structure contribute to its meaning?

1. Give each student a copy of a narrative poem (e.g., "Paul Revere's Ride") as well as display it to the class. Review the features of a narrative poem and have students read the poem aloud as a class or in pairs. Lead a lesson in which you go back through the poem and label the stanzas, meter, and rhyme scheme. Analyze how the structure contributes to the meaning of the poem. For "Paul Revere's Ride," this would include the following:

    o   the use of stanzas to denote the change of time and setting

    o   repetition of language that relates to chronology

    o   language that establishes the tone or mood of the setting and events

    o   the use of a rhyme scheme that suggests the reliability of his journey

    o   a meter that mimics the steady rhythm of his horse's movements

    After analyzing the poem with students, use the graphic organizer to identify the evidence of how each structural element contributes to the meaning of the poem.

Graphic Organizer: Evidence from Poem

Structural Element	How the Structural Element Contributes to Meaning	Evidence from Poem

2. Explain to students that the form of a poem can also contribute to its meaning. Present a copy of a sonnet, a fixed-form type of poetry (e.g., Cats: English Sonnet or Sonnet 18). Read the poem to students and help them to interpret the lines of the poem. With student input, label the number of lines, the rhyme scheme, and the meter. Explain to students that the last two lines of a sonnet typically are separated from the rest of the poem. Have students brainstorm ideas of why the poet separates these last two lines. By separating these last two lines, the poet puts special emphasis upon their content. Therefore, the poet's message will be given more importance because of its placement at the end and because of the lines' physical isolation from the rest of the sonnet. In addition, the meter can contribute to the meaning of the poem. Ask students "How does the form of the sonnet contribute to its meaning? How does the rhyme scheme contribute to its meaning? How does the meter contribute to the meaning?"

3. Share a different poem (e.g., "I like to see it lap the Miles" by Emily Dickinson) in which the meter contributes to the meaning of the poem. While displaying the poem, read the poem aloud to let students experience the meter and words. Have students discuss the form and type of poem. Lead a discussion about the meter and rhyme scheme and label the poem with the meter and rhyme scheme. Then, with a think-aloud protocol, explain your thinking as you read the poem again line by line, examining how the meter, rhyme scheme, and even punctuation contribute to the message, mood, or tone of the poem. With the Dickinson poem, the rhythm, although not fixed, mimics the speed and pace of the train as the speaker travels throughout the countryside. In addition, the use of the dashes indicates when the train pauses on its journey (e.g., for refueling and at stations). Have students complete the graphic organizer and model how to respond in writing to the prompt: "How does the poem's form or structure contribute to its meaning? Use evidence from the poem to support your response." Write a response for students to see.

Graphic Organizer: Structural Features

Structural Feature	How the Structural Feature Contributes to Meaning	Evidence from Poem

4. Select several poems that can be fixed form or free verse. The poems used should have distinctive structural features that contribute significantly to their meanings. Distribute a different poem to each group of two or three students. Explain to students how to analyze the form, type, stanza length and formation, line length, use of rhyme, use of rhythm, and use of punctuation. Have groups complete the "Structural Features" graphic organizer in activity 3. Then, have the groups respond in writing to the prompt: "Based on the poem you read, how does the poem's form or structure contribute to its meaning? Use evidence from the poem to support your response."

5. To discuss the form or structure of a drama, explain to students that dramas have some elements similar to prose stories. (You may wish to review the information presented for RL.7.3.) Note that dramas also have different elements, including a cast of characters, a designation of setting, lines of dialogue, stage directions, acts, and scenes. Share with students an excerpt from a drama that includes a change of scene. Have students read the drama with a partner or independently. Explain to students that a change in scene is usually accompanied by a change in setting. Engage students in a discussion that addresses these questions: How does the first scene start? What happens in the scene? How does the first scene end? Then, discuss with students these questions: How does the second scene start? What happens in the second scene? How does the second scene end? Highlight or label important text in a copy of the drama to show the connection to each of these questions. Focus students on changes in the characters, plot, or conflict. Model with students how to use the Cornell Notes Graphic Organizer (e.g., Cornell Notes Graphic Organizer). Using the "Topics" column, record the heading "How Scene 1 Begins," and then record with students condensed details from the drama that indicate how that scene begins. Continue with the other questions from the discussion. Ask students to discuss any patterns they see with the change of scene.

Key Academic Terms:

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

Additional Resources:

Elements of Poetry

Discussing Poetry Forms: Sound and Structure

7 Poetry Forms Every Teacher Should Be Teaching and Why

Venn Diagram Graphic Organizer

Poetic Devices

Literary Devices and Terms (Glossary)

Read*Write*Think: Helpful Haiku Hints

Teaching Poetry: Examples of Rhythm and Meter in Poetry Lesson Resource

Poems by Poetic Technique

Read*Write*Think: Sonnet Characteristics Chart

Read*Write*Think: Drama Map

RL.7.6

Reading Standards for Literature
Craft and Structure
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Instructional Outcomes:

- Engage in close reading to comprehend complex literary texts.

- Identify the narrators or characters in texts.

- Explain how to identify the points of view of narrators or characters using characteristics of point of view.

- Identify devices authors use to develop the point of view in a text.

- Identify and classify the points of view of the narrators or characters in texts.

- Compare the points of view of different characters or narrators in a text.

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

Guiding Questions and Instructional Activities:

What are the characteristics of point of view? What are devices authors use to develop the point of view in a text?

1. Review with students the concept of point of view. Review the most commonly used types of point of view used in narrative texts: first person, third person objective, third person limited omniscient, and third person omniscient. Provide a handout of point of view definitions to students ([Point of View PDF](#)). Explain to students that point of view can be used by authors to help the reader understand characters' actions, thoughts, and feelings. Show examples of the same story written in first person, third person, third person limited, and third person omniscient in this handout ([Point of View PDF](#)). Discuss the differences in the four main types of points of view and create classroom charts to be displayed. Use the anchor chart to create four charts, one for each commonly used point of view.

Anchor Chart: Point of View

Point of View	Characteristics
	• • • •

2. To discuss point of view, use the Point of View PDF in activity 1 and print out pages 7–9; distribute to students. Have students read in pairs or independently. Display a copy of the story for all students to see. After students have finished reading, lead a discussion and have students identify the point of view. Underline or highlight textual clues within the story. Then, with students, record clues that are based on the textual evidence from the discussion on the chart that comes with the story in the PDF document. Have students complete the right-hand part of the chart and then have students share responses. Distribute the other two stories and have students read independently or in pairs. Have students underline or highlight evidence from each text and share their responses with the class.

3. Explain to students that a writer uses the point of view to manipulate what the reader does and does not know about such different elements as conflict, plot, and characters. Explain that authors can develop point of view in different ways, which may include the following:

   o description of a character's or characters' thoughts

   o description of a character's or characters' feelings or emotions

   o description of a character's or characters' actions/reactions

   o dialogue between characters

   o interior monologue of one character

   o use of flashback

4. Select a short excerpt from the beginning of a novel or short story. Display for students and distribute a copy to students as well. Read the excerpt aloud to students or have them read in pairs. Have students discuss from which point of view they believe the story is being told. Then, go back through the text, and analyze how the author develops the point of view. Highlight or underline sentences from the text that help to develop the point of view of the characters or narrator. Discuss with students what type of device each of the sentences uses to help to develop the point of view (e.g., dialogue, monologue, description). Lead a discussion about how those sentences help to develop the point of view. Using the excerpt,

model how to complete a graphic organizer like the one shown, talking through the text, and selecting elements and text evidence that support how the author develops the point of view.

Graphic Organizer: Point of View

Title of story: _____

Point of view: _____

Thoughts in General	Feelings/Emotions in General	Actions in General
Evidence from Text	**Evidence from Text**	**Evidence from Text**
Thoughts Related to _____	**Feelings/Emotions Related to** _____	**Actions Related to** _____
Evidence from Text	**Evidence from Text**	**Evidence from Text**

How do you determine the point of view of different characters and/or narrators in a text?

1. Explain that the point of view can be determined by ascertaining who is "doing the talking" in a narrative text:

   o If the narrator uses the words "I" or "me" and reveals personal thoughts, feelings, motivations, and actions, the story is being told from a first-person point of view

   o If the narrator stands outside of the story and simply describes the actions of the characters without revealing the thoughts, feelings, or motivations of characters, the story is being told from a third-person objective point of view.

   o If the narrator reveals the thoughts, feelings, motivations, and actions of only one or some of the characters, the story is being told from a third-person limited point of view

   o If the narrator reveals the thoughts, feelings, motivations, and actions of all the characters, the story is being told from a third-person omniscient point of view.

   Explain that *perspective*, the viewpoint of different characters or the narrators, is focused on how the narrator perceives what is happening in the story or the lens through which the narrator views events. Authors can develop the perspective of a character or narrator through:

   o memories of a character

   o commentary on experiences of a character

   o descriptions of feelings of a character

   o motivations of a character

   o inner thoughts of a character

   Share a short excerpt from a novel or short story that is told from the first-person point of view. The selection should fully develop the perspective of the protagonist. Read the excerpt to students or have them read it independently. Highlight or underline the viewpoint or perspective the character or narrator has about a certain situation, issue, event. Highlight or underline the clues or evidence from the text that help the reader to infer this perspective. Use the graphic organizer to record information.

Graphic Organizer: Perspective and Evidence

Perspective Character/Narrator Has about:	How Author Develops This Perspective	Evidence from Text
Situation		
Issue		
Event		

2. Distribute a different excerpt from a novel or short story that is told from the third-person limited or omniscient point of view. Complete the same type of activity with the class using the "Perspective and Evidence" graphic organizer. Have students respond in writing to a prompt: "How does the author develop the perspective of character name or narrator about situation/issue/event in the passage? Use evidence from the passage to support your response."

   Emphasize to students that they should be specific in describing the technique(s) the author uses (e.g., description, dialogue, monologue, flashback, description of personal experience). Have students share their written responses with the class.

How do you contrast the points of view of different characters and/or narrators in a text?

1. Explain to students that the perspectives of different characters or narrators are affected by such attributes as the following:
   o personal experiences
   o cultural heritage
   o race
   o gender
   o age
   o religion
   o education
   o geographic location
   o profession

Within literary texts, authors can contrast viewpoints or perspectives of characters or narrators. Select two short literary texts that share differing viewpoints or perspectives on the same situation, issue, or event (e.g., *The Three Little Pigs* and *The True Story of the Three Little Pigs*). Display and read the first text to students. Go back through the story again, focusing on how any of the attributes in the bulleted list influence how a character or narrator reacts to a situation or an event. As you read the text, complete the first three columns of the graphic organizer with students. Identify the character's name or the narrator in the "Perspective" columns.

Graphic Organizer: Perspective and Evidence

Situation/Event	Perspective of _____ in First Text	Evidence from Text	Perspective of _____ in Second Text	Evidence from Text

Then, display the second text to students, projecting it for students to see. Read the second text aloud to students. Go back through a second time, focusing on how the attributes of a character or narrator affect perspective. As you discuss parts of the story that relate to the character or narrator perspective about the same events, record notes in the last two columns of the "Perspective and Evidence" graphic organizer. Discuss what methods the author uses to compare and contrast the perspectives of the characters or narrators from the two texts (e.g., descriptions of events, dialogue, monologue, description of character feelings, motivations, thoughts). Using a paragraph frame with students, write how the authors contrast the perspectives of the two characters or narrators from the texts:

> The authors of the two texts contrast the perspectives of <u>character name/narrator</u> and <u>character name/narrator</u> about <u>event/situation</u> through <u>literary technique</u>. In the first text, the author (<u>provide example</u>). However, in the second text, the author (<u>provide example</u>). The purpose of the author's comparison is _____.

2. Distribute copies of a short literary text in which there are at least two different perspectives from characters/narrators about a situation or event. Have students work in pairs or groups of three to read the text and complete a graphic organizer similar to "Perspective and Evidence" in activity 1. Have one reporter from each group share the graphic organizer with the class. Lead a discussion that is focused on the method(s) the author employs to contrast

the perspectives of different characters or narrators. Have students respond in writing to the prompt shown.

> "How does the author contrast the perspectives of the <u>character name/narrator</u> and <u>character name/narrator</u> in the text regarding <u>situation/issue</u>? Use evidence from the passage to support your response."

Key Academic Terms:

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

Additional Resources:

[Point of View Packet](#)

[Read*Write*Think: The Big Bad Wolf: Analyzing Point of View in Texts](#)

[Read*Write*Think: Multiple Perspectives: Building Critical Thinking Skills](#)

[Literary Devices](#)

RL.7.8

Reading Standards for Literature
Integration of Knowledge and Ideas
RL.7.8 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Instructional Outcomes:

- Engage in close reading of pairs of texts that include fictional portrayals of a time, place, or character and a historical account of the same period.

- Identify the characteristics of fictional portrayals and historical accounts.

- Distinguish between fictional portrayals and historical accounts.

- Determine key details about historical time, place, or characters in a fictional account.

- Determine key details about time, place, or people in historical accounts.

- Compare and contrast fictional portrayals with historical accounts.

Guiding Questions and Instructional Activities:

What is a historical account?

1. Explain to students that a historical account is a narrative about an event or a series of events that happened in the past. Historical accounts are based on factual evidence and can be proven to have actually occurred. A historical account can include primary source documents that were created by witnesses to or participants in an event. Activate prior knowledge by asking students to brainstorm a list of historical events that they have studied in social studies class. Discuss with students any historical accounts and/or informational texts they have read in language arts or in social studies class. Introduce to students the features of primary sources. Explain to students that a primary source provides firsthand evidence of a historical event. Its characteristics and features include firsthand observation or analysis of an event; documentation of events, people, and viewpoints of the time; representations of one person's perspective; a biased account based on one person's perspective. Share and discuss a list of examples of primary sources, both print and nonprint texts, that students may encounter:

- o archives and manuscripts

- o photographs/artwork

- o audio recordings

- o video recordings

- o films

- o journals/diaries

- o letters

- o interviews

- o speeches

- o music recordings

- o scrapbooks

- o books, newspapers, and magazine articles published at the time

- o government publications

- o oral histories

- o records of organizations

- o autobiographies and memoirs

- o artifacts (e.g., clothing, costumes, furniture, tools, coins)

- o research data

- o original documents

Select a grade-appropriate, primary source document (e.g., Library of Congress Primary Source Sets, Alabama Virtual Library) and share an excerpt from that account. Have students work individually, in pairs, or in small groups to discuss the features of the text. Have students jot down the type of primary source they have been given and the characteristics of the historical account. Discuss the features of the account that make it a primary source text. Have students share the characteristics they found of the primary source document.

As a follow-up activity, distribute excerpts from several different grade-appropriate types of primary source print texts, and have students work in pairs or in small groups to identify the example of the primary source and the features of the text. Have students complete the graphic organizer and share the excerpt and analysis with the class.

Graphic Organizer: Features of Primary Source Documents

Title of Primary Source Document/Account	Type of Primary Source Document/Account	Features

2. Introduce students to the concept of secondary sources, which are accounts that are removed from an event or a time period. They are written by people who did not witness or participate in the event. Many times secondary sources collect, organize, interpret, and analyze primary source documents. Often, secondary sources may also review or critique information contained in primary sources. Share and discuss a list of examples of secondary sources, both print and nonprint texts, that students may encounter:

    o   biographies

    o   reference books, including encyclopedias

    o   articles from magazines, journals, and newspapers published after the event

    o   literature reviews and review articles (e.g., movie reviews, book reviews)

    o   history books

    o   textbooks

    o   commentaries

Share a chart that provides examples of primary and secondary sources (e.g., Chart of Primary and Secondary Source Examples). Select a grade-appropriate, secondary source print document (e.g., entry from encyclopedia or textbook) and share an excerpt from that account. Have students work individually, in pairs, or in small groups to discuss the features of the text that they notice. Have students jot down the type of secondary source they have been given and the characteristics of that text. Discuss the features of the account that make it a secondary source text. Have students share the characteristics they found of the secondary source document.

As a follow-up activity, distribute excerpts from several different grade-appropriate types of secondary source print texts. Have students work in pairs or in small groups to identify the type of secondary source and the features of the text. Have students complete the graphic organizer and share the excerpt analysis with the class.

Graphic Organizer: Features of Secondary Source Documents

Title of Secondary Source Document/Account	Type of Secondary Source Document/Account	Features

What is a fictional portrayal?

1. Explain to students that a fictional portrayal is a text that tells a story that never happened. It can be based on real events and even include characters that are based on actual people. However, a fictional portrayal also includes details that are either imagined or cannot be proven. Access prior knowledge by having students brainstorm fictional portrayals in literature (e.g., novels, short stories, poems, dramas, films, and television programs). Explain to students that authors sometimes base literary works on historical events, people, or places. Fictional portrayals that incorporate a historical event, person, or time period are called historical fiction. Show students a handout (e.g., Read*Write*Think: Historical Fiction Handout) that provides an overview of historical fiction. Explain to students that historical fiction has the same basic elements as other types of fiction: characters, setting, conflict, plot, and theme. Explain to students that with historical fiction, setting is critically important; because the author is writing about a particular time period, the information about the time period must be accurate. With plot, the events may be historically accurate or fictional. A fictional event should be portrayed as if it could actually have occurred. A fictional character should be portrayed as if the character existed in the event.

    Explain to students that authors intentionally alter history for different reasons: to propose how history might have been different if events had been changed; to enhance a particular historical event or subject by using particular literary techniques such as dialogue, imagery, or figurative language; or to convey the author's own views on a historical event or figure.

    These are some characteristics of historical fiction:
    o a mixture of real and fictional events in which significant historical events are factually accurate. Minor events or characters may be added or modified.
    o characters involved in a conflict that is real or realistic for a certain time period
    o descriptive writing that brings characters to life
    o an engaging plot that makes sense and that has a realistic resolution
    o a historically authentic setting that sets the appropriate tone
    o a story in a real place and within a definite period of time in history

2. Share with students an example of grade-appropriate historical fiction (e.g., excerpt from a short story, novel, narrative poem, or drama). Distribute a copy to students and have them read independently or in pairs. Project the text and beginning with the first couple of paragraphs, think aloud and highlight or label sentences as fictional elements or historical elements. Base discussion of the provided text on historical fiction story elements (e.g., Historical Fiction (story elements)). Begin completing the graphic organizer with notes about each story element. Have students work in pairs to complete the graphic organizer. Have groups share their graphic organizers. Lead a discussion of how each story element reflects history, fiction, or both.

Graphic Organizer: Elements of Historical Fiction

Story Element	Historical	Textual Evidence	Fictional	Textual Evidence
Characterization				
Setting				
Plot				
Theme				
Style				
Tone				

How do you determine the time or place of a text?

1. Explain to students that the setting of a piece of historical fiction must be essential to the story. Review with students that setting includes a specific time period in history as well as a particular geographic location. Clues that help the reader determine the setting of a historical text may include the following:

    o   details about people's dress/appearance

    o   descriptions of food

    o   details about furniture

    o   descriptions of housing

    o   details about household goods

    o   descriptions of household chores

    o   details about vocations/jobs

    o   descriptions of types of entertainment

    o   details about the landscape

    o   descriptions of architecture

    o   details about modes of transportation

    o   descriptions of machinery, technology of the time

    o   details about sounds, smells, tastes

    o   descriptions about values/societal norms/conventions

    o   details about political/social context

Have students think about historical fiction books they have read, along with films or television shows that are set in the past. Distribute the above list to students or display to the class. Have students brainstorm with a partner examples of the above features that would indicate a text is historical fiction. Lead a discussion in which students share examples that fall into categories such as daily life, landscape, technology, societal conventions, and political context. Create an anchor chart with these categories or take notes and distribute copies for students.

Anchor Chart: Historical Fiction Setting Features

Daily Life	Landscape	Technology	Societal Conventions	Political Context

2. Select an excerpt from a piece of historical fiction, such as from a grade-appropriate novel (e.g.*, The Watsons Go to Birmingham* by Christopher Paul Curtis) that has many examples of descriptions of setting and uses multiple types of imagery: visual, auditory, tactile, olfactory, and gustatory. Distribute the excerpt to students and project the excerpt for the class to see. Read the first couple of paragraphs and underline or highlight descriptions that provide clues to the historical period and geographic location of the setting. Discuss with the class how these clues help the reader to determine the setting. For the first couple of paragraphs, use the graphic organizer to model how to record different examples of imagery or descriptions.

Graphic Organizer: Imagery in Historical Fiction

Title:					
Visual Clues	**Auditory Clues**	**Tactile Clues**	**Olfactory Clues**	**Gustatory Clues**	**Social/Political Clues**
Historical Time Period:					
Geographic Location:					

Have students continue to read the remainder of the excerpt and work in pairs or independently to complete the graphic organizer. Lead a discussion in which students share their observations about the clues and their determination of the historical time period and geographic location.

How do you compare and contrast a fictional portrayal with a historical account? How do authors of fiction use or alter history?

1. Explain to students that authors sometimes use or alter history in their works of fiction. Review with students that authors may intentionally use or alter history for different reasons: to propose how history might have been different if events had been changed; to enhance a particular historical event or subject by using particular literary techniques such as dialogue, imagery, or figurative language; or to convey or emphasize the author's own views on a historical event or figure. Share a short, grade-appropriate primary source historical document (e.g., Letter from Paul Revere to Jeremy Belknap). Distribute and project the text. Read the first couple of paragraphs to students and underline or highlight evidence from the text that address the portrayal of the setting, characters or historical figures, political context, events, and theme. Use a think-aloud protocol as you analyze the text for these elements. The analysis should go beyond mere identification of the elements; instead, the analysis should focus on how each element is portrayed in the historical document (e.g., how historical figures are portrayed relating to traits or motivations, how the political context is portrayed). Model how to complete the graphic organizer that addresses the same elements.

Graphic Organizer: Elements of Historical Fiction

Elements	Title of Historical Account:	Title of Literary Work:
How is the setting portrayed?		
How are the characters portrayed?		
How is the political context portrayed?		
How are the events portrayed?		
How is the theme conveyed?		

Have students read the rest of the historical account and complete the remainder of the graphic organizer in groups of three, in pairs, or independently. Lead a discussion in which students share their responses from the graphic organizer about the historical account. Next, distribute and project a literary work that uses or alters history in some way (e.g., Paul Revere's Ride). Read the first couple of paragraphs or stanzas of the literary work aloud to students and underline or highlight evidence from the text that addresses the portrayal of the setting, characters or historical figures, political context, events, and theme. Use a think-aloud protocol as you analyze the text for these elements. The analysis should go beyond mere identification of the elements; instead, the analysis should focus on how each element is portrayed in the literary work (e.g., how historical figures are portrayed relating to traits or motivations, how the mood of the setting is portrayed, how the political context is portrayed). Model how to complete the "Elements of Historical Fiction" graphic organizer that addresses the same elements. Have students read the rest of the literary work and complete the remainder of the graphic organizer in groups of three, in pairs, or independently. Lead a discussion in which students share their responses from the graphic organizer about the literary work.

2. Once students have compared/contrasted how the elements are portrayed in the historical account and the literary work, discuss how the author of the literary text has used or altered the history presented in the historical account. Using the features from the "Elements of Historical Fiction" graphic organizer, lead a discussion, for example, on how the author altered the portrayal of the historical figure from the primary source document. Use evidence from both the historical account and the literary work. Model how to complete the graphic organizer (Graphic Organizer: Identify Evidence) using one example and then

discuss. Have students independently complete the remainder of the graphic organizer. Lead a discussion in which students share their responses.

Graphic Organizer: Identify Evidence

	Evidence from Historical Account	Evidence from Literary Work
How author of literary work uses history		
How author of literary work alters history		

3. Using the same historical account, have students respond independently to a writing prompt: "How has the author of the literary work used or altered history? Use evidence from **both** texts to support your response."

Key Academic Terms:

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

Additional Resources:

Teaching History: Think Historically Presentation

Introducing Historical Fiction Video

Read*Write*Think: Entering History: Nikki Giovanni and Martin Luther King, Jr.

Poem: The Eve of Waterloo

The Battle of Waterloo As Recounted By One Of Napoleon's Personal Aides (June 1815)

The Paul Revere House: The Real Story of Revere's Ride

Library of Congress: Using Primary Sources

Why and How I Teach with Historical Fiction

National History Education Clearinghouse

[7 Elements of Historical Fiction](#)

[Minnesota Literacy Council: Identifying Primary and Secondary Sources](#)

[Examples of Primary and Secondary Sources](#)

[George W. Bush Presidential Library and Museum: Recognizing Primary and Secondary Sources](#)

[Lesson Plan: Using Poetry to Understand History](#)

[Historical Fiction Genre Study](#)

[National Council for the Social Studies: Notable Social Studies Trade Books for Young People](#)

[Language Arts Journal of Michigan: Connecting to History Through Historical Fiction](#)

[Read*Write*Think: Compare and Contrast Chart Graphic Organizer](#)

RI.7.10

Reading Standards for Informational Text
Key Ideas and Details
RI.7.10 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Instructional Outcomes:

- Engage in close reading to comprehend complex informational texts.

- Review how to analyze what a text says explicitly.

- Review how to draw inferences through analysis of a text.

- Demonstrate how to select and use several pieces of textual evidence to support analysis about what a text says explicitly.

- Demonstrate how to select and use several pieces of textual evidence to support the inferences drawn through analysis of the text.

Guiding Questions and Instructional Activities:

How do you analyze a text? How do you cite evidence to support an analysis?

1. Introduce the terms *analyze* and *analysis* to the class. Explain that analyzing refers to digging deeper into the meaning of the text and is a part of critical thinking. Analysis means to break down and study the parts of a text and how the parts relate to one another. Explain that as skilled readers read texts, they analyze the text, continually forming claims, inferences, and conclusions, and then they use textual evidence to support these ideas. Skilled readers then use textual evidence to support their analysis of parts of a text or the text as a whole.

2. Discuss what it means to *cite textual evidence*. Explain to students that when readers cite textual evidence for informational text, they may quote actual statements from a text or refer to descriptions, facts, details, statistics, personal experiences, results of experiments/research studies, expert testimony, examples, paraphrased information, or summarized information. Explain to students that they can use different strategies when citing textual evidence. Some examples include sentence-starter anchor charts. These can help students to support their analyses when writing about texts. Provide a short

informational text to students that includes an idea or claim stated explicitly. Read the text aloud to students as they follow along. Highlight an idea or claim that is stated explicitly. (e.g., "Exercise is necessary for a healthy lifestyle." Then, elicit from students evidence from the text that supports this statement. Have students cite text evidence using the sentence starter anchor chart.

Anchor Chart: Sentence Starters and Evidence

Sentence Starter	Evidence
According to the text. . .	
The author stated. . .	
The text stated. . .	
In the text, it states. . .	
On page _____, it says. . .	
On page _____, I noticed _____ . . .	

Also provide other examples of sentence starters (e.g., Textual Evidence Sentence Starters) for students to use.

How do you select and use several pieces of textual evidence to support what a text says explicitly? How do you select and use several pieces of textual evidence to support the inferences you draw?

1. Introduce the concept of textual evidence. Explain to students that textual evidence includes specific information from a text that supports a particular idea, inference, conclusion, or claim. Sometimes textual evidence can be used to support something the text says directly. Model how to find an explicit idea and textual evidence that supports that idea. Provide students with a short informational text (two or three paragraphs) in which an idea/claim is clearly stated, along with several sentences that support that idea. Highlight an idea that is explicitly stated in the text (e.g., "A good night's sleep is important to one's overall health."). Textual evidence may include quoted sentences, description, details, statistics, examples, personal experiences, results of experiments/research studies, expert testimony, paraphrased information, or summarized information from a text.

   In teacher-written text, highlight in another color the sentences that support the chosen idea. Discuss with students how each sentence supports the stated idea:

- ○ "People who get enough sleep each night become sick less often."

- ○ "Sleeping well reduces stress and improves a person's mood."

- ○ "Sleep allows people to think more clearly and do better in school."

Model such language, including "This is an explicit idea stated in the text" or "This sentence from the text supports the explicit idea because _____." Introduce a short informational excerpt in which there are explicit statements of ideas or claims. Provide copies to students. Display the excerpt to the class and read it aloud. Have students work in pairs to identify and highlight a statement in the excerpt that is supported by several pieces of textual evidence. Then, have students highlight in a different color several pieces of information that support what the text says explicitly. Have students use the language from the beginning of this paragraph to share their explicit statements and examples of textual evidence. Engage in a whole class discussion of how the explicit statements and the textual evidence are connected and why the highlighted sentences support the explicit statement.

2. Explain to students that at other times, textual evidence also is used to support an inference or conclusion that can be drawn from reading an informational text. Introduce the concept of inference. Explain to students that an inference is made by "reading between the lines," or using clues in a text, and applying personal experience to determine what is not directly stated in the text. Explain to students that skilled readers regularly use their experience, prior knowledge, and information from the text to make inferences or draw conclusions. Model how to form an inference by using textual evidence that supports a particular idea. Provide students with a short informational text (two or three paragraphs) in which an inference can be drawn from textual evidence. Read the excerpt aloud to students. Then, model your thinking to students by using textual evidence to form an inference. Using a description of the artist Mary Cassatt, you could say the following:

> The text states that "Mary Cassatt traveled extensively with her family during her childhood." It also states that "Mary began studying at the Pennsylvania Academy of the Fine Arts when she was 15 years old." Finally, the text says that "Mary learned to speak German and French while abroad and had her first lessons in drawing and music." From these sentences, I can make an inference about Mary. What inference can I make about her?

Create and display the anchor chart.

Anchor Chart: Inferences about Mary Cassatt

Textual Evidence	Inference
1.	
2.	
3.	

Record the three sentences from the description of Mary Cassatt in the "Textual Evidence" column. Elicit responses from students and record them in the "Inference" column. Possible reasonable responses could include the following: "Mary came from an economically advantaged background" or "Mary's family valued education." Ask students "How do these sentences support your inference?" If any response recorded is not supported by the three sentences, discuss why, and revise the chart.

Key Academic Terms:

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

Additional Resources:

Textual Evidence Sentence Starters

Six strategies to help students cite and explain evidence

"Where's Your Proof?" Teaching Kids to Use Evidence

Text Analysis: Incredible Inferences

Citing Textual Evidence: Tips and Resources

R.A.C.E. (Strategy for Citing Evidence)

RI.7.11

Reading Standards for Informational Text
Key Ideas and Details
RI.7.11 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Instructional Outcomes:

- Engage in close reading to comprehend complex informational texts.

- Review and practice determining two or more central ideas in a text.

- Identify details and examples that develop the central ideas over the course of a text.

- Identify the characteristics of an objective summary of a text.

- Write an objective summary of a text.

Guiding Questions and Instructional Activities:

How do you determine the central ideas of a text?

1. Introduce the concept of a *central idea*. Explain that a central idea describes what a text is mostly about or what the author says about the subject of the text. Sometimes a central idea may be stated explicitly; however, many times the central idea must be inferred. Informational texts may have more than one central idea. Select a short informational text with text features (e.g., headings) that has more than one central idea and display it to students. Have students read the excerpt independently and think about what the text is mostly about or what the author says about the subject of the text. Then, lead a reading of the text. Point out to students that text features (e.g., title, section headings) commonly used in informational texts can help a reader determine the central ideas. Using the graphic organizer, chunk the analysis process by reading the first heading and first paragraph, and model thinking aloud of how the heading clues the reader to a possible central idea of either the section or the entire text. Explain to students that the use of repetition (e.g., repeating words/phrases) can also clue a reader to the central idea. Highlight or underline sentences that clue the reader to central ideas. Emphasize to students that details are not included in a statement of central idea.

Graphic Organizer: Text Feature and Central Idea

Paragraph #	Central Idea	Details

Read the second paragraph and repeat the steps. You may use the graphic organizer to help students differentiate between central idea and details as you model the reading of the text paragraph by paragraph.

Discuss the text with students and repeat the think-aloud process with the remainder of the text. Have students work in pairs to determine the central idea by using a sentence frame:

> The topic of the text is _____. The central ideas for this text are: 1) - _____ and 2) _____.

Have students write their central ideas and share with the class. Discuss student responses.

2. Select several short, grade-appropriate informational texts that have more than one central idea (e.g., science, social studies, the arts). Distribute texts to students. Have students work in small groups, in pairs, or independently to read the informational text. Have students chunk their analysis as modeled in activity 1. Have students determine the central ideas of the text, and share an overview of their text to the class by using a sentence frame:

> The central ideas for this text are: 1) _____ and 2) _____.

After a discussion, create the anchor chart in which you record topics of the texts along with statements of central ideas from the different texts (e.g., "People enjoy the feeling of community that locally owned businesses provide and that successful small businesses contribute to the local economy").

Anchor Chart: Central Ideas

Source	Topic	Central Idea #1	Central Idea #2
online article titled "Gulf State Park"	features of Gulf State Park	Visitors to Gulf State Park can enjoy sandy beaches, extensive hiking trails, and forests of pine trees.	Gulf State Park features a Gulf of Mexico fishing pier, a nature center, and several campgrounds.

How do you analyze the development of central ideas over the course of a text?

1. Explain to students that authors use different techniques to develop the central ideas in texts. These techniques may include the use of examples, descriptions, statistics, timely expert testimony, results of research studies, personal experience, other people's personal experience (anecdotes), the use of interviews, and the use of historical analogy or precedent. Select a short informational text that has at least two central ideas and which clearly provides evidence that helps to validate or strengthen the ideas presented. Project the text and distribute copies of the text to students. Read the text one time through to students. Have students identify the central ideas of the text. Lead a reading in which you read the first paragraph or first couple of paragraphs and discuss how the author validates or builds the central idea through evidence. Highlight or underline using color coding to show the central idea and the techniques the author uses to develop that central idea. Complete the first part of the graphic organizer and explain to students your thinking as you do. Jot down evidence from the text (i.e., sentences, phrases) that supports how the author develops each central idea. Have students work in pairs or small groups to annotate their copies of the text and to complete the graphic organizer as they read the remainder of the text. Have students share their responses with the class.

Graphic Organizer: Central Idea and Evidence

Central Idea	How Author Develops the Central Idea	Evidence from the Text

2. Distribute new short, grade-appropriate informational texts about different topics to pairs or small groups of students. Have them use the "Central Idea and Evidence" graphic organizer to take notes to identify the central ideas, the techniques the author uses to develop each idea, and the evidence from the text that supports each technique. As a follow-up activity, have students respond in writing to the prompt: "What are the two (or three) central ideas of the text and how does the author develop these ideas over the course of the text? Use evidence from the text to support your response."

What does it mean to be objective? How do you write an objective summary of a text?

1. Review with students the concept of a summary. You may share the following presentation about writing objective summaries: Writing an Objective Summary. Explain that a summary should make clear the events/information of a text so that another person can understand the components. Explain to students that when writing a summary of an informational text, they should focus only on the most important events or information. A summary should be shorter than the original text. Minor details should be omitted, and the events/details should be organized clearly in the reader's own words. A summary should also be *objective*. An *objective* summary is one that does not include any opinions or personal thoughts of the student. Therefore, an *objective* summary should not be written in the first-person voice. Select a short informational text to share with students. Read the text to students; have students follow along to listen for the most important events, ideas, or details. Elicit personal opinions, thoughts, or feelings or emotions about information in the text. Then, tell students that those thoughts (e.g., "I believe"/ "I think"/ "I feel") should not be included in an objective summary.

2. Lead a reading of the text in which you work with students to underline or highlight the most important ideas in the text. Use the graphic organizer to record ideas after annotating the text.

Graphic Organizer: Important Ideas and Summary

Important Idea	Important Idea	Important Idea	Important Idea
Summary:			

Have students help you to record the important ideas and then to write a summary of the text.

3. Select a few short, grade-appropriate informational texts, and distribute to pairs or small groups of students. Have students work to annotate the most important ideas in the text and to write a summary of the text. Students can use the "Important Ideas and Summary" graphic organizer. Then, have members of the group check each other's summaries to make sure no personal opinions have been included and that only the most important events or ideas have been included.

Key Academic Terms:

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

Additional Resources:

Determining the Central Idea of an Informative Text

Determining Central Ideas

Scholastic Graphic Organizers

RI.7.12

Reading Standards for Informational Text
Key Ideas and Details
RI.7.12 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Instructional Outcomes:

- Engage in close reading of complex informational texts.

- Identify key individuals, events, and ideas in a text.

- Analyze and describe how individuals influence the events or ideas in a text.

- Analyze and describe how the events influence the ideas or individuals in a text.

- Analyze and describe how the ideas influence the individuals or events in a text.

Guiding Questions and Instructional Activities:

How do you determine the key individuals, events, and/or ideas in a text?

1. Explain to students that in an informational text, just as in a literary text, the elements work together to support and clarify the central idea of the text. Skilled readers can identify the key ideas, individuals, and events in a text. Explain to students that they will view a presentation that models how to identify key individuals, events, or ideas in a text. Share the presentation with students: Identifying Key Ideas Presentation. Stop after each section to discuss the key individuals, events, and ideas in the text.

2. Project and distribute a copy of a new informational text that has clear interactions between individuals, events, and ideas (e.g., cause and effect, problem and solution, sequential order). Have students read the text in pairs and color-code the key individuals, key events, and key ideas. Lead a class discussion where pairs of students share what they have color-coded for key individuals, key events, and key ideas.

How do you analyze the interactions between individuals, events, and/or ideas in a text? How do individuals, events, and ideas in a text influence each other?

1. Explain to students now that they have identified key individuals, events, and ideas in a text, as skilled readers, they need to analyze the interactions between these individuals, events, and/or ideas. What are interactions? Elicit responses from students. Explain that in informational texts, interactions refer to the influences that people and events may have on one another. Have students watch the second half of the presentation that features a provided text: [Identify Key Ideas Presentation](). Go back and have students listen to the provided text again. Discuss with students the modeled example that is provided, showing the interactions between individuals, events, and ideas. Have students think of additional interactions. Use a flow chart graphic organizer (e.g., [Flow Chart Graphic Organizer]()) to record their responses.

2. Select a short informational text that includes interactions between individuals and events and/or ideas. Explain that text structures in informational texts can provide clues to readers of the ways that information is commonly related. There are common text structures used in informational text:

   o   compare and contrast

   o   cause and effect

   o   problem and solution

   o   sequential order

   Explain to students that another way to find interactions in informational texts is to look for transition words and phrases. Transition words connect ideas in a text by linking together key ideas. Therefore, transition words can clue the reader to different kinds of connections between individuals, events, and ideas. Share different types of relationships that can be created with transition words (e.g., [Transitions: Understanding Signal Words Handout]()). Project and distribute a grade-appropriate informational text that presents relationships between individuals, events, and ideas by using appropriate transition words. Read the first couple of paragraphs to students and model your thinking of how transition words and phrases signal the reader to certain interactions. Highlight or underline the transition words in the text. Begin completing the graphic organizer in which you record the transition word/phrase used in a sentence, the full sentence that provides the evidence, and the

relationship that is indicated. Have students work in pairs to finish the graphic organizer as they go through the remainder of the text.

Graphic Organizer: Transitions, Evidence, and Relationships/Interactions

Transition Word/Phrase	Evidence from Text	Relationship/Interaction
As a result	<u>As a result</u>, deforestation in the Amazon rainforest has led to the loss of habitat for many species of animals.	shows cause and effect relationship between actions of humans and lives of animals

3. Using the same text as in activity 2, explain to students that sometimes interactions occur between individuals, events, and ideas that are nonadjacent in the text. For example, a biography may describe events that occurred early in a person's life and how they affected that person later in life. From the beginning of the text, projecting a clean copy, model a thinking process in which you analyze the interactions between individuals, events, and ideas. Record these interactions using the graphic organizer.

Graphic Organizer: Analyzing Interactions

Interaction: Any combination of individual, event, and idea	Text Evidence	How interaction influences an individual, event, or idea

Have students complete the remainder of the graphic organizer with a partner or independently. Lead a discussion with students as they share their responses.

Key Academic Terms:

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

Additional Resources:

[Transition Words and Phrases](#)

[Transitional Words](#)

[A Complete List of Transition Words](#)

RI.7.13

Reading Standards for Informational Text
Craft and Structure
RI.7.13 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Instructional Outcomes:

- Engage in close reading to identify words and phrases with figurative, connotative, and technical meanings.

- Use context and references to determine figurative, connotative, or technical meanings.

- Analyze the effect of specific word choice on meaning.

- Explain the characteristics of tone.

- Analyze the effect of specific word choice on tone.

Guiding Questions and Instructional Activities:

What is figurative meaning? What is connotative meaning? What is technical meaning?

1. Review the concept of figurative meaning. Review the difference between literal and figurative language by sharing examples (e.g., Figurative Language Resource Page) that can be distributed to students or projected for students to view. Explain to students that literal language means exactly what the words say. Figurative language, however, uses expressions that make comparisons or associations meant to be interpreted imaginatively, rather than literally. After discussing some examples of figurative language with students, have them work to think of one or more examples of figurative language and write each on an index card. Have students switch index cards and discuss how to interpret the other student's example(s) of figurative language. In a classroom discussion, have students explain why the examples are or are not correct.

2. Review with students the concept of connotative meaning. While a denotation is the literal meaning of a word, a connotation is an implied feeling or idea that is associated with a word. Words with similar denotations can have very different connotations. Explain to students that many times, words have positive or negative associations. Connotations can

represent certain social or cultural impressions as well. Connotations of words and phrases establish the tone in a piece of writing by eliciting certain emotions in readers. Authors intentionally use certain words to elicit particular emotions in readers. Present some examples of words with similar denotations but with different connotations (e.g., Examples of Connotation). Discuss with students the different emotions that words with similar denotations elicit. Begin with one or two examples and use the graphic organizer to display or discuss examples of connotative meaning.

Graphic Organizer: Connotative Meaning

Connotation	Word	In Context	Connotative Meaning	Emotion Elicited by Word (Tone)
Positive	Youthful	If you want to remain youthful, be sure to exercise every day.	having vitality, energetic	admiration
Negative	Childish	Some people believe that adults reading comic books is a very childish hobby.	immature, foolish	disdain
Positive	Chat	Chatting with friends, a type of social support, has been proved to improve people's happiness.	to make small talk; to talk informally	affection, friendliness
Negative	Jabber	The speaker jabbered on and on about a topic in which no on in the audience had any interest.	to talk rapidly or indistinctly	annoyance

3. Explain to students that authors may use words with technical meanings when they write about a specific subject area (e.g., science, social studies, the arts). These words are associated with that particular subject area. Select a well-known subject (e.g., music, astronomy) and share it with the class. Lead a discussion with students about technical terms an author may use when writing about this subject (e.g., *note, pitch, crescendo, scale; comet, meteor, constellation, solar system*). Have students either use background

knowledge or dictionaries to determine the meaning of each technical word. Complete the first entry of the graphic organizer. Then, for that subject area, have students work in pairs, and assign a different word associated with the designated subject area to each pair. Have each pair determine the meaning of the assigned word. As a class, come together to complete the graphic organizer.

Graphic Organizer: Technical Terms

Subject Area: Astronomy	
Technical Term: constellation	**Definition:** a group of stars forming a recognizable pattern that is named after a mythological figure
Technical Term:	**Definition:**
Technical Term:	**Definition:**

How do you determine the meaning of figurative, connotative, and technical words and phrases? How do you determine the impact of specific word choice on the meaning of a text?

1. Explain to students that context can be used to determine the connotative meaning of certain words and phrases. Select a short informational text to share with students that contains words with connotative meanings. Project the text and distribute copies to students. Read the text aloud in chunks to students. Identify a word or phrase that has a connotative meaning in the first paragraph or first two paragraphs, and circle, underline, or highlight that word or phrase. Discuss with students how that word or phrase conveys a particular meaning (e.g., "egotistical" conveys a sense of self-centeredness; "cheap" conveys a sense of being stingy). Complete the graphic organizer with examples from the text. Then, have students work in pairs or small groups to read the text again, annotating the text and completing the remainder of the graphic organizer. Have students share their responses with the class.

Graphic Organizer: Context and Connotative Meaning

Word/Phrase in Context	Connotative Meaning

2. Explain to students that informational texts as well as literary texts can contain figurative language (e.g., print advertisements, speeches, biographies, editorials). Explain to students that authors use figurative language in informational texts for many reasons, which may include the following:

    o   to create a sense of drama

    o   to create a visual or other type of imagery

    o   to clarify a concept

    o   to reinforce an observation

    o   to persuade or convince

    Read a short informational text that contains some figurative language. Project the "Figurative Language in Informational Text" graphic organizer and distribute copies to students as well. Find an example of figurative language in the provided text and record it. Ask students to identify the type of figurative language the example is and record it. Then, with students, analyze what the example of figurative language suggests (e.g., about a character/figure, an event, a topic). Have students work with a partner or independently to find, interpret, and record other examples of figurative language in the provided text. Share student responses.

Graphic Organizer: Figurative Language in Informational Text

Title of Informational Text:		
Example of Figurative Language (in sentence)	**Type of Figurative Language**	**Impact on Meaning of Text (What does the word/phrase suggest?)**
"The film was a roller coaster ride of emotions." (from film review)	metaphor	The phrase suggests that the film elicits an extreme range of feelings, leaving the viewer exhausted.

What is tone? How do you determine the impact of specific word choice on the tone of a text?

1. Review the concept of tone with students: the author's attitude toward the subject. Also review concepts about connotative language presented for this standard. Explain that authors use particular words to convey their attitude toward a subject. Select a short informational text (e.g., excerpt from a speech, essay, biography/autobiography, editorial, book/film review) that has clear examples of words/phrases with positive and negative connotations. Have students work in pairs to read the text, and use the graphic organizer to organize their thoughts by noting the word, the sentence in which it is found, whether the word has a positive or negative connotation, its connotative meaning, and how the word affects the meaning of the sentence. Have students share their responses with the class.

Graphic Organizer: Connotative Meaning and Tone

Word	Sentence	Positive or Negative Connotation?	Connotative Meaning	What Impact Does the Word Choice Have on the Tone of the Text?

2. Explain to students that many informational texts use an objective tone, which is neutral. However, other texts such as speeches and essays have a subjective tone. Present the table to the class for discussion.

Objective Tone and Subjective Tone

Objective Tone	impartial; does not convey feelings for or against a topic/subject	textbooks, informational articles
Subjective Tone	personal; biased and emotional	personal essays, speeches, advertisements, reviews, opinion pieces, editorials

Explain to students that authors use phrases that can have a specific effect on the tone of a text. Project and share some examples of how sentences can create a particular tone (e.g., Tone Examples). Lead a discussion with students about how the author's choice of words creates a certain tone. Share some examples of tone from this handout. As a class, use the

Practice Exercises in the handout (e.g., Tone Examples) to have students practice identifying tone based upon the provided short informational text.

3. Select an excerpt from an informational text that has words/phrases that convey a particular tone (e.g., speech, editorial, review, essay). Project and distribute copies to students. Tell students you will read the excerpt aloud, and direct them to listen to determine how the author uses word choices to convey tone. With the printed copy, highlight, underline, or circle words/phrases in the first paragraph that convey a certain tone. Ask students what tone these words/phrases convey. Discuss the evidence that supports their response (context, surrounding sentences). Refer students to the graphic organizer. Complete the first couple of entries with students. Then, have students work in pairs and read through the remainder of the text and complete the graphic organizer.

Graphic Organizer: Tone and Evidence/Context

Example of Word/Phrase	Tone	Evidence/Context

Key Academic Terms:

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

Additional Resources:

Literal vs. Figurative Language

Read*Write*Think: Figurative Language Lesson (Valentine's Day is Today!)

Figurative Language Handout

Literary Devices

Read*Write*Think: Idioms

Read*Write*Think: Idiom Game

Connotative Words: Examples and Exercises

EAP Foundation: Subject-specific Word Lists

155 Words to Describe an Author's Tone

Tone and Mood Word Lists

Tone and Purpose

American Rhetoric: Online Speech Bank

Internet Archive: Greatest Speeches of the 20th Century

RI.7.14

Reading Standards for Informational Text
Craft and Structure
RI.7.14 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Instructional Outcomes:

- Engage in close reading of complex informational texts.

- Identify the structure of a text.

- Identify the major sections of a text and describe how they contribute to the whole.

- Analyze how the text structure helps develop ideas in the text.

Guiding Questions and Instructional Activities:

What is text structure? How do you identify the structure of a text?

1. Explain to students that a text structure is an organizational pattern used by authors to achieve a certain purpose in a text. There are several common text structures used in informational texts. Provide students with text structures, definitions, signal words, and short examples of text structures in context by distributing copies of different examples of text structures (e.g., Types of Text Structures in Informational Texts) as well as the text structure documents from the "Additional Resources" section. Discuss with students the information in the resource noted above. Select a short, grade-appropriate informational text or an excerpt from an informational text and have students read in pairs. Project the text and distribute copies to students. Direct students to read to determine the structure the text uses. After students have read the text, go back to the beginning and circle specific signal words. Discuss with students how these signal words indicate the text structure. With students, read through the remainder of the text, paragraph by paragraph, identifying important signal words that confirm the text structure that was hypothesized.

2. Select a different short informational text to project for students; distribute a copy of the text to students. Have students annotate their copy of the text, noting signal words. Come together as a class and discuss what students believe to be the text structure. Then, referring back to the handout (e.g., Text Structures), show students the graphic organizer that would correspond with the text structure identified for the provided text. Model how

to complete the graphic organizer that corresponds to the provided text. Allow students to work in pairs to complete the organizer. Come back together to have students share their responses.

3. For the provided text used above, allow students to use a paragraph frame (e.g., Text Structure Frames) to write about the text structure that the provided text reflects. Have students share their completed paragraph frames with the class.

How do you analyze the way major sections of a text contribute to the whole?

1. Select a grade-appropriate informational text that has several sections with headings and subheadings. Distribute copies to students and project the text for students. Read the text aloud to students. Ask students: "What is the main text structure of this passage?" Then, lead a discussion in which you discuss how text features such as headings help to organize information and to draw attention to important information. Use the chart shown to explain how headings, subheadings, and sections can be used.

Anchor Chart: Text Structure and Function of Headings

Text Structure	Function of Heading
Question and Answer	provide questions that are answered in the successive paragraphs
Problem and Solution	introduce problems for which solutions are discussed in the successive paragraphs
Sequence/Chronology	provide sequence of steps or order or events that are discussed in the successive paragraphs
Description	provide characteristics of items that are discussed in the successive paragraphs
Cause and Effect	introduce causes for which effects are discussed in the successive paragraphs
Compare and Contrast	provide ways in which topics may be similar and/or different that are addressed in the successive paragraphs

Model your thinking as you read and highlight the first heading and the information under this heading. Continue with this think-aloud protocol for the remainder of the text. Use the sentence frame and write for students to see: "The section titled _____

contributes to the whole of the text by _____." Complete the frame verbally as well as in writing.

2. Project and distribute a different informational text that has a clear text structure with sections. Have students read the text with a partner. Go back through the text and select a paragraph (e.g., first paragraph, last paragraph) that contributes to the development of the passage. Read that paragraph aloud to students and model your thinking of how that paragraph contributes to the whole of the passage:

   o The paragraph compares or contrasts _____.

   o The paragraph describes _____.

   o The paragraph introduces a problem with _____.

   o The paragraph provides a cause for _____.

   o The paragraph introduces a question about _____.

   o The paragraph gives a sequential list for _____.

   o The paragraph explains _____.

   o The paragraph emphasizes _____.

   Have students work with a partner to analyze how a different paragraph or section contributes to the whole of the text. Have students capture their thinking by using a sentence frame. The sentence frame is followed by an example of a completed frame.

   o Paragraph (insert number) contributes to the development of the text by (insert verb) + (insert detail).

   o Paragraph 2 contributes to the development of the text by describing the features of a tropical rainforest.

3. Select a longer, grade-appropriate informational text with paragraphs or sections. Have students read the text with a partner and annotate the text to determine the text structure. Have students complete the graphic organizer.

Graphic Organizer: Text Structure

Paragraph Number	**How that paragraph/section contributes to the whole**

Have students share their responses with the class. Go back to each paragraph students have identified and lead a discussion of how that paragraph contributes to the whole.

How do you analyze the way an author uses text structure to develop ideas?

1. Explain to students that the text structure of paragraphs lets the reader know the author's purpose. Share a short, informational text with students that has more than one text structure. Read the text aloud to students, stopping at a few paragraphs that develop a key idea in the passage. Underline the sentence or sentences that show how that paragraph contributes to the development of ideas in the text. Explain how those sentences help to develop a certain idea in the text. Present a sentence frame for students to see, plus a completed frame:

   o Paragraph (<u>insert number)</u> contributes to the development of ideas in the text by <u>(insert how paragraph helps to develop ideas).</u>

   o Paragraph 2 contributes to the development of ideas in the text by explaining how tropical rainforests are threatened from the increased use of land for agricultural purposes.

   Discuss the list of other ways a paragraph helps to develop ideas in a text. The list may include the following ideas:

   o distinguishes between _____

   o explains how _____

   o describes _____

   o compares _____

   o contrasts _____

   o outline the causes of _____

   o provides _____

   o shows how _____

   o demonstrates how _____

   o emphasizes that _____

   o implies that _____

   o indicates that _____

   o suggests that _____

   o establishes that _____

   o introduces _____

- o   reveals _____
- o   identifies _____
- o   interprets _____

2. Distribute a different informational text to students and have them read in pairs. Direct students to select a paragraph and tell how that paragraph helps to develop an idea in the text. Have students write their response using the sentence frame from above:

- o   Paragraph (insert number) contributes to the development of ideas in the text by (insert how paragraph helps to develop ideas).

Lead a discussion in which groups share their responses with the class. Give feedback to each group on their responses.

Key Academic Terms:

informational text, text structure, text organization, analyze

Additional Resources:

Using Text Structure

20 Strategies to Teach Text Structure

Structural Clues in Nonfiction

Text Structures Paragraph Frames

Text Structure Signal Questions & Signal Words

Text Features

Text Structure Sort—Secondary

Teaching Text Structures for Non-Fiction Reading Video

Text Structure: Features & Organization

RI.7.15

Reading Standards for Informational Text
Craft and Structure
RI.7.15 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Instructional Outcomes:

- Engage in close reading to comprehend complex informational texts.

- Review and practice how to identify an author's point of view in a text, using clues from the text.

- Review and practice how to identify an author's purpose in a text, using clues from the text.

- Analyze how an author chooses to distinguish a position from that of others.

Guiding Questions and Instructional Activities:

How do you identify the author's point of view in a text? How do you identify the author's purpose in a text? How does a text convey an author's point of view or purpose?

1. Explain to students that an author's point of view is how the author views the topic and conveys it to the reader through the following techniques:

   o statements about how the author feels or thinks (their opinion)

   o an action the author wants the reader to take

   o an argument or claim the author makes about a topic

   Select a short, grade-appropriate editorial about a topic for which students will have background knowledge. Read the editorial to students, modeling how to determine the author's point of view. Annotate the editorial as you read, underlining the words, phrases, and sentences that imply the author's point of view about the topic. Explain to students that many times, the author's point of view about a topic is not directly stated; instead, it must be inferred from textual evidence. Model for students how to complete the graphic

organizer to identify the textual evidence in one or more editorials that allows the reader to infer the author's point of view.

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

Example		
Point of View	**Purpose**	**Evidence**
Bike lanes in a community are a positive feature that improve the flow of traffic.	to convince readers that the construction of bike lanes in the community should be implemented	A transportation council study shows that cities with dedicated bike lanes have less traffic.
Text 1:		
Point of View	**Purpose**	**Evidence**
Text 2:		
Point of View	**Purpose**	**Evidence**

2. Explain to students that there are four main purposes, or reasons, why authors write informational texts. Use the chart to explain modes and purposes.

Chart: Purposes for Writing

Mode of Writing	Purpose	Examples
Narrative writing	to inform about a topic or person by providing facts	personal memoirs, biographies, autobiographies, oral histories, anecdotes
Descriptive writing	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 writing	to inform, explain, or analyze information	textbooks, informational or business letters, news articles, research papers, directions, process analysis essays
Persuasive writing	to present an opinion; to present an argument; to persuade the reader to adopt the writer's opinion or to take action	editorials, critical reviews, literary essays, argumentative essays, speeches

In addition, provide examples to students that reflect the four modes of writing. Some additional verbs may include the following:

- o to share _____
- o to teach _____
- o to inspire _____
- o to reveal _____
- o to trace _____
- o to prove _____
- o to compare/contrast _____
- o to introduce _____
- o to list _____
- o to question _____
- o to define _____

- o   to suggest _____
- o   to correct _____
- o   to analyze _____
- o   to expose _____
- o   to motivate _____
- o   to argue _____
- o   to establish _____
- o   to identify _____

   Collect any additional examples that students think of and add to this list.

3. Refer to the editorial that students read in activity 1. Using the "Purposes of Writing" chart in activity 2, ask students what the author's purpose most likely is. Refer students back to the graphic organizer you have partially completed and ask students to determine the author's purpose by using the evidence in the text. Complete the last column of the graphic organizer shown using the editorial. The purpose should be specific (e.g., "to trace the life events that led to Mary Cassatt becoming an artist" or "to argue that meatless options should be available to students for lunch in the school cafeteria").

Graphic Organizer: Point of View and Textual Evidence and Purpose

Title of Text:				
Evidence #1	**Evidence #2**	**Evidence #3**	**Point of View**	**Purpose**

What is an author's position? How does an author distinguish a position from that of others?

1. Explain to students that authors can convey positions (opinions or judgments) about topics in different ways, which may include the following:

- o   including an action the author wants the reader to take
- o   forming an argument or claim the author makes about a topic
- o   using emotional language about the topic
- o   using biased language
- o   omitting information that leads the reader to form certain conclusions

Show a presentation (e.g., How to Find an Author's Purpose and Position Video) that explains to students the concept of author's position and how authors convey their positions through emotional language, opinion statements, and the use of omission or unclearly stated information. Select an excerpt from an argumentative or persuasive text (e.g., speech, editorial, argumentative/persuasive essay, critical review) that contains stated opinions, emotional language, and counterarguments. Distribute copies of the excerpt to students and project the excerpt. Read the first couple of paragraphs to students. Talk through your thinking process as you underline words, phrases, and sentences that clearly state an opinion and that include emotional and/or biased language. Lead a discussion with students about how these word choices convey the author's position about the topic. Create the anchor chart and model with students how to complete the first column. Record one example of biased or emotional language.

Anchor Chart: Biased or Emotional Language

Biased or Emotional Language Evidence	Position

Have students work with a partner to finish reading the excerpt, annotating their copy for biased or emotional language that helps them to determine the author's position about the subject. After they have finished reading the excerpt and recorded examples of biased or emotional language, have students record in the chart the author's position about the topic. Lead a discussion about the examples and how they relate to the author's position.

2. Discuss with students how an author distinguishes in a text a position different from that of others. Explain to students that an author can include a counterargument to acknowledge a different position and rebut that different position. Explain to students that a counterargument is a viewpoint that opposes the author's main argument. Share a presentation (e.g., Building the "Argument" in Your Argumentative Writing) with students. Provide students with some claims. Use the anchor chart to have students practice thinking of counterclaims and rebuttals to those counterclaims. Provide an example as a model; then, have students work in pairs or small groups to think of additional examples of counterclaims and rebuttals.

Anchor Chart: Claim, Counterclaim, and Rebuttal

Claim	Counterclaim	Rebuttal
Candy is a fun treat for children.	A dentist might say that eating candy is bad for children's teeth.	Research shows that if children regularly brush and floss their teeth, occasional treats will not negatively affect their dental health.

Project and provide a list to students of sentence starters (e.g., Counterclaim Activity) that students can use to form counterclaims and rebuttals. Have students share their responses with the class.

3. Explain to students that within a text, authors include counterclaims and rebuttals as a way to distinguish their position from that of others, known as opponents. Project an excerpt from an argumentative or expository text that contains one or more counterarguments. Have students read the text and highlight the claims in one color, highlight the counterclaims in a second color, and highlight the rebuttals in a third color. Lead a discussion with the class of how the author uses counterclaims and rebuttals to distinguish the position from opponents. Have students complete the following sentence starter using information from the provided text:

   o The author distinguishes the position about (the topic) from those who (opposing view) by (action)   .

   o The author distinguishes the position about school gardens from those who have doubts by refuting the idea that creating a school garden will be expensive.

Key Academic Terms:

informational text, point of view, purpose, compare, contrast, position, analyze

Additional Resources:

Author's Purpose Practice

Author's Purpose and Position Presentation

Author's Position Video

Counterargument Presentation

Counterclaim Activity

RI.7.17

Reading Standards for Informational Text
Integration of Knowledge and Ideas
RI.7.17 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Instructional Outcomes:

- Engage in close reading to comprehend informational texts in which an argument and specific claims are made.

- Identify the characteristics of effective arguments.

- Identify how claims are made in texts and the role they play in crafting an argument.

- Identify places within a text where an author builds an argument or makes a claim.

- Describe the characteristics of sound reasoning and how to identify them in the text.

- Examine the text for reasons and evaluate whether that reasoning is sound.

- Examine the text for evidence that supports specific claims made by the author.

- Evaluate whether the evidence is relevant and sufficient to support a claim.

Guiding Questions and Instructional Activities:

How are arguments presented in texts?

1. Explain to students that in writing, authors may try to persuade or to present an argument to readers. These two purposes are not the same; present the differences to students using the anchor chart.

Anchor Chart: Persuasive Writing vs. Argumentative Writing

Persuasive Writing	Argumentative Writing
focuses on the use of unverifiable evidence such as personal anecdotes	focuses on the use of verifiable evidence such as facts and statistics
focuses on the use of the emotional appeal	focuses on the logical appeal
claim is presented first and the writer builds the case to convince reader to think the same way	evidence is presented first and the writer builds the argument

Share additional differences between persuasive and argumentative writing (e.g., Subtle, but Significant differences between Persuasive Writing v. Argumentative Writing). Tell students that they will be focusing on reading and responding to argumentative texts. Explain to students that when an author makes an argument, the author researches a topic first and then builds an argument. Emphasize to students that in argumentative writing, the author acknowledges opposing viewpoints, called counterarguments, and then rebuts those arguments using logical reasoning and evidence. Inform students that the argument is made up of claims, reasons, and evidence:

Argument = Claims + Reasons + Evidence

Anchor Chart: Parts of an Argument

Parts of an Argument	
Claim	What does the author think?
Reasons	Why does the author think this?
Evidence	How does the author support the reasons?

Share a handout that describes claims, reasons, and evidence (e.g., Claims, Reasons, and Evidence Handout). Take students through the examples provided in the handout so that students understand the difference between claims, reasons, and evidence.

Select a grade-appropriate excerpt from an argumentative text (e.g., essay, article, speech); distribute the text to students and project it for all to see. Lead students through a reading of the text, modeling how to highlight and color-code the claims as well as the reasons and evidence that support those claims. Record the findings in the chart.

Chart: Claims, Reason, and Evidence

Claim (Argument)	Reasons (Logical Support)	Evidence (Proof)

2. Select a different argumentative text, and have students work in pairs to read, annotate, and record their responses in a chart like the one in activity 1. Lead a discussion in which students share their responses regarding the claims, reasons, and evidence. Be sure that students have understood and correctly identified the claim, reasons, and evidence.

How are specific claims made in texts? How are claims supported by reasons and evidence? How do you know when a claim is supported by relevant and sufficient evidence?

1. Share a presentation with students that further informs about how claims are supported by reasons and evidence (e.g., Claims, Reasons, and Evidence Presentation). Distribute a different type of argumentative text (e.g., review, essay, speech, editorial, or article) to students. Have students read the text with the purpose of identifying the claim. With students, complete the claim portion of the chart shown. Have students complete the other two columns of the chart, noting reasons and evidence that support the identified claim. Show the text and discuss student responses, annotating the text as students provide their responses.

Chart: Claims, Reason, and Evidence

Claim (Argument)	Reasons (Logical Support)	Evidence (Proof)

2. Have students examine the following concepts:

> **Relevant evidence**: evidence that is directly related to the claim that is being made and *not* random information that has little to do with the subject.

> **Sufficient evidence**: the information used should adequately support the reasons provided. There should be enough evidence provided by the author that the reader feels convinced. The more evidence provided the better, and the more types of evidence provided, the better. These are some examples of types of evidence that can be incorporated into an argument:

> - numbers and statistics (e.g., counts, measurements, percentages)
> - names (e.g., place names, names of individuals, organizations, movements)
> - expert opinion (use of an expert's opinion through paraphrasing or quotes)
> - specialized knowledge (author's own knowledge, which is uncommon, unless acquired through formal training)
> - stories about individuals' experience
> - historical evidence
> - physical details (sensory data that presents things you can see, hear, touch, smell, or taste)
> - dialogue (reporting of exactly what others have said)
> - documentary evidence (evidence from documents), including the following:
>   - letters
>   - diaries
>   - unpublished writings
>   - laws
>   - administrative policies
>   - court decisions
>   - speeches
>   - interviews

3. Share a presentation (e.g., [Evaluating an Author's Argument](#)) with students that discusses how to evaluate an argument presented in a text. Select a grade-appropriate, short argumentative text or an excerpt from a longer argumentative text. Lead a reading in which

you take students through the text. Stop to identify, annotate, and discuss the claims, reasons, and evidence provided for each reason. With students, complete the first four columns of the chart, analyzing whether the evidence is relevant for each reason and providing examples of relevant evidence. Then, go back through the same text and discuss whether the evidence provided is sufficient. Sufficiency can be somewhat subjective; direct students to think about whether the evidence provided for each reason is enough to convince them of the merit of the author's claims and reasons. With students, complete the last two columns of the chart shown.

Chart: Evaluate Evidence

Claim	Reason	Is the evidence *relevant* or *irrelevant* to the claim?	Examples of *relevant* or *irrelevant* evidence from the text	Is the evidence *sufficient* or *insufficient* to support the reason?	Examples of *sufficient* or *insufficient* evidence from the text

How do you know when reasoning is sound?

1. Have students examine the concepts of deductive and inductive reasoning as described.

   Sound reasoning: reasoning in an argument that is sensible and logical. Explain to students that there are two main types of reasoning used in arguments: inductive reasoning and deductive reasoning. Explain the difference to students using the following examples:

   With **deductive** reasoning, general ideas lead to a specific conclusion.
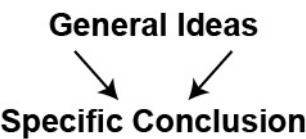
With **inductive** reasoning, specific observations lead to a broad conclusion.

Specific Observations

Broad Conclusion

These are examples of deductive and inductive reasoning that are sound and logical.

Sound/Logical Reasoning

Type of Reasoning	Example
Deductive Reasoning	All raccoons are omnivores. The animal we saw in the zoo is a raccoon. Therefore, that animal is an omnivore.
Inductive Reasoning	The neighbor's dog wags his tail when I greet him. At the park, all the dogs wag their tails when I greet them. Therefore, all dogs probably like me.

Have students think of some additional examples of deductive and inductive examples that are sound and logical, and record those on an anchor chart that can be displayed in the classroom for reference.

Explain to students that even though inductive and deductive reasoning can be used in a text, the premises can lead to a false conclusion. Show the following examples and discuss with students:

Unsound/Illogical Reasoning

Type of Reasoning	Example
Deductive Reasoning	All musical instruments make sounds. Airplanes make sounds. Therefore, airplanes are musical instruments.
Inductive Reasoning	The marble I pulled out of the bag is blue. That second marble I pulled out of the bag is blue. The third marble I pulled out of the bag is blue. Therefore, all the marbles in the bag are blue.

Have students think of some additional examples of deductive and inductive reasoning that are unsound and illogical and record those on an anchor chart that can be displayed in the classroom for reference.

2. Select a short, grade-appropriate argumentative text or an excerpt from a longer argumentative text. Engage students in a reading in which you read through the text one time. Have students follow along with the purpose of identifying the claim, reasons, and evidence. Go back through the text, and using a think-aloud methodology, identify the following elements with colored highlighters: claim, reason, evidence. For the first set of reasons and evidence, talk through your analysis of whether the reasoning provided is sound/logical or unsound/illogical. Complete the columns for this first example using the graphic organizer.

Graphic Organizer: Sound and Unsound Reasoning

Author's Overall Argument:				
Claim	**Reason**	**Evidence**	**Is reasoning sound (logical) or unsound (illogical)?**	**Why reasoning is sound (logical) or unsound (illogical)**

Have students complete the remainder of the chart in pairs and discuss as a class. Discuss how unsound reasoning affects the credibility of the argument and the author.

3. Select a different argumentative text and have students read independently. Have them annotate the text or use the "Sound and Unsound Reasoning" graphic organizer. Have students respond to one of the following prompts in writing:

   o Read the author's claim from the passage.

   _____ (insert claim here) _____.

   Is the evidence provided sufficient to support the author's claim? Use evidence from the text to support your response.

   OR

o   Read the author's claim from the passage.

_____ (insert claim here) _____.

Is the evidence provided relevant to the author's claim? Use evidence from the text to support your response.

OR

o   Read the author's claim from the passage.

_____ (insert claim here_____.

Is the claim supported by sound/logical reasoning? Use evidence from the text to support your response.

Key Academic Terms:

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

Additional Resources:

Read*Write*Think: Developing Evidence Based Arguments from Texts Strategy Guide

Claims, Reasons, and Evidence Handout

The Parts of an Argument Video

Evaluating Evidence Presentation

Understanding Arguments Video

Tracing and Evaluating Arguments and Claims: Sample Lesson Plans

Examples of Inductive Reasoning

Deductive Reasoning Examples

RI.7.18

Reading Standards for Informational Text
Integration of Knowledge and Ideas
RI.7.18 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Instructional Outcomes:

- Engage in close reading to comprehend two or more informational texts about the same topic.

- Analyze how authors use evidence and interpretations of facts to develop their writing.

- Describe how and why authors choose to emphasize pieces of evidence.

- Describe how and why authors choose to advance different interpretations of facts.

- Use textual evidence to compare and contrast how two or more authors write about the same topic to shape their presentations of key information.

- Explain how the differences between the ways two or more authors shape their presentations of key information may impact their writing.

Guiding Questions and Instructional Activities:

How does an author shape the presentation of key information in a text? Why do authors shape their presentation to advance different interpretations of facts?

1. Explain to students that an author may shape the presentation of information in a text based upon personal perspective, or the way that the author sees an issue. The author's purpose and opinion drives what is conveyed to the reader. Given two texts on the same topic, the authors may present different information or different interpretations of facts based on their differing purposes or perspectives. Review with students the different purposes that authors have for writing texts and how authors convey their perspectives (points of view); this information can be found in RI.7.15. Provide examples to students of how purpose and perspective affect shaping the presentation of information; some examples are in the chart.

Chart: Impact of Author's Purpose or Perspective

Type of Text	Author's Purpose	Authors' Perspective	Impact of Presentation or Interpretation of Information
Advertisement	to persuade the reader to buy product	the product will make the reader's life better	includes only information that makes the product seem attractive to buyers (e.g., good quality, low price)
Travel Brochure	to inform and persuade the reader to visit a certain location	the country/city/location is beautiful and worthy of spending money to see	includes only positive information about the travel destination

Show students other examples of real-world text that they may see in everyday life and explain or elicit from students how those types of text combine purpose and perspective to impact the presentation of information or the interpretation of facts. Such types of texts may include brochures, ads, pamphlets, movie reviews, websites, and editorials.

2. Present and display a short expository or argumentative text (e.g., article, essay editorial, speech) to students. Read the text to students, stopping and modeling your thinking of what the author's purpose is in the text as well as the author's perspective about the topic. Annotate the text or complete the graphic organizer as you read the text aloud to students.

Graphic Organizer: Author's Purpose and Perspective

Title of Excerpt:				
Who is the author?	What is the author's purpose?	What is the author's perspective about the topic?	How do purpose and perspective affect shaping of presentation?	Textual Evidence

As you read the text, discuss with students how the purpose and perspective shape the presentation of information or allow the author to advance different interpretations of facts.

For example, in an argumentative text the author may emphasize certain facts in order to persuasively build the argument. Discuss how the purpose and the perspective affect the presentation of information or the interpretation of facts.

How do authors use evidence and interpretations of facts to develop their writing? Why do authors choose to emphasize particular pieces of evidence?

1. Explain to students that the author's purpose and perspective about a topic, event, or individual may lead the writer to use certain pieces of evidence and interpretations of facts in their writing. For example, in order to build an argument, authors may include some evidence, but not other evidence, in order to make their argument stronger to the reader. In addition, the point of view in a text influences the evidence used or the interpretations of facts. Explain to students that an author may choose to emphasize certain pieces of evidence to do the following:

    o illustrate an experience more fully

    o allow the reader to be more fully immersed in the experience through the author's use of imagery

    o lend authority to an argument

    o add emotional authenticity to an event

    o add tension to the telling of a true event

    o reveal a writer's bias, conflict of interest, or other connections to the piece of writing

    o affect the tone of a piece of writing

Graphic Organizer: Author's Purpose, Perspective, and Evidence

Title	What is the author's purpose?	What is the author's perspective?	How do the purpose and perspective affect the use of evidence?
Text 1			
Text 2			

How do you compare and contrast how two or more authors writing about the same topic shape their presentations of key information? How do the differences in the way two or more authors shape their presentations of key information affect their writing?

1. Explain to students that authors writing argumentative texts may use different information to shape their presentations. Authors may omit certain information that does not support their argument and include other information that does support their case. Explain that once again, purpose and perspective affect the author's use of information to build the presentation. Select a pair of short argumentative texts (e.g., editorials or pro/con articles) about a relevant issue for students (e.g., amount of homework, school schedule, extracurricular activities, clubs, food offered in the cafeteria). Read Selection 1 to students, having them listen to the author's purpose and perspective. After reading, discuss with students the author's purpose (e.g., to persuade/convince) and the author's perspective (e.g., the author believes _____). Have students fill in those cells of the chart shown. Then, go back through the text and discuss how the author shapes the presentation through the following:

    o   logical, emotional, and ethical appeals

    o   the omission of information

    o   the inclusion of other information

    o   the emphasis of certain information

    o   the use of connotative words

    o   the use of a writing style that suggests a certain tone

Chart: Shaping the Presentation

Title	What is the author's purpose?	What is the author's perspective?	How does the author shape his/her presentation?	How does the presentation of key information affect the author's writing?
Selection 1				
Selection 2				

Based upon the discussion, identify the author's perspective, and record it in the chart. Lastly, discuss with students how the author's shaping of the presentation affects the text. Go through the text and point out key ways this is shown (e.g., the inclusion of evidence that shows how homework can be detrimental to children's health results in the use of emotion to try to convince the reader of the validity of the author's argument).

Share the second selection about the same topic and repeat the steps of this process. Have students discuss why it important to read several perspectives about the same event, topic, or individual. (e.g., to obtain different perspectives, to form a better picture of the pros/cons about an issue by analyzing bias in different authors' perspectives/portrayal of evidence).

2. Select a different pair of argumentative texts. Have students work independently or in pairs to go through a similar process as in activity 1. After discussing as a class, have students respond in writing to the following prompt: "How do the two authors shape their presentations of key information? Use evidence from **both** selections to support your response." Have students share their responses.

Key Academic Terms:

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

Additional Resources:

Analyzing the Author's Purpose and Technique

The Three Persuasive Appeals Video

ProCon.org: Pros and Cons of Current Issues

The Three Appeals of Argument Presentation

Ethos, Pathos, and Logos Handout

Writing

W.7.20

Writing Standards
Text Types and Purposes
W.7.20 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

Instructional Outcomes:

- Identify the characteristics of arguments and review how to introduce claims in argumentative writing.

- Acknowledge and use alternate or opposing claims in argumentative writing.

- Organize reasons and evidence logically in argumentative writing.

- Identify the characteristics of logical reasoning and explain how to use logical reasoning to support claim(s) in argumentative writing.

- Identify the characteristics of accurate, credible sources and explain how to use them to support claim(s) in argumentative writing.

- Introduce and practice using effective words, phrases, and clauses to create cohesion and clarify relationships among claims, reasons, and evidence.

- Review and practice establishing and maintaining formal writing.

- Construct a conclusion that follows from and supports the arguments presented.

- Write an argumentative piece.

Guiding Questions and Instructional Activities:

What is an argument? How do you write an argument?

1. Explain to students that they need to recognize that argumentative writing is based on research, claims, reasons, and evidence. Review with students the information and resources from activities for RI.7.17 on features of argumentation. Review that an argument consists of a claim, reasons that support that claim, and evidence that supports the reasons. Review the three appeals (logical, emotional, and ethical) used in an argument, focusing on the logical appeal. Select a high-quality, engaging, grade-appropriate mentor text that is an effective example of argumentative writing (e.g., editorial, speech, or essay). Have students read the text independently or in pairs. Lead a discussion in which you have students analyze the text and complete the graphic organizer.

Graphic Organizer: Argumentative Writing

Mentor Text Title: _____	
What is the main argument?	
What is a claim the author makes?	
How does the author support that claim with a reason?	
What evidence does the author use to support the reason?	
What is another claim the author makes?	
How does the author support that claim with a reason?	
What evidence does the author use to support the reason?	
How convincing is the author? Why?	

2. As a follow-up activity, have students respond in writing to the prompt: "How convincing is the author in this argument? Why? Give evidence from the text to support your response." Use the anchor chart to lead a classroom discussion about the components of good argumentative writing.

Anchor Chart: Argumentative Writing

Argumentative Writing	
Claim/Counterclaim	Statement about what the author is arguing for or against or an action the author wants the reader to take/acknowledgement of the opposing claim
Reason	Explanation that supports the claim
Evidence	Proof from a credible source that supports the reason; uses one or more of the appeals: ethical, emotional, logical
Explanation	Sentences that explain how the reasons and evidence support the claim
Conclusion	Restates original claim, explains why readers should align with writer's position; perhaps calls for action
Style/Tone	Formal: serious, impersonal, academic

3. Lead a classroom discussion about the structure of argumentative writing. Share the anchor chart about the structure of argumentative writing. Discuss the components of the chart and connect each back to a mentor text. Discuss and underline each of the components in a mentor text:

   o introduction: description of topic, presentation of major ideas/reasons, and statement of claim

   o development of claim and counterclaims: facts, examples, quotations, anecdotes

   o organization of ideas

   o use of precise language

   o use of appropriate transition words

o   use of a formal style and tone

o   conclusion: restatement of original claim

Explain to students that when they write arguments, they must include the same components to create the supporting text.

Anchor Chart: Structure of Argumentative Writing

Argumentative Writing	
	Paragraph 1: INTRODUCTION • lead/hook/grabber • introduction/description of topic • presentation of major ideas/reasons • statement of claim
Body Paragraphs	Paragraph 2: REASON 1 • topic sentence • 3 pieces of evidence • concluding sentence
	Paragraph 3: REASON 2 • topic sentence • 3 pieces of evidence • concluding sentence
	Paragraph 4: REASON 3 • topic sentence • 3 pieces of evidence • concluding sentence
	Paragraph 5: Counterclaim and Rebuttal • statement of counterclaim • facts that refute counterclaim
	Paragraph 6: CONCLUDING SECTION • include an insight/quotation/warning or prediction/implications • call for action

4. Discuss each component of argumentative writing and connect each to a mentor text that students have already read. Using the mentor text, have students analyze the conclusion and the style/tone. Explain to students that when they write an argumentative essay, they must include an introductory paragraph that usually ends with the statement of the overall argument, paragraphs that help to develop the claims with reasons and evidence, and a conclusion.

How do you effectively introduce claims to write an argument? How do you acknowledge alternate or opposing claims in your writing?

1. Explain to students that there are different ways to write an introductory paragraph that ends with the main argument. These are goals for an introductory paragraph:

   o engage the reader with a "hook"

   o describe the topic

   o present the major ideas

   o write the claim

   Share a presentation (e.g., Write an Introductory Paragraph for an Argument Essay) which discusses the four ways to write an introductory paragraph. Stop the presentation at several points to discuss the four goals for an introductory paragraph.

2. Explain to students that writers acknowledge alternate or opposing claims, called the counterclaims, in an argument. A counterargument anticipates the opposition to a writer's argument and addresses that opposition. By addressing the opposing argument and acknowledging the counterargument(s), the writer achieves these goals:

   o show a full understanding of the topic

   o show more objectivity

   o appear to be fair-minded by incorporating the ethical appeal

   o strengthen the argument by diminishing the opposition's argument

   Typically, writers may place a counterargument in these locations within an argumentative essay:

   o as part of the introduction

   o after the introduction

   o as a paragraph after the main points

   Explain that a counterclaim is always accompanied by a rebuttal or refutation, which explains why the counterargument is not valid. Share a presentation about counterarguments (e.g., Building the "Argument" in Your Argumentative Writing). Then, use the anchor chart to provide students with some claims. Have students offer counterclaims and rebuttals to those counterclaims. Provide an example as a model; then, have students work in pairs or small groups to think of additional examples of counterclaims and rebuttals.

Anchor Chart: Claims, Counterclaim, and Rebuttal

Claim	Counterclaim	Rebuttal
Candy is a fun treat for children.	A dentist might say that eating candy is bad for children's teeth.	Research shows that if children regularly brush and floss their teeth, occasional treats will not negatively affect their dental health.

Project and provide a list to students of sentence starters (e.g., Counterclaim Activity) that students can use to form counterclaims and rebuttals. Have students share their responses with the class.

3. Show students a video about counterclaims and rebuttals (e.g., Counterclaims Video). Emphasize to students that a counterargument includes these components:

   o a counterclaim that acknowledges the opposing claim

   o a reason that supports the counterclaim

   o a rebuttal that explains reasons with evidence to show how the opposing claim is not valid

Stop at several points in the video to discuss the examples provided as well as the counterargument starters that are shared. Stop near the end of the video to share and discuss the example paragraph about technology that provides a counterargument. Point out to students the three components of the counterargument: counterclaim, reason for counterclaim, and rebuttal with support.

4. Project and distribute to students a grade-appropriate mentor text that includes a well-written counterargument. Have students work independently or in pairs to read and use color-coding highlighters to annotate the counterargument, reasons, and rebuttal. Use the chart to remind students of phrases that may begin a counterclaim. Have students share their annotations.

Phrases to Begin Counterargument Paragraphs
Many people believe that . . .
It is often thought that . . .
It might seem as if . . .
While it is common that . . .
The opposing view is that . . .
It is true that . . .
Admittedly, . . .

5. Provide students with an issue for which students have background knowledge and can form an argument for or against. Have students respond in writing by forming an introductory paragraph that incorporates the four features of an introductory paragraph:

    o   engagement of the reader with a "hook"

    o   description of the topic

    o   presentation of the major ideas

    o   statement of the claim

    Have students work in pairs to write a counterargument paragraph about the given topic that will be included after the introductory paragraph. Have students receive feedback from other pairs as part of a writing conference model. Have students revise their introductory and counterargument paragraphs as necessary based on peer feedback. Review students' two paragraphs and provide further feedback. Have students revise these paragraphs again.

How do you logically organize your reasons and evidence in your writing? How do you support claims with logical reasoning and relevant evidence?

1. Review with students the concept of claims, reasons, and evidence from the previous lessons for writing and reading. Explain to students that when they write an argument, it should be supported with a counterargument with rebuttal and at least two or three claims that are each supported by two or three reasons and evidence. Show students a graphic organizer for developing an argument (e.g., Argumentative Writing: Graphic Organizer or Argumentative Writing: Graphic Organizer 2). Review with students that in an argument,

there is an introduction that explains the argument, body paragraphs that are devoted to the claims, and a conclusion. Within the body paragraphs, students will need to provide reasons and evidence to support the claim, along with an explanation about why those reasons and evidence support the claim. Select a sample issue and model for students how the graphic organizer can be used to build out the blueprint for writing.

2. Review with students information about logical reasoning (inductive and deductive reasoning) covered in activities from RI.7.17. Provide students with an issue that has two sides (e.g., tablets vs. textbooks). Have students read about both sides of the issue (e.g., Should Tablets Replace Textbooks in K-12 Schools?). Explain to students that they will be deciding on a position about the issue and will need to make three claims to support their position. Explain to students that they will be building the skeleton for writing an argument before writing. Have students use a graphic organizer for developing an argument (e.g., Argumentative Writing: Graphic Organizer or Argumentative Writing: Graphic Organizer 2) to create a blueprint for their writing. Once all students have completed their graphic organizers, have them trade with another student so that their claims, reasons, and evidence can be evaluated. Once students have received feedback, have them make changes where necessary. Students should then write an argument based on their planning.

3. Use the anchor chart to explain to students that there are different types of relevant evidence that can be used to support claims and reasons in an argumentative piece of writing.

Anchor Chart: Types of Relevant Evidence

Most Common Types of Evidence	
Facts	ideas that can be proven to be true
Statistics	numerical data produced through research or polls
Examples	specific instances that show general statements
Authorities	experts' opinions on the subject
Scenarios	hypothetical situations that describe possible effects of particular actions
Case Studies	In-depth examinations or observations of a person or group
Anecdotes	brief narratives that may come from personal experience or the experience of others
Visuals	charts, graphs, photos, drawings, etc.; must be explained in writing

Show students a mentor text that contains at least two or more types of evidence that appear in the chart. Use different colors to highlight the types of relevant evidence that the mentor text uses to support the claims and reasons. Discuss with students how the types of evidence in the provided text are used effectively.

What is an accurate, credible source? How do you use accurate, credible sources to demonstrate an understanding of the topic or text?

1. Explain to students that an argument is only as strong as the foundation on which it is built. Explain that if an argument is constructed using false evidence or data, then the argument will not be strong enough for others to believe it. Share with students the importance of crafting an argument using credible sources. Credible sources are those that are accurate, unbiased, and supported with evidence. In order to use credible sources, explain to students how to evaluate a source for credibility using a video or infographic (e.g., Evaluating Sources for Credibility). In addition, provide students with a copy of the test commonly used to evaluate the credibility of a course, called the CRAAP test (The CRAAP Test Worksheet). Explain the elements of the CRAAP test with examples of questions that students should ask themselves when evaluating sources. Use the CRAAP Test Checklist in the discussion and explain to students that the checklist includes an acronym that will help them remember the components.

CRAAP Test Checklist

Element	Meaning	Questions to Ask
CURRENCY	the timeliness of the information	When was the information published or posted? Has the information been revised or updated? Are the links functional or broken?
RELEVANCE	the importance of the information for the writer's needs	Does the information relate to your topic or answer your question? Is the information at an appropriate level? Who is the intended audience?
AUTHORITY	the originating source of information; credentials of the author or institution	Who is the author, publisher, or source? Are the author's credentials given? What are the author's qualifications to write authoritatively on the topic?
ACCURACY	the truthfulness of the information	Is the information supported by evidence? Does the language/tone seem biased? Can you verify the information in another source? Has the information been reviewed?
PURPOSE	the reason the information is presented; the author's purpose	What is the purpose of the information? Are the intentions of the author or sponsor clear? Does the point of view appear objective? Are there political, cultural, institutional, or personal biases?

Note: The checklist is adapted from source documents created by the Meriam Library, California State University, Chico.

2. Provide students with a copy of the checklist. Work with a media center specialist or school librarian to develop a scavenger hunt where students look for credible sources in different categories (e.g., websites, audio and video sources, newspapers, magazines, journals,

academic books, or encyclopedias). Divide students into pairs so that each pair finds a different type of source (e.g., website, magazine, textbook, newspaper). Have students use the CRAAP Test Checklist from activity 1 to evaluate their source. Explain to students that the checklist includes an acronym that will help them remember the components. At the end of the search, lead a whole class discussion about credible sources they found and sources that seemed suspect. Use the checklist to question students on the source they found and how they would rate the credibility of that source.

3. Have students practice the steps to creating an argument. As students develop their claims through reasons and evidence, have them select credible sources and complete the graphic organizer to defend their choices.

Graphic Organizer: Credible Sources

Argument:		
Claim:	**Reason/Evidence:**	**Source:** **Why the source is credible:**
	Reason/Evidence:	**Source:** **Why the source is credible:**
	Reason/Evidence:	**Source:** **Why the source is credible:**

Have students work in pairs to share their findings and review the credibility of the sources. Lead a discussion about the sources students find and the credibility of those sources. Create an ongoing list of credible sources for students to access when developing arguments. Show the types of URL domains that are commonly accessed during Internet research and what those domains may tell students:

   o **.org**: an advocacy website, such as a not-for-profit organization

   o **.com**: a business or commercial website

- o **.net**: a business or commercial website

- o **.edu**: a website affiliated with a college or university

- o **.gov**: a United States government website

Discuss the anchor chart of types of credible and noncredible sources and encourage students to think of additional examples.

What are the characteristics of cohesive writing? How do you choose words, phrases, and clauses to create cohesion and clarify relationships among claim(s), reasons, and evidence?

1. Cohesion of writing refers to the connection of ideas at the sentence level. Creating cohesion means connecting words, phrases, sentences, and paragraphs so that the relationships among these elements is clear and logical to the reader. Share with students these main cohesive devices to use when writing:

   - o reference words/pronouns

   - o transition words/signals

   - o repetition of keywords

   - o anaphoric nouns

With students, create an anchor chart that presents each device that can be used to create cohesion in argumentative writing and a sentence using the device.

Anchor Chart: Cohesive Devices

Cohesive Devices	
reference words/pronouns	My friend's new book is about the animals of Australia. <u>It</u> made me want to pet a koala!
transition words/signals	There are many benefits of walking as a form of exercise. <u>For example</u>, walking can build stronger bones.
repetition of key words	Aerobic exercise can improve <u>heart health</u>. This type of exercise reduces inflammation associated with <u>cardiac disease.</u>
anaphoric nouns (this/these + noun)	<u>Research</u> has been conducted on the effect of exercise on memory. Subjects in the study who walked briskly for one hour, twice a week, showed improved verbal memory. <u>This finding</u> suggests that walking, along with other types of moderate activity, may yield similar results.

2. Provide students with two short paragraphs about the same topic: one that has cohesion, and one that does not have cohesion (e.g., Directed Learning: Cohesion). Read both paragraphs to students and ask them to identify which paragraph shows cohesion and which one does not. Go back through each paragraph and lead a discussion about why the paragraph without cohesion lacks cohesion and how it could be improved. Discuss how the lack of cohesion makes the relationship between sentences unclear to the reader. Then, go back through the second paragraph that has cohesion and discuss how the second paragraph improves the original since it makes clear to the reader the relationships between words and sentences.

3. Provide students with a mentor argumentative text that has examples of the effective use of cohesive devices. Read the text aloud to students and discuss how the use of the cohesive devices helps to create clarity for the reader by showing the relationships between sentences and paragraphs. Begin by reading the first couple of paragraphs for students, modeling the identification of cohesive devices and analyzing how those devices help to create clarity for the reader. Have students read the remainder of the essay with a partner, annotating the text by color coding the use of the different types of cohesive devices. Discuss students' findings as a class.

4. Have students write two or three paragraphs of the body of an argumentative essay. Direct students to focus on using cohesive devices to make strong relationships among words, phrases, clauses, sentences, and paragraphs. Students can use the graphic organizer to evaluate their own writing.

Graphic Organizer: Checklist for the Use of Cohesive Devices

Cohesive Device	Effective Use?	Comment
reference words/pronouns		
transition words/signals		
repetition of key words		
anaphoric nouns		

Then, have students exchange papers with a partner and use the checklist to evaluate the partner's writing for cohesion. Have students engage in a peer conference regarding their findings. Based on peer feedback, have students revise their writing.

What is a formal style in writing? How do you establish and maintain a formal style in writing?

1. Introduce the concept of informal writing vs. formal writing. Lead a classroom discussion in which students give responses when formal writing is used (e.g., letter to the principal, essay) and when informal writing is used (e.g., social media posts, email to a friend). Share a presentation about formal vs. informal writing (e.g., Formal vs. Informal Writing Style Presentation). Stop at various points in the presentation to discuss important information, including how choice of style is influenced by audience and purpose. Be sure to review the chart that gives examples of appropriate style for audience and purpose. In addition, be sure to emphasize the chart that differentiates features of formal and informal writing. Go over examples of formal and informal writing that are shared in the presentation.

2. Provide students with examples of sentences (e.g., Student Practice: Translating between Informal and Formal Style) written in formal and informal style. Have students work in pairs to consider the audience and purpose for each sentence and revise as needed, from formal to informal or informal to formal. Have students share their revised sentences with the class.

3. Select two mentor texts, one that is written informally and one that is written formally. Lead a reading of the two mentor texts. Annotate each text by underlining or circling examples of informal and formal style. Lead a discussion about the qualities of formal writing and how they differ from informal writing. Create an anchor chart with examples that can be displayed in the classroom.

Anchor Chart: Formal and Informal Writing Style

Formal Style of Writing	Informal Style of Writing

4. Select or create a sample argumentative writing piece that follows the format of argumentative writing. It should use a consistent formal writing style but have lapses in which informal style is present. In pairs or small groups, have students identify the places where the informal writing style is used and revise so that the entire text is formal. Lead a whole class discussion about the text and have students share how they revised the text.

5. Discuss with students how to use the graphic organizer to check the use of formal style when producing academic text.

Graphic Organizer: Checklist for Formal Style

Check	Yes or No	Comment for Revision
Is the writing free of contractions?		
Is the writing free of phrasal verbs?		
Is the writing free of slang, colloquialisms, idioms?		
Is the writing free of imprecise language?		
Is the writing written in third person?		
Is the writing free of personal language?		
Is the writing free of conversational style?		
Is the writing free of "text talk," the shorthand language of text messaging?		

6. Have students write the introduction and body of an argumentative writing piece, using the format previously taught. Have students use the checklist above to check for their use of formal style. After students write their first draft, divide students into peer-editing partnerships to focus on style. Have students use the checklist as well to check their partners' writing. Students should check for lapses in formal style and should provide suggestions for how to revise for a more formal style. Students should revise their drafts as needed.

How do you provide a concluding statement or section that follows from and supports the argument presented?

1. Students have learned about writing concluding statements or sections with increasing sophistication since third grade; however, since writing argumentative texts is new, they will need to review the concept and be introduced to how to conclude argumentative texts. Lead a discussion about students' prior knowledge regarding how to write conclusions. Explain to students that a concluding statement or section should include an important idea that the writer wants to leave with the reader at the end of an argumentative text. Use the anchor chart to explain that there are different ways to write a concluding statement or section for an argumentative essay.

Anchor Chart: Strategies to Writing a Conclusion

Strategies to Try When Writing a Conclusion for an Argumentative Essay
1. Synthesize the essay's main points.
2. Return to the main themes referenced in the introduction.
3. Ask a stimulating question.
4. Include a provocative insight.
5. Use a quotation.
6. Include a vivid image.
7. Include a warning or a prediction.
8. Point to broader implications.
9. Call for some sort of action.
10. Propose questions for further research.

Share a mentor text with a strong conclusion and lead a discussion with students about the concluding section. Have students identify which techniques from the strategies anchor chart the author has included. Number each example in the text with the corresponding number used in the chart. Discuss with students the strategies the author has used to support the argument. Identify any additional ways not listed in the chart that the author has used to conclude the essay effectively.

2. Present the conclusion of an argumentative text that contains one or more examples of an ineffective conclusion. Share the anchor chart with students to show strategies to avoid when writing conclusions for argumentative essays.

Anchor Chart: Strategies to Avoid

Strategies to Avoid When Writing a Conclusion for an Argumentative Essay
Do NOT: 1. Use overused phrases such as "In conclusion," "In summary," or "In closing."   2. Simply restate the thesis.   3. Focus on a minor point in the essay.   4. Summarize the main points of the argument.   5. Include emotional appeals that are out of character with the rest of the essay.   6. Include evidence that should be in the body of the essay.

Lead a discussion in which you ask students to identify which strategy the author used to write the conclusion that is ineffective and why that strategy is ineffective in the essay.

3. Provide additional practice by sharing a presentation in which there are examples of both effective and ineffective conclusions to argumentative essays (e.g., Persuasive Conclusions). Stop to discuss how each example reflects a strategy listed above and why each conclusion is effective or ineffective.

4. Select a student-written argumentative essay and have students write two versions of a conclusion using one or more of the above techniques listed in the anchor chart "Strategies to Writing a Conclusion." After students have written their two conclusions, have students work with a partner to give peer feedback on these two conclusions using a peer response guide (e.g., Conclusion Peer Response Guide).

Key Academic Terms:

argument, argumentative writing, claim, alternate claim, opposing claim, supporting, logical reasoning, credible sources, accurate sources, evidence, word, phrase, clause, cohesion, formal style, conclusions, organize, synthesize

Additional Resources:

Read*Write*Think: Strategy Guide: Developing Evidence-Based Arguments from Texts

Read*Write*Think: Evidence-Based Argument Checklist

Writing Arguments: Interactive Lessons

Read*Write*Think: Interactive Persuasion Map

Argumentative Essays: Lesson 3: Structuring your Essay Video

Writing an Argumentative Essay Video

Argumentative Essay: Final Paragraph (Counterclaim, Rebuttal, and Concluding Sentences)

Counterargument and Rebuttal/Strategies for Rebuttal

Writing Arguments Sample Lessons

ProCon.org: Pros & Cons of Current Issues

Evaluating Internet Resources

Evaluating Sources: The CRAAP Test Video

Anchor Charts for Using Transitions in Writing

Read*Write*Think: Recognizing Formal and Informal Language Features

Formal vs. Informal Writing Video

Read*Write*Think: Style-Shifting: Examining and Using Formal and Informal Language Styles Lesson Plan

Northern Illinois University: Formal and Informal Style

Read*Write*Think: And in Conclusion: Inquiring into Strategies for Writing Effective Conclusions

W.7.21

Writing Standards
Text Types and Purposes

W.7.21 Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

    a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

    b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

    c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

    d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

    e. Establish and maintain a formal style.

    f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Instructional Outcomes:

- Identify the characteristics of a clearly defined topic and how to introduce it clearly, previewing what is to follow.

- Organize writing, using strategies such as definition, classification, comparison or contrast, and cause and effect, and practice using them in writing.

- Use formatting, illustrations, and multimedia effectively to aid the reader in comprehension.

- Use facts, definitions, concrete details, quotations, or other information and examples to develop the topic.

- Use precise language or domain-specific vocabulary to develop writing.

- Use transitions effectively to create cohesion and clarify relationships between ideas and concepts.

- Identify the characteristics of a formal writing style and practice writing in this style.

- Review and practice how to choose precise or domain-specific vocabulary to inform about or explain a topic.

- Construct a conclusion that follows from and supports the information or explanation provided.

- Write an informative or explanatory piece.

Guiding Questions and Instructional Activities:

What is an informative or explanatory text? How do you write an informative or explanatory text?

1. Review with students the characteristics of informative or explanatory texts. Select two grade-appropriate, short, mentor texts (e.g., excerpts from articles, books, essays) that are of high quality and high interest. Have students work in small groups, in pairs, or independently to read and analyze the two texts to find the features of these informative texts. Have students use the graphic organizer to record their findings.

Graphic Organizer: Features of Informative or Explanatory Texts

How does the author . . .	Text #1	Text #2
define in the text?		
classify in the text?		
describe in the text?		
explain in the text?		
compare and contrast in the text?		
provide causes and effects in the text?		
provide problems and solutions in the text?		
analyze in the text?		
include graphics in the text?		
include text features?		

Lead a classroom discussion about what students discovered. Have students draw conclusions about informative/explanatory writing.

2. Lead a classroom discussion about the structure of informative/explanatory writing. Share the chart about informative/explanatory essays (e.g., Informative/Explanatory Writing). Discuss the components of the chart and connect each back to one of the mentor texts. Discuss and underline each of the components in a mentor text:

   o introduction

   o development using details: facts, example, quotation, anecdotes

   o organization of ideas

   o use of text features and formatting

   o use of precise language

   o use of appropriate transition words

   o use of a formal style and tone

   o conclusion

Present the anchor chart to students and discuss the structure outline. Explain that when they write informative/explanatory pieces of writing, they will need to include the same components in order to create the text structure that is needed for an informative/explanatory piece of writing.

Anchor Chart: Structure of Informative or Explanatory Writing

Informative or Explanatory Writing	
Paragraph 1: INTRODUCTION • lead/hook/grabber • topic sentence introducing subtopics	
Body Paragraphs	Paragraph 2: SUBTOPIC 1 • topic sentence • 3 details or facts • concluding sentence
	Paragraph 3: SUBTOPIC 2 • topic sentence • 3 details or facts • concluding sentence
	Paragraph 4: SUBTOPIC 3 • topic sentence • 3 details or facts • concluding sentence
Paragraph 5: CONCLUDING SECTION • tie 3 subtopics together • summarize the reason for writing	

Go back through one of the mentor texts to show how it correlates to the structure outlined in the anchor chart.

How do you introduce a topic clearly, previewing what is to follow in writing? How do you organize ideas, concepts, and information in informative or explanatory texts?

1. Remind students that an informative/explanatory essay explains something or informs about a topic. Explain to students that when writing an informative/explanatory text, the introduction is an important part of setting up the text, making the purpose clear and previewing what is to come next in the essay. Explain to students that to begin the introduction, a writer wants to grab the reader's attention with a "hook." A hook is a statement, usually provided in the first sentence of the essay, which will make readers want to find out what the writer has to say in the remainder of the essay. Share the anchor chart that describes several common types of essay hooks.

Anchor Chart: Common Essay Hooks

Common Essay Hooks		
Hook	**Explanation**	**Example**
Question	Asks the reader a question related to the topic that the writer then answers in the essay	Have you wondered how the invention of the smartphone has changed how people communicate with one another?
Quotation	Provides a quote that is related to the topic; choose quotes that are powerful and memorable	"I have no special talent. I am only passionately curious." -Albert Einstein
Definition	Provides a definition of a term or concept related to the topic	Drip pour painting is a form of abstract art in which paint is dripped or poured onto a canvas.
Statistic	Provides a surprising statistic about the topic that is later explained in the essay	About 58% of middle school students report getting too little sleep.
Anecdote	Provides a short story related to the topic that gains the readers' attention	"When I was in elementary school, I remember when . . ."

Share with students several mentor texts that use these types of hooks. Lead a discussion of why the hooks used are effective in drawing the reader in and making the reader want to continue reading the essay.

2. Explain to students that the introduction not only should capture the reader's attention, but it should also establish the purpose and tone of the essay. It should provide the reader with an idea of what the text will be about. Share a video about writing an introduction for an informative essay (e.g., Learn to Write an Introduction Paragraph! Video). Reiterate the main parts of an introduction for an informative or explanatory essay:

   o an interesting hook

   o background information about the topic (gives main points and explains why the topic is relevant for readers)

   o a thesis statement that provides the purpose and the organizational outline

Provide several samples of well-written introductions for informative essays. With students, identify the hook, the background information, and the thesis statement for each example (e.g., Examples of Informative Essays). Then, provide a mentor- or teacher-written text that has a well-written introduction. Use the "Common Essay Hooks" anchor chart to identify each component in the text, highlighting each component with a different color. Explain to students that because the piece of writing is an informative or explanatory essay, the thesis statement does not make a claim that needs to be proven; instead, the thesis statement establishes that the essay will provide specific information about a topic. Also, point out to students that the thesis statement should be broad enough to cover different aspects of a topic but narrow enough to stay on topic.

3. As guided practice, provide students with a graphic organizer for creating an introduction (e.g., Introduction Paragraph: Graphic Organizer). Have students work independently or in pairs to select a topic, craft a hook, provide background information about the topic, and then write a thesis statement. Have students share their introductions with the class. Lead a discussion to provide feedback on the student-written introductions.

4. Explain to students that the writer typically places the thesis statement in the introductory paragraph to establish the organizational structure of an informative essay. Share with students an anchor chart that provides information about the most common text structures used in informative or explanatory writing (e.g., Nonfiction Text Structures Anchor Chart). Using the mentor texts, go back through the introductions and body paragraphs to discuss which structures those texts utilize.

5. Provide students with a handout (e.g., Text Structure: Purpose and Signal Words) on the different signal words that clue readers to the structure or structures used in an informative essay. Review with students the signal words for each text structure. Using a set of short passages, share examples of the passages that reflect the different informative text structures that are listed on the anchor chart (e.g., Nonfiction Text Structures Anchor

Chart). Use one sample passage to model how to analyze the text for different signal words to ascertain what text structure(s) the passage uses. Then, have students work in pairs to analyze different sample passages and complete the graphic organizer.

Graphic Organizer: Text Structures

Structures Used in Informational Essays		
Title of Informative Text:		
Paragraph #	Signal Words	Text Structure

6. Using current drafts of students' informative writing, have students determine the best structure to use for that piece of writing. Using the text structure signal words handout from activity 5 (e.g., Text Structure: Purpose and Signal Words), have students revise their writing to better organize their writing using appropriate text structures. Have students work in a peer-editing partnership to analyze the use of signal words and text structures to make recommendations for revision.

How do you use formatting, graphics, and multimedia in your writing? When is it appropriate to use graphics and/or multimedia in your writing?

1. Explain to students that formatting, graphics, and multimedia are sometimes used in informative/explanatory essays to clarify information and aid comprehension for the reader. Show students the anchor chart that provides examples of types of formatting, graphics, and multimedia.

Anchor Chart: Types of Formatting, Graphics, and Multimedia

Formatting	Graphics	Multimedia
- headings - subheadings - boldface type - italics - underlining - shading - bullets - numbered lists - font style - font color - font size	- illustrations - photographs - diagrams - charts - tables - maps - graphs - captions	- video recordings - audio recordings - podcasts - sound effects - animations - slideshow presentations - interactive images - hyperlinks - infographics

Select a mentor text that uses formatting, graphics, and/or multimedia. Lead a classroom discussion about each text feature and why the author included them. Share commonly used text features (e.g., Text Features Chart) and review each text feature and how it is used. Lead a discussion around the question "When should a writer include formatting, graphics, and other multimedia in writing? When should a writer not include these elements?" Explain to students that text features should be used solely to support a point or provide pertinent information; they should not be used if they distract from the topic or thesis or are just for entertainment value.

2. Using another mentor text that has formatting, graphics, and/or multimedia, have students work in pairs to analyze how these features help them to comprehend the text better or help them to clarify the textual information. Model by using a think-aloud strategy to answer the question, "How do these text features help me to understand the text better?" Have students analyze the first example of the use of formatting, graphics, or multimedia and record the features and their analysis in the graphic organizer.

Graphic Organizer: Features and Analysis

Formatting, Graphic, or Multimedia?	Page Number	How It Helped Me

3. Create a sample informative/explanatory writing selection that does not use formatting, graphics, and other multimedia. In pairs or small groups, have students work to identify the places where formatting, graphics, and other multimedia would help support the writing. Lead a whole class discussion about the text and have students share how they would add formatting, graphics, and multimedia to the text.

4. Have students write an informative/explanatory writing piece, using the format previously taught. After students write their first draft, have them mark places where formatting, graphics, or multimedia would support their ideas. Have students include at least one example of formatting and one example of graphics or multimedia in the text. Show students how to use captions/citations for graphics and multimedia. Divide students into peer-editing partnerships focused on the use of formatting, graphics, and multimedia alone. Students should analyze the effectiveness of formatting, graphics, and multimedia and provide suggestions for how to revise for better effect. Students should revise their drafts according to these suggestions.

5. Share a video (e.g., [Multimedia in Informative/Explanatory Writing](#)) that explains how to plan the incorporation of multimedia elements in informative/explanatory writing. Have students write an informative/explanatory writing piece, using the format previously taught. After students write their first draft, have them mark places where formatting, graphics, or multimedia would support their ideas. Have students ask themselves the following questions when considering the use of multimedia in informative writing:

   o What ideas are suitable for the incorporation of multimedia to improve readers' understanding of the topic?

   o Where can multimedia be inserted to provide readers with additional background or information that could not be provided as effectively with print text?

   o What opportunities are there in my writing for multimedia to engage readers?

How do you develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples?

1. Introduce the idea of outlining to students. Explain that prior to writing an informative/explanatory piece, it is helpful to plan out the body of their writing. Use the graphic organizer/outline as a model for writing an informative essay.

Graphic Organizer: Plan for Writing

Informative or Explanatory Writing	
Paragraph 1: INTRODUCTION Thesis statement that introduces 3 subtopics:	
Body Paragraphs	Paragraph 2: SUBTOPIC 1
	Paragraph 3: SUBTOPIC 2
	Paragraph 4: SUBTOPIC 3
Paragraph 5: CONCLUSION Concluding sentence:	

2. Explain to students that a topic sentence introduces the main idea of each body paragraph of an informative/explanatory essay. Show students the body paragraphs from a sample essay (e.g., Writing Paragraphs—Topic Sentences Practice). Have students read the sample body paragraphs. Underline each topic sentence and lead a discussion about how each topic sentence introduces the point that is developed in each paragraph.

3. Explain to students that within each paragraph of the body of the essay, there are details that help to develop the topic sentence. Explain to students that supporting details may include facts, definitions, concrete details, quotations, or examples. With the same body paragraphs of the essay used in activity 2 (e.g., Writing Paragraphs—Topic Sentences Practice), lead a discussion about how the details provided help to develop the idea expressed in the topic sentence of each paragraph.

4. Share some example topic sentences and several options for supporting details (e.g., Writing Paragraphs—Supporting Details Practice). Model the first example by discussing with students which given details support the provided topic sentence. Then, have students work independently or in pairs to complete the remainder of the given examples. Lead students in a discussion about each example and correct any errors or misconceptions.

5. Select a teacher-written model or a high-quality mentor or student-written text. Model for students how to complete an outline like the "Graphic Organizer: Plan for Writing" in activity 1 or another type of outline (e.g., (Expository Writing Graphic Organizer) in order to develop the body of an informative/explanatory essay. First, review with students how to create an introduction and thesis statement. Then, display the outline format, and model how to write an introduction and thesis statement. Explain to students that they will need to conduct research to complete the body paragraphs. Model for students how to write the body paragraphs, completing the outline for body paragraphs two through four. Be sure to show students different types of supporting details, including facts, definitions, concrete details, quotations, or other information.

   Have students plan a piece of informative/explanatory writing using the outline noted above or another graphic organizer (e.g., Expository Writing Graphic Organizer and Essay Map).

What are the characteristics of cohesive writing? How do you use transitions to create cohesion and clarify relationships among ideas and concepts?

1. Explain that cohesive writing is writing that flows so that words, ideas, and paragraphs fit together. Cohesion is the use of transitional words and phrases to show how ideas are related. As a result, the reader understands the relationships among the ideas presented. Show students a video about transitions and cohesion (e.g., Transitions and Cohesion Video). Explain to students that transitions act as a bridge to connect one sentence to another and to connect ideas throughout an essay.

2. Explain that cohesive essays include the following:

   o group similar ideas together

   o refer back to the thesis statement

   o use a well-defined structure that is easy for the reader to follow

   The use of transitional words and phrases helps the reader to understand how sentences and ideas are related. Show and distribute to students a list of transitions (e.g., Transition Words Handout), and explain how these words and phrases are used to show certain relationships between sentences. Share with students some examples of sentences that need transition words to achieve cohesion (e.g., Using Transitions for Paragraph Cohesion; Using

[Transition Words in Writing](#)). Discuss the examples to show students which transitional word would be appropriate to connect the ideas in the provided sentences.

3. Share with students a grade-appropriate, informative/explanatory essay that shows cohesion through the effective use of transitional words, phrases, and clauses. Read the text to students and have them identify the text structure. Model the identification of transition words by going through the text and underlining or highlighting one word, phrase, or clause that helps to clarify the relationships among ideas in the essay. Have students work in pairs to annotate the text and record their findings in the graphic organizer.

Graphic Organizer: Transition Words, Phrases, and Clauses

Transition Word/Phrase/Clause	Sentences the Transition Joins	Relationship the Transition Clarifies
		(Examples: comparison, consequence, sequence)

Have students draft a sample body paragraph for an informative/explanatory writing piece. Remind students that as they write, they will need to use transition words, phrases, and clauses to help link the relationships, ideas, and concepts to create cohesion. Have students share their drafts during peer-editing conferences to check for the use of transition words, phrases, and clauses. Have students revise their drafts based on the peer feedback.

How do you choose precise and domain-specific vocabulary to inform about or explain your topic?

1. Explain that skilled writing uses precise language, which is comprised of clear and direct words that have specific meanings. In addition, good informative/explanatory writing incorporates domain-specific vocabulary, which consists of words and phrases used to explain ideas that are directly related to a particular subject area. Explain that precise language includes specific verbs, adjectives, nouns, and other parts of speech that have clear meanings, lead the reader to form strong mental pictures, and allow the writer to avoid wordiness. Use the anchor chart to show examples of vague words and phrases and how they can be made more precise. Have students add to the chart and display it in the classroom.

Anchor Chart: Precise Language

Vague Word/Phrase	Precise Word/Phrase
got better	improved
put off	postpone
walk	shuffle, strut, stroll
house	mansion, cottage, cabin
group	team, chorus, committee

2. Show students a presentation about precise language (e.g., Master Precise Language Presentation). Stop throughout the presentation to discuss the examples of vague language and how precise language can be substituted to clarify concepts for the reader. Have students complete the activity in the presentation that requires them to replace vague nouns, verbs, adverbs, and adjectives with precise language.

3. Explain to students that domain-specific vocabulary includes words that are specific to a certain content area. Writers use these words in informative/explanatory pieces of writing for specificity in certain subjects. For example, the words *tsunami* and *meteorite* are domain-specific words since they are specific to areas of scientific study. Have students access their background knowledge in the subject areas (e.g., English language arts, science, social studies, health, mathematics, music, and visual art) to create examples of domain-specific vocabulary words. Record each domain's set of words on a different cluster/word web graphic organizer (e.g., Cluster/Word Web Graphic Organizer). Distribute a set of clean copies of the graphic organizer and have students work in pairs to look through their textbooks to identify additional examples of words/phrases for each domain. Have students share the vocabulary words and meanings that they have found for each domain.

4. Select a sample body paragraph devoid of precise and domain-specific vocabulary. Project or share the paragraph with students and lead a discussion about the quality of writing. Point out to students that the writing is vague and unconvincing because it lacks precise or domain-specific words. Brainstorm a list of precise or domain-specific vocabulary for the topic. Lead a whole class discussion about ways to revise the paragraph using this list of words, phrases, and clauses. Discuss how the use of these words, phrases, and clauses changes the power and impact of the writing.

5. Have students draft a sample body paragraph for an informative/explanatory writing piece. Remind students that as they write, they will need to use precise and domain-specific vocabulary. Have students underline the use of precise and domain-specific vocabulary in their drafts. Have students share their drafts during peer-editing conferences to check for the use of precise and domain-specific vocabulary for their topic. Have students revise their drafts based on the peer feedback.

How do you establish and maintain a formal style in writing?

1. Introduce the concept of formal writing vs. informal writing. Lead a classroom discussion in which students discuss when formal writing is used (e.g., letter to the principal, essay) and when informal writing is used (e.g., social media posts, email to a friend). Share a presentation about formal vs. informal writing (e.g., [Formal vs. Informal Writing Style](#)). Stop at various points in the presentation to discuss important information, including how the choice of style is influenced by audience and purpose. Be sure to review the chart in the presentation that gives examples of appropriate style for audience and purpose. In addition, be sure to emphasize the chart in the presentation that differentiates features of formal and informal writing. Review examples of formal and informal writing that are shared in the presentation.

2. Provide students with examples of sentences written in formal and informal style (e.g., [Read*Write*Think*: Translating between Informal and Formal Writing Style](#)). Have students work in pairs to revise sentences appropriately, based upon the audience and purpose. Have students share their revised sentences with the class.

3. Select two mentor texts, one that is written informally and one that is written formally. Lead a reading of the two mentor texts. Annotate each text by underlining or circling examples of informal and formal style. Lead a discussion about the qualities of formal writing and how they differ from informal writing. Create an anchor chart with examples that can be displayed in the classroom.

   Select or create a formal informative/explanatory writing piece that has lapses in which informal style is present. Have students work in pairs or small groups to identify the places where the informal writing style is used, and revise so that the entire text is formal. Lead a discussion about the text and have students share how they revised the text.

4. Share the checklist for students to use in formal writing.

Checklist: Formal Writing Style

Question	Yes or No	Comment for Revision
Is the writing free of contractions?		
Is the writing free of phrasal verbs?		
Is the writing free of slang, colloquialisms, and idioms?		
Is the writing free of imprecise language?		
Is the writing written in third person?		
Is the writing free of personal language?		
Is the writing free of conversational style?		
Is the writing free of "text talk," the shorthand language of text messaging?		

Have students write the introduction and body of an informative/explanatory writing piece and use this checklist to maintain formal style. After students write their first draft, divide students into peer-editing partnerships to focus on style. Have students use the checklist to check their partners' writing. Students should check for lapses in formal style and should provide suggestions for how to revise for a more formal style. Students should evaluate these suggestions and revise their drafts as needed.

How do you effectively conclude informative or explanatory writing?

1. Explain to students that the concluding section of an informative essay is very important because it is the summation for the reader. Show students a video (e.g., How to Write a Conclusion—Learn to Write a Conclusion in Under Five Minutes! Video). Stop throughout the video to discuss the most relevant points. Share the anchor charts that present strategies for how to correctly conclude an informative/explanatory essay.

Anchor Chart: Concluding an Informative or Explanatory Essay

What to Include in a Conclusion for an Informative or Explanatory Essay
1. Reword the thesis statement from the introduction. 2. Summarize the main points outlined in the body paragraphs. 3. Connect back to the introduction. 4. End with a "clincher," text that concludes the essay in a powerful way.

Anchor Chart: What to Avoid in Concluding an Informative or Explanatory Essay

What NOT to Include in a Conclusion for an Informative or Explanatory Essay
1. overused phrases: "in conclusion," "in summary" 2. a new idea or topic 3. new details that support the thesis statement 4. minor points 5. personal opinions

Have students read a mentor informative text that has a strong conclusion. Read the conclusion to the students sentence by sentence, analyzing how the writer has included the components described in the first anchor chart about concluding an informative or explanatory essay. Annotate the text with different colored highlighters to code each component. Share a handout that provides ideas for components to include in a conclusion (e.g., Conclusions for an Informative Essay). Lead a discussion with students about these suggestions and how the mentor text incorporates the suggestions from this handout.

2. Have students work in pairs to complete an exercise to determine elements that belong in a concluding paragraph and elements that do not belong in a concluding paragraph (e.g., Essays--Writing a Good Concluding Paragraph). Have students share their responses; lead a discussion about each element to clarify any misconceptions.

3. Have students select an informative/explanatory text they have previously written. In peer-editing partnerships, have students share their concluding statements or sections. Have peer editors analyze the concluding statements and make suggestions for revisions. Students should revise their concluding sections and highlight how they have incorporated the elements from the "What to Include" anchor chart in activity 1.

Key Academic Terms:

informative writing, explanatory writing, topic, topic development, formatting, graphics, multimedia, definition, classification, comparison or contrast, cause and effect, facts, definitions, concrete details, quotations, examples, conclusion, transitions, vocabulary, precise language, domain-specific vocabulary, formal style

Additional Resources:

Overview of Informative/Explanatory Writing

Read*Write*Think: Expository Writing Graphic Organizer

Guidelines and Resources for Teaching Informative Writing

Read*Write*Think Interactive Essay Map

Writing an Introduction Video

The Vermont Writing Collaborative: Collection of All Informative/Explanatory Samples, K-12

Teach Readers to Discern Text Structure

Informative/Explanatory Writing Kit

Free Writing Resources

Using Transitions for Paragraph Cohesion

Cohesion Exercise: Combining and Connecting Sentences

Formal vs. Informal Writing Video

Read*Write*Think: Strategies for Writing Effective Conclusions Lesson Plan

Writing the Conclusion

W.7.22

Writing Standards
Text Types and Purposes

W.7.22 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

  a. Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically.

  b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

  d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

  e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Instructional Outcomes:

- Demonstrate how to establish context in narrative writing.

- Demonstrate how to establish point of view in narrative writing.

- Demonstrate how to establish and develop a narrator and/or characters in narrative writing.

- Demonstrate how to develop clear event sequences in narrative writing.

- Review and practice how to use dialogue, pacing, and description to help develop characters and events in narrative writing.

- Introduce transition words, phrases, and clauses that convey sequence and signal time shifts, and practice incorporating them into narrative writing.

- Use precise words, phrases, relevant descriptive details, and sensory details to capture the action and convey experiences and events.

- Construct a conclusion that follows from the narrated experience or events.

- Write a narrative to develop real or imagined experiences or events.

Guiding Questions and Instructional Activities:

What is narrative writing? How do you write narratives to develop real or imagined experiences or events?

1. Review with students that narrative writing includes fictional stories and personal stories based on real experiences. Have students brainstorm the types of fictional narrative writing with which they may be familiar: fables, fairy tales, fantasy, realistic fiction, science fiction, historical fiction, dramas, novels, and narrative poetry. Share a video that reviews the main types of narrative writing and the major elements of narrative writing (e.g., What Is Narrative Writing?).

2. Explain to students that personal narratives are stories based upon a writer's experience. With a fictional story or a personal story, a narrative should include the following elements:

   o Setting

   o Characters

   o Conflict

   o Plot

   o Point of view

   o Theme

   Review the components of each of these elements using a presentation (e.g., Narrative Elements Presentation). Stop throughout this presentation to discuss each of these elements in more depth and to give examples to students.

3. Share with students a grade-appropriate, narrative mentor text of a real or imagined experience. Have students work in small groups, in pairs, or independently to read the mentor text. Share with students a presentation that outlines the main elements of plot (e.g., Read*Write*Think: Plot Structure PowerPoint Presentation). Then, present students with a plot diagram (e.g., Read*Write*Think: Identify Plot Diagram) that students can use to record information from their reading. As students read the mentor text, they should highlight the exposition, conflict, rising action, climax, falling action, and resolution in the text and then complete the plot diagram, which also requires students to analyze the setting and the theme. Have students also analyze the point of view in the mentor text. Lead a classroom discussion about what students found. Have students draw conclusions about narrative writing.

What is context in narrative writing? How do you establish context in narrative writing?

1. Explain to students that *context* in narrative writing is the background information of the narrative. It includes the introduction of the setting, the protagonist, and other information that helps the reader to establish the circumstances surrounding the narrative. Writers need to provide clues to have readers understand specific details about characters. Use the anchor chart to discuss the techniques writers can use to establish context in a narrative piece of writing.

Anchor Chart: Creating Context

Creating Context through . . .
• Details about the Narrator or Character   • Backstory   • Personality Trait   • Setting   • Life-Changing Situation   • Everyday Situation   • Memory   • Anecdote

Select a mentor text that is a high-quality and high-interest example of a personal narrative. Have students work in small groups, in pairs, or independently to read the mentor text. As students read the mentor text, they should highlight places where the author has created context. Have students use the categories on the anchor chart to determine how the author created context. Have students look carefully at how the author has introduced the narrator and characters. Lead a classroom discussion about what students found. Have students use a sentence frame such as "The author establishes context when _____. The author is using _____ to establish context." Have students draw conclusions about developing context in writing.

2. Have students begin to plan a personal narrative using a plot diagram (e.g., Plot Diagram). Have students think about how they will introduce the narrator and characters during the exposition. To help students plan their narrative, have them use the graphic organizer to jot notes about each element they will include, including the context they will introduce:

Graphic Organizer: Elements of a Narrative Text

Element	Notes for Draft
Experience/Event	
Purpose	
Narrator	
Characters	
Context (setting, background information about characters or conflict)	
Sequencing	

3. Have students draft the opening paragraph(s) in which the narrator and main characters are introduced. Have students refer to the mentor text used in activity 1. Have students pay attention to the details shared about the character. In peer-editing partnerships, have students share their drafts and analyze the way the narrator, characters, setting, and conflict are introduced as well as background information. Students should ask themselves "Are the narrator and characters introduced in an engaging way?" Students should revise their drafts based on this feedback.

How do you establish point of view in narrative writing? How do you introduce and develop the narrator and/or characters in narratives?

1. Use the anchor chart to review with students the different points of view from which narratives are commonly told.

Anchor Chart: Points of View in Narrative Writing

Points of View Commonly Used in Narrative Writing	
First-Person Point of View	Story is told from the narrator's perspective; narrator is usually the protagonist; use of *I, me, my, we*
Third-Person Objective Point of View	Narrator describes characters' behavior and dialogue without revealing any character's thoughts or feelings; use of *he, she, they*
Third-Person Limited Point of View	Narrator reveals thoughts and feelings of one character; use of *he, she, they*
Third-Person Omniscient Point of View	Narrator reveals thoughts and feelings of all characters; use of *he, she, they*

2. Share the pros and cons of different points of view (e.g., <u>Comparing Points of View</u>). Share brief excerpts from several narrative texts that have different points of view. Lead a discussion about the pros and cons of each point of view in these examples.

3. Share with students an excerpt from a grade-appropriate, narrative mentor text of high quality. Have students analyze the context in which the writer establishes the point of view. Use the graphic organizer to lead a discussion with students to identify the point of view used and how the writer establishes that point of view. Have students record their analysis in the graphic organizer.

Graphic Organizer: Point of View

Point of View	How Author Establishes Point of View	Evidence from the Text

4. Explain to students that a writer introduces the narrator and/or characters in the introduction of the narrative by establishing context. Context helps to develop a flat, simplistic character into a fuller developed and realistic character. Show students the first paragraph of a well-written, grade-appropriate narrative. Discuss with students how the

author establishes the context for the narrator or character(s). The author may introduce the narrator or characters through the use of the following techniques:

- o description of the setting
- o description of the character's thoughts
- o description of the character's feelings
- o dialogue or monologue that expresses the character's thoughts or feelings
- o the narrator's comments on character traits
- o the narrator's description of plot events that contributes to the establishment of character traits

Ask students how the author has answered the question "Who is (name of <u>character</u>)?" Annotate the narrative, showing how the author has answered this question.

5. Show students a teacher-written skeletal narrative that begins with naming a simplistic character and a basic description of the setting but omits context about the character. Have students generate a few questions they have about the narrator or character that is introduced in the first paragraph of the narrative. With students, make notes about how you, as the writer, could help to engage the reader and develop the character. With students, complete a graphic organizer that will help to organize these notes and suggestions for what to add to the skeletal draft.

Graphic Organizer: Expanding a Skeletal Draft

Description of Setting	
Narrator's Description of Plot Events	
Narrator's Comments on Character's Traits	
Description of Character's Thoughts	
Description of Character's Emotions	
Dialogue or Monologue that Expresses Character's Thoughts/Emotions	

6. Have students work on their own piece of narrative writing. Have students introduce a narrator and/or characters in the first few paragraphs to establish a point of view. Share with students a plot diagram (e.g., Read*Write*Think: Identify Plot Diagram) to have them establish their point of view.

7. Have students use the elements in the graphic organizer in activity 5 to begin writing an introduction of their own narratives. Then, have students switch narratives with a partner. Have partners jot down questions they have about the character and context. Then, have students use the graphic organizer to add context to their narratives, based on the feedback from their partners.

How do you organize an event sequence that unfolds naturally and logically? How do you use dialogue, pacing, and description to develop experiences, events, and/or characters effectively?

1. Explain to students the different ways to organize an event sequence with narrative writing. Share with students a video that provides information about the different narrative structures (e.g., Narrative Structures Video) and why writers use the different structures. Create an anchor chart that summarizes elements about the main narrative structures.

Anchor Chart: Main Narrative Structures

Narrative Structures		Examples
Linear: events are told in the order in which they happened	first, second, third, etc.	
Nonlinear: events are told out of the order in which they happened	"give it away" method: starts with the end of the story and then goes back to the beginning	
	in media res: starts in the middle and then goes back and fills in the exposition	
	frame story: includes flashbacks built around an event or a scene	

Provide examples of novels, short stories, television shows, or films that use these narrative structures, or have students identify examples based on prior knowledge. Lead a discussion with students about how each example incorporates these structures and how the structures impact the reader.

2. Share a video with students that provides information about the different narrative structures (e.g., Narrative Structures Video 2). Stop throughout the video to draw upon student background knowledge about the different structures as well as the literary elements used in narrative text structures. Based on the content of the video, help students create an anchor chart for these terms.

<div align="center">

Anchor Chart: Narrative Structures

</div>

Common Literary Devices	Definition
Foreshadowing	an indication of future events
Flashback	a scene that takes the narrative back in time
Parallel Narrative	a story that follows several protagonists or narrators
Epistolary	the use of letters, journals, diary entries, emails, texts, etc., in telling a story

Pause the presentation to discuss the most relevant points, including the impact of these literary devices upon a narrative.

3. Select a mentor narrative text that uses *linear* text structure. Have students analyze the narrative structure, recording the structure on a plot diagram (e.g., Plot Diagram). Have students share their analyses and lead a discussion about the different components of the plot. Explain to students that a narrative should have a sequence that unfolds naturally and logically. Have students analyze the mentor text to determine how the event sequence unfolds naturally and logically. Model the analysis of the first element of the plot by using a think-aloud strategy and record that analysis on a graphic organizer.

Graphic Organizer: Narrative Elements

Narrative Element	How does the author develop that element?	Is that element part of an event sequence that develops naturally and logically?
Exposition		
Conflict		
Rising Action		
Climax		
Falling Action		
Resolution		

4. Select a high-quality mentor text that uses *nonlinear* structure in an effective way. Have students read the text independently or in pairs. Have students work in pairs to identify which type of nonlinear structure the text uses as well as which types of literary elements, such as foreshadowing and flashback, are utilized. Lead a discussion in which you annotate the text, noting the type of nonlinear text structure used as well as the literary elements used. Discuss with students the idea that even if a nonlinear text structure is used, it can still be an event structure that unfolds naturally and logically.

   Have students analyze the mentor text to determine how the event sequence unfolds naturally and logically. Model the analysis of the first element of the plot by using a think-aloud strategy and record that analysis on the graphic organizer shown. Number each element according to its position in the narrative.

Graphic Organizer: Analyze Event Sequence

Narrative Element	Position in Narrative	How does the author develop that element?	Is that element part of an event sequence that develops naturally and logically?
Exposition			
Conflict			
Rising Action			
Climax			
Falling Action			
Resolution			

5. Have students plan a narrative or select a narrative they are currently working on in class. Have them revise their event sequence to make it unfold naturally and logically. Have students work in peer-editing pairs to analyze their drafts and provide feedback. Have students make revisions based on these suggestions.

6. Explain to students that narratives need a varied pace. Pacing allows a writer to control the speed at which narratives are told. Share a video with students (e.g., Story Pacing, Part 1, Prose Video). Stop at various points within the video to discuss the points being made. With students, create an anchor chart to summarize the main points.

Anchor Chart: Pacing

How to Speed Up Pace	How to Slow Down Pace
• • •	• • •

7. Share a video (e.g., [Story Pacing, Part 2, Dialogue Video](#)) about how dialogue can affect pacing in a piece of narrative writing. Have students add examples to the "Pacing" anchor chart.

8. Select a mentor text that is a well-paced example of a personal narrative. Lead a reading of the mentor text. As you read the text, discuss pacing as a concept. Explain to students that pacing is the way writers make decisions to expand and shrink moments to move the story forward in an effective way. Lead a discussion about how dialogue and description are used to pace the story. Model for students how to create a story pacing diagram that reflects the way the mentor text is paced (e.g., [Story Pacing Diagram](#)). This diagram is a visual representation of the degree of dialogue and description in each part of the story. Have students note how dialogue and description relate to this diagram. Lead a discussion about why the author paced the story this way.

9. Have students begin to plan a personal narrative using a plot diagram. Once students have outlined the basic events of the story, have them develop a story pacing diagram plan for their narratives. Have students decide which moments will be expanded and which will be shrunk. Also, have students note where they will use description and where they will use dialogue in the text. In pairs or small groups, have students share their plans. Have students analyze pacing and determine if it makes sense with the plot diagram. Students should revise their plans based on this feedback.

How do you choose transition words, phrases, and clauses to convey sequence and signal time shifts?

1. Select a mentor narrative text that effectively uses transition words, phrases, and clauses to signal shifts from one time frame or setting to another. Show students a handout (e.g., [Transitions: Understanding Signal Words](#)) that includes transition words that signal shifts from one time frame to another or from one setting to another. Have students read the text. Model the identification of transition words that signal shifts from one time frame to another or from one setting to another. Annotate the first example by underlining or highlighting in one color to denote a shift in time and a different color to denote a shift in setting.

2. Select a sample narrative text devoid of transition words, phrases, and clauses. Project or share the text with students and lead a discussion about the quality of writing. Point out to students that it is difficult to follow the sequence because of the lack of transition words. Share an additional list of common transition words used to show sequence of events and time shifts (e.g., [Time Order Words List](#)). Lead a whole class discussion about ways to revise the text using this list of transition words and phrases. Discuss how the use of these words, phrases, and clauses changes the cadence of writing. Have students work in pairs to revise the text using different transition words.

3. Have students look at a draft from a personal narrative text they have written. Have students revise the text so that they use transition words, phrases, and clauses to show sequence of events and to signal time shifts. Have students share their drafts during peer-editing conferences to check for the varied and appropriate use of transition words, phrases, and clauses. Have students revise their drafts based on the peer feedback.

How do you use precise words and phrases, relevant descriptive details, and sensory details to capture the action and convey experiences and events?

1. Review with students the concept of using precise words and phrases, descriptive details, and sensory details. Share a video about the use of concrete language in writing (e.g., Concrete Language Video). Stop throughout the video to discuss the most pertinent points.

2. Explain to students that sensory language draws the reader into an experience. Share a video about sensory language (e.g., Sensory Details Video). Ask students to think of examples of enjoyable experiences and have them work in pairs to use sensory language to describe the experiences. Use the anchor chart to complete the examples and to add new experiences.

Anchor Chart: Experiences and Sensory Language

Experience	Sight	Sound	Touch	Smell	Taste
My friend and I like to see movies at the theater.	flashes of lights from the screen				
My family adopted a puppy.			fur as soft as cotton		
My dad made spaghetti for dinner.					spicy sauce with sweet, chunky tomatoes

3. Share with students a list of sensory words (e.g., Sensory Words Handout). Explain to students that they can keep this list in their writing folders and add to this list throughout the year as they encounter new words. Select a sample paragraph devoid of precise words,

phrases, relevant descriptive details, and sensory language. Students will be familiar with description and sensory language from reading stories in previous years. Project or share the paragraph with students and lead a discussion about the quality of writing. Lead a whole class discussion about ways to revise the paragraph using precise words and phrases, relevant descriptive details, and sensory language. Discuss how this changes the ability of the reader to picture experiences and events as if they were there.

4. Have students practice using precise words and phrases, relevant descriptive details, and sensory language to "show, rather than tell" when writing. Provide students with a list of sentences that tell, rather than show, experiences and events (e.g., Show-Me Sentences Handout). Have students work in small groups, in pairs, or independently to rewrite each "telling sentence" into a "showing sentence." After students have completed the activity, lead a classroom discussion where students share how they have revised each sentence.

5. Have students review their personal narrative drafts. Remind students that as they write, they will need to use precise language as well as descriptive details and sensory language. Have students underline their use in their drafts. Have students share their drafts during peer-editing conferences to check for the use of precise language, descriptive details, and sensory language for their topic. Have students revise their drafts as needed, based on the peer feedback.

How do you conclude a narrative that follows from narrated experiences or events?

1. Explain to students that a narrative needs to have a strong conclusion that connects to and reflects on the events presented. Share a video with students (e.g., Narratives: Conclusions Video). Stop at different points throughout the video to examine the provided mentor texts more closely. Lead a discussion with students on how the provided conclusions reflect on the experiences.

2. Select a mentor text that has a strong conclusion that follows from and reflects on the experience or events. Explain to students that a reflective conclusion considers a theme or insight the writer or character has had about the experience or events; the writer or character can share what he or she has learned. Share with students the following questions that they should consider when writing a conclusion for a narrative:

    o   What is the point of this narrative?

    o   Why did the reader take the time to read this narrative?

    o   Why did I choose this experience on which to base a narrative?

    o   What did I or the main character learn from this narrative?

    o   What do I want the reader to learn or take away from this narrative?

    Lead students through a reading of the mentor text. Ask students where the author has provided a resolution and a reflection about the experience of the events of the narrative.

Review with students the concept of the plot diagram (e.g., [Read*Write*Think: Identify Plot Diagram](#)). Lead a discussion with students about what they notice in the mentor text. Highlight the places where events are concluded and how the author hints at how things have changed in the mentor text. Remind students that when they are concluding a narrative essay, they will need to include the resolution for the story they have told. Remind students that a resolution should both conclude and reflect on the events of the story.

3. Have students select a narrative text they have previously written. Have students share their conclusions in peer-editing partnerships. Have peer editors analyze the conclusions for effective story resolution and make revision suggestions. Students should revise their conclusions as needed and highlight where they conclude events and hint at the future in their conclusions.

Key Academic Terms:

narrative writing, descriptive writing, context, point of view, event sequences, narrator, character, development, dialogue, pacing, transitions, sequence, time shifts, concrete words and phrases, descriptive details, sensory details, conclusion

Additional Resources:

[Mrs. Welty's Guide to Literary Elements](#)

[Writing a Personal Narrative Video](#)

[Point of View Activities](#)

[Grade 7 Writing Checklists](#)

[Grade 7 and Grade 8 Narrative Writing Checklist](#)

[A Step-by-Step Plan for Teaching Narrative Writing](#)

[Narrative Elements--7th Grade Video](#)

[The Writing Cooperative: Why You Should Explore Non-Linear Narrative in Your Storytelling](#)

[Read*Write*Think: Writing a Flashback and Flash-Forward Story Using Movies and Texts as Models](#)

[Show, Don't Tell Presentation](#)

[Show, Don't Tell Video](#)

Personal Narrative Writing Assignment

250+ Other Words for "Said" To Supercharge Your Writing

Read*Write*Think: Show-Me Sentences Lesson Plan

The Vermont Writing Collaborative: Seventh Grade Range of Writing--Narrative Writing Samples

W.7.26

Writing Standards
Research to Build and Present Knowledge
W.7.26 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Instructional Outcomes:

- Develop a question that a short research project will answer.

- Use the library catalog and online resources to identify potential print and digital sources.

- Use a variety of sources to answer a question.

- Use research to generate additional related, focused questions for further research and investigation.

- Conduct short research projects to answer a question.

Guiding Questions and Instructional Activities:

What is a short research project? What are the components of a short research project?

1. Students learn about how to research beginning in first grade, but it is important to review the concepts of research. Ask students "What do you do when you want to learn more about a topic?" Elicit from students their ideas of how to learn more about a topic. Possible responses may include the following:

   o Read a book or magazine article about the topic.

   o Use the Internet to search for information about the topic.

   o Interview experts about the topic.

   Explain to students that there are several components of the research process. Share a video that summarizes the main components of a research project (e.g., The Big 6 Research Model for Middle School Students Video). Stop at points throughout the video to discuss and to have students add to components with their ideas.

2. Share the anchor chart that summarizes the components of the research process:

Anchor Chart: The Research Process

The Research Process	
1. Define the Task	Includes locating a topic, doing background research, narrowing a topic, and forming a research question
2. Locate Sources	Includes finding print and nonprint sources that match the topic and research question
3. Use Information	Includes selecting information and recording notes as well as sources
4. Synthesize Information	Includes arranging notes into logical order, creating an outline, and writing a research paper with a list of sources
5. Evaluation of Project	Includes evaluating the final product for organization, reliable sources, and task requirements

Explain to students that once they are engaged in writing a draft of a research paper, this draft should include an introduction, body paragraphs, a conclusion, and a reference page.

Anchor Chart: Components of a Research Paper

The Research Paper	
1. Introduction	Should establish the background, the importance of the topic, and the research question
2. Body Paragraphs	Should develop the topic and answer the research question with the writer's findings
3. Conclusion	Should summarize the main points in the paper, discuss implications of the research, and provide additional related, focused questions for further research
4. Reference Page	Should list sources, following a standard format for citation

3. Share a high-quality mentor research paper that includes the above components. Have students read the text. In pairs, have students identify the different components of a research paper listed in the above anchor chart. Lead a discussion about each component of the research paper, making sure to show how each section addresses the purpose and how each section is effective.

How do you use a short research project to answer a question?

1. Explain to students that research can answer a question they have about a topic. Lead a discussion where students generate a list of high-interest topics. Choose one of the topics that is broad and ask students to make a list of questions about that topic that would narrow the extent of the research. Record ideas on an anchor chart like the one shown.

Anchor Chart: Narrow the Topic

Topic: Sleep
Possible Research Questions: How much sleep do middle school kids need each night?   How can you get a good night's sleep?   What activities disrupt sleep?   How are dreams related to sleep?   Why are some people unable to sleep?   What are the effects of too little sleep?   How are exercise and sleep related?

Explain to students that research questions will help them focus their research and pinpoint useful information. Share a video with students that focuses on how to answer a question with a research project (e.g., Developing a Research Question Video). Stop throughout the video to discuss major points and to expand on the information.

2. Use the anchor chart to explain to students how to develop a good research question.

Anchor Chart: What Is a Good Research Question?

A good research question is:
• Clear: easy for the audience to understand without other explanation • Significant: the topic should be relevant to others and not philosophical • Narrow: focused enough that it can be answered thoroughly in the time allowed for the task • Concise: written in a short, clear way • Specific: language should define the topic precisely • Complex: cannot be answered only by "yes" or "no" or with only basic facts; avoid *who, what, where,* and *when* questions • Arguable: has answers that are open to debate

After viewing the video and discussing the anchor chart, have students revise their original research questions so that the questions are more open-ended. Open-ended questions begin with *how* and *why*, while closed-ended questions typically begin with *is/are, who, what, where,* and *when.* Record students' revised questions in an anchor chart.

Anchor Chart: Open-Ended Questions

Topic: Sleep
Possible Research Questions: Why do middle school kids not get enough sleep each night? How can you get a good night's sleep? How do some activities disrupt sleep? How are dreams related to sleep? Why are some people unable to sleep? How does getting too little sleep affect health? How are exercise/diet and sleep related?

3. Use the sample research question from the video (e.g., [Developing a Research Question Video](#)), or create a question that is vague, broad, or unclear. Provide students with several different revisions that are specific, narrow, and clear. Have students work in pairs to write additional revisions for the original research question and add those to the anchor chart.

Anchor Chart: Revising Broad Research Questions

Research Question: Why Is Sleep Important to Middle School Students?
Revisions: • How does a lack of sleep affect performance in the classroom?   • How does a lack of sleep affect activities in games, clubs, and sports?   • (Add here)   • (Add here)   • (Add here)

4. Have students practice choosing a topic and developing a research question. In pairs or small groups, students should share their research questions. Students should analyze whether the research questions follow the guidelines provided and make suggestions for improvement as needed. Students should evaluate the suggestions and revise their research questions as needed. Lead a discussion about the questions created by the class.

How do you draw on more than one source in a research project?

1. Once students have selected a research question on which to focus, share that they will need to determine the best sources to use for their research. Select and project a sample research question. Lead a discussion about where students would go to look for information on that topic (e.g., magazine article, website, encyclopedia, reference book, content area journal). Share with students that they can use the Internet in order to draw on more than one source. Share with students a video that describes some common strategies for online research (e.g., [Online Research: Tips for Effective Search Strategies Video](#)). Display the anchor chart that summarizes the information from the video.

Anchor Chart: Online Search Strategies

Online Search Strategies		
Search Tool	**How to Use**	**Examples**
Boolean Operators	use AND, OR, NOT	children television viewing AND academic achievement children OR teens television viewing AND academic achievement children television OR TV viewing AND academic achievement children television viewing AND academic achievement NOT movies
Asterisk/Star Symbol	use to find different forms of the same word	teen* = teen OR teens OR teenage OR teenager OR teenagers
Quotation Marks	use quotes to keep words together so search engine searches for both words together	children television viewing AND "academic performance"

2. Have students select a high-interest research question that is important to them. Show students a research scaffold (e.g., Read*Write*Think: Research Paper Scaffold Handout) in which they can record their question and capture information from multiple sources. Explain that more sources help build credibility in their writing; require students to use more than three sources for their research. Point out to students that if they are researching and they are unable to find a sufficient number of reliable and valid sources, they may need to adjust their research question.

How do you use research to generate additional related, focused questions for further research?

1. Explain to students that after researching a topic, sometimes new research questions emerge and can form the basis for further investigation. Show students a sample research paper in which the writer has provided some additional questions for further research in the conclusions section or from which the reader is able formulate new questions for

further research. Lead a discussion with students to identify questions for further research based on the information and conclusions provided. Model for students how to complete a graphic organizer.

Graphic Organizer: Developing Questions

Research Question	Conclusion	Further Questions

2. Have students engage in the research process on a self-selected topic. As students gather information from multiple sources, instruct them to think of other questions that their research may elicit. Have students build a graphic organizer.

Graphic Organizer: Recording Sources

Research Question	Source 1	Source 2	Source 3
Original Research Question	*Record here information from Source 1 that answers the original research question.*	*Record here information from Source 2 that answers the original research question.*	*Record here information from Source 3 that answers the original research question.*
New Questions	*Record here new questions that Source 1 elicits.*	*Record here new questions that Source 2 elicits.*	*Record here new questions that Source 3 elicits.*

Instruct students to record their research question and then jot down information from each source that answers that question. Then, as they are reading through their sources, have students record new questions that arise based on each source. Conference with students about their research and discuss the relevance of the new questions their research has elicited.

Key Academic Terms:

research, short research project, sources, generate, investigation, focused questions

Academic Resources:

[Read*Write*Think: Scaffolding Methods for Research Paper Writing](#)

[Read*Write*Think: Inquiry on the Internet: Evaluating Web Pages for a Class Collection](#)

[How to Write a Research Question](#)

[Read*Write*Think: Example Research Paper](#)

[Conducting Research Lesson Plans](#)

[Research Project Guide: A Handbook for Teachers and Students](#)

[Research Guide: Grades 7 & 8](#)

[How to Search the Internet Effectively](#)

[Read*Write*Think: Inquiry Charts](#)

[Cluster 3: Research to Build and Present Knowledge (Research Activities)](#)

W.7.27

Writing Standards
Research to Build and Present Knowledge
W.7.27 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Instructional Outcomes:

- Engage in close reading of multiple print and digital resources.

- Use search terms effectively when researching.

- Explain the characteristics of a credible and accurate source and assess the credibility and accuracy of a variety of sources.

- Define the concept of plagiarism and demonstrate what it means to plagiarize.

- Determine how to avoid plagiarism when quoting and paraphrasing the data and conclusions of others.

- Quote or paraphrase a variety of print and digital sources without plagiarizing.

- Use standard formats for citation during research projects.

Guiding Questions and Instructional Activities:

How do you gather relevant information about a topic from multiple print and digital sources?

1. Explain to students that when they begin the research process, they will need to think about the types of sources they can use to search for information. Share a video (e.g., [Types of Information Sources Video](#)) that describes the different types of information sources. Stop at different points during the video to discuss the most pertinent points, to give examples, and to elicit examples from students.

2. Discuss with students the difference between primary and secondary sources. This should be a review from activities presented in standard RL.7.8. Share some examples of primary and secondary sources that are noted in the anchor chart. Discuss which examples students are likely to use in their research.

Anchor Chart: Primary and Secondary Sources

<u>Primary Sources</u>	<u>Secondary Sources</u>
• Oral histories	• Encyclopedias
• Audio and video recordings	• Biographies
• Autobiographies/Memoirs	• Textbooks
• Speeches	• Reference books
• Interviews	• Books (written after the event)
• Music	• Magazine articles (written after the event)
• Photographs	• Newspaper articles (written after the event)
• Census data	• Book and film reviews
• Research articles	• Atlases
• Population statistics	• Dictionaries
• Weather records	
• Government reports	
• Patents	
• Personal letters	
• Diaries and similar original documents	
• Art from the time period	
• Posters and drawings	
• Legal agreements/contracts	
• Treaties	
• Maps from the time period	
• Advertisements	
• Emails and blogs	

What is a search term? How do you use search terms to gather information when researching?

1. Share with students that they will conduct Internet searches to gather relevant information for a research project. Share with students a video that describes some common strategies for online research (e.g., Online Research: Tips for Effective Search Strategies Video) Display the anchor chart that summarizes the information from the video.

Anchor Chart: Online Research Strategies

Online Search Strategies		
Search Tool	**How to Use**	**Examples**
Boolean Operators	use AND, OR, NOT	children television viewing AND academic achievement children OR teens television viewing AND academic achievement children television OR TV viewing AND academic achievement children television viewing AND academic achievement NOT movies
Asterisk/Star Symbol	use to find different forms of the same word	teen* = teen OR teens OR teenage OR teenager OR teenagers
Quotation Marks	use quotes to keep words together so search engine searches for both words together	children television viewing AND "academic performance"

Using a computer and a projector, model for students how to use specific keywords to refine their searches using the search strategies.

2. Share with students a video about using keywords (e.g., Using Keywords Video). Stop regularly throughout the video to discuss the most pertinent points made.

3. Explain to students that choosing the best combination of keywords will provide them with the most relevant information. Show students an example of a research question and then

circle, underline, or highlight the keywords. Then, show students how to think of broader or narrower keywords to use to retrieve the most relevant results when using a search engine, an online database, or a library catalog. The more specific the keywords entered, the fewer the sources retrieved. Therefore, the search results have been narrowed. Explain that during the research process, students will most likely come across additional keywords that they can add to an ongoing list. Use the graphic organizer to model how to use keywords.

Graphic Organizer: Using Keywords in Online Research

Research question: How does <u>children's media use</u> affect <u>academic achievement</u>?	
Keywords	**Keywords**
children's media use	academic achievement
narrower: children's television viewing	narrower: academic achievement in math
synonyms: children's screen time	synonyms: school performance
different forms and spellings: child, child's	different forms and spellings: academics

Discuss how to narrow or broaden the keywords and how to use synonyms as well as different forms and spellings in an effort to retrieve the most relevant information. Have students create a research question and use the same graphic organizer to narrow, broaden, or to find synonyms for keywords.

How do you assess the credibility and accuracy of a source?

1. Explain to students that research needs to come from credible sources to support the credibility of the researcher. Explain that a credible source is both high-quality and trustworthy. In order to use credible sources, explain to students how to evaluate a source for credibility using a video or infographic (e.g., Evaluating Sources for Credibility Video or A guide to information credibility in a "post-truth" world). Discuss the most pertinent points in the video and in the infographic. Distribute the infographic to students to keep as a reference when they are engaged in the research process.

2. Explain to students that they will need to follow the steps for evaluating sources they find on the Internet. Share a video that describes steps to follow to evaluate websites (e.g., Evaluating Websites Video). Work with a school/local librarian to develop a scavenger hunt where students look for credible sources in different categories (e.g., website, video, newspaper, magazine, journal, academic book, encyclopedia). If students find a source that

is not credible, have them flag it. At the end of the search, lead a whole class discussion about credible sources they found and sources that seemed suspect.

3. Have students practice the steps to researching using credible sources. Distribute a checklist that students can use to evaluate sources as they engage in the research process (e.g., The CRAAP Test Worksheet). Explain to students that the checklist includes an acronym that will help them remember the components:

> C   currency
>
> R   relevance
>
> A   authority
>
> A   accuracy
>
> P   purpose

Explain that students use this worksheet to rank each source to obtain a total score for that source. Select two sources: one that would score high on credibility and one that would score low on credibility and model the completion of the checklist for students. Lead a discussion in which you explain why you would or would not use these sources.

4. As students work to answer their research questions, have them select credible sources and defend their choices. Have students record the information in a graphic organizer.

Graphic Organizer: Defending Credible Sources

Research Question:		
Idea:	**Fact:**	**Source:** **How I know it is credible:**
	Fact:	**Source:** **How I know it is credible:**
	Fact:	**Source:** **How I know it is credible:**

Have students share their findings to review the credibility of the sources. Lead a discussion about the sources students find and the credibility of those sources. Create an ongoing list of credible sources for students to access when researching a topic.

How do you avoid plagiarism? How do you quote or paraphrase the data or conclusions of others while avoiding plagiarism?

1. Introduce the concept of *plagiarism*. Explain to students that plagiarism is using someone else's thoughts or ideas. Have students view a video (e.g., Plagiarism Video for Schools) that defines plagiarism and gives students tips for how to avoid plagiarizing others' work. Stop throughout the video to discuss in depth the most important points.

2. Explain to students that when they are writing and using research they have conducted, they will need to make sure that they either rephrase the information in their own words and credit the source or use a direct quotation that is credited. Select a short informational text about a topic. Write several texts that use the informational text as a source. In some of the texts, provide examples both of plagiarism and text that is written without plagiarism. Lead a classroom discussion about each of the texts and work together to label the places where information is used from the text as "plagiarized" or "not plagiarized."

3. Explain to students that when they are writing, they will either need to directly quote the source or paraphrase the author's words and ideas. In both cases the author will need to be attributed. Review with students how to directly quote a text using quotation marks. Model several examples. Then have students practice how to paraphrase a text. Provide students with a paraphrasing strategy. Discuss the 4 Rs method of paraphrasing:

    o **Reword**: replace words with synonyms

    o **Rearrange**: move words to create new sentences; move ideas within paragraphs

    o **Realize**: understand that some words and phrases cannot be changed (e.g., names, dates, titles)

    o **Recheck**: make sure paraphrased material conveys the same meaning as the source

    Select a short informational text. Lead students through a paraphrasing activity using the 4 Rs strategy.

4. Have students work in small groups to practice identifying plagiarism. Project examples of text (e.g., Read*Write*Think: Exploring Plagiarism, Copyright, and Paraphrasing), and have groups identify whether each text plagiarizes from the original. Lead a discussion about their responses. As an additional activity, with students in the same groups, present examples of sentences (e.g., Read*Write*Think: Paraphrasing Practice Presentation), and have students practice rewriting the sentences to paraphrase their content. Have groups share their responses, and lead a discussion about if and how the students' revisions have paraphrased the original sentences accurately and sufficiently.

5. Have students review research-based writing they have done in the past. In peer-editing pairs, have students review their sources and check for plagiarism. Have peer editors suggest ways to prevent plagiarism so that students can revise their work as needed by quoting or paraphrasing.

How do you follow standard formatting for citations?

1. Share with students the basic rules for the works cited page and for in-text citations using the Modern Language Association (MLA) style through a video (e.g., MLA Video for Schools). Stop the video after the works cited section. Share basic MLA citation formats for the works cited page for different types of sources. Model for students how to develop a works cited page for different types of sources. Provide students with basic information about different types of sources (e.g., website, book, magazine article, encyclopedia). Have students work in pairs or small groups to draft a bibliography or works cited page using the MLA citation format or the format that is in the school/district's scope and sequence. As a follow-up, have students complete correct bibliographic citations (e.g., Citing Sources Worksheets).

2. Have students use the MLA format or the format found in the school/district's scope and sequence to generate a works cited page for their current research projects. In peer-editing groups, students should review their works cited pages for adherence to MLA citation guidelines or to the format that the school/district uses.

Key Academic Terms:

research, research project, print source, digital source, credible source, accurate source, plagiarism, quote, paraphrase, citation

Additional Resources:

Read*Write*Think: Keywords: Learning to Focus Internet Research Lesson Plan

Read*Write*Think: Using Keywords on the Internet

How to Create Keywords for a Research Paper

A Research Guide: Grade 7 and 8

A Handbook for Teachers and Students

Research Project Guide: A Handbook for Teachers and Students: Middle School

Evaluating Sources for Credibility

The CRAAP Test Worksheet

Read*Write*Think: Inquiry on the Internet: Evaluating Web Pages for a Class Collection

Read*Write*Think: Website Evaluation Process Tool

Learn to Research Videos for Secondary

How to Cite Anything in MLA 8

Read*Write*Think: Prove It! A Citation Scavenger Hunt

Writing Support Writing Handouts: Citation and Documentation Style

Citing Sources Worksheets

Middle School MLA Citation Guide

The MLA Style Center: Works Cited: A Quick Guide

W.7.28

Writing Standards
Research to Build and Present Knowledge
W.7.28 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *Grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply *Grade 7 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

Instructional Outcomes:

- Analyze literary and informational texts.

- Reflect upon literary and informational texts.

- Research using literary and informational texts.

- Explain how to draw evidence to support analysis.

- Identify key details from literary and informational texts that are relevant to analysis.

- Explain how to draw evidence to support reflection.

- Identify key details from literary and informational texts that are relevant to reflection.

- Explain how to draw evidence to support research.

- Identify key details from literary and informational texts that are relevant to research.

Guiding Questions and Instructional Activities

What is analysis? How do you analyze literary or informational texts? What does it mean to draw evidence? How do you draw evidence from literary or informational texts to support analysis?

1. Students have been analyzing text formally since fifth grade but will need to review the concept of *analysis*. Explain that when analyzing a *literary text,* the reader closely reads and examines the setting, characters, and events and their connections to one another and to the text as a whole. Explain that when analyzing an *informational text*, the reader closely reads and studies details and their connections to the text as whole. Share a video with students (e.g., Using Textual Evidence in Essays Video) that models how to incorporate textual evidence within an essay. Stop at various points throughout the video to reinforce and expand upon the most pertinent points. Share the anchor chart that includes the major components of the incorporation of textual evidence into an essay:

Anchor Chart: Textual Evidence

How to Include Textual Evidence in an Essay			
Component	**Definition**	**Example**	**Example in Context**
Context	Sentences that help to set up the quote for the reader and provide background information	Tells when and where the quote takes place Tells who is involved in the quote Tells what events are taking place when the quote occurs	
Lead-In	An addition to the beginning of the quote that sets up the quote for the reader	(author's last name) explains how The author writes	
Quotation	Verbatim statement from the text that is used to support the thesis	Place quotation marks around this statement	
In-text Citation	States where the quote is found	(author's last name and page #) or if author's name is included in lead-in, then include only page number: (page #)	
Explanation	Inserted after the quotation; tells reader how the quotation supports the thesis	Explains <u>what</u> the quote proves Explains <u>how</u> the quote proves it	

Remind students that when they analyze a text, they are forming a position based on textual evidence. Select a short literary or informational text that has enough textual evidence to support a statement. Lead students through a reading of the text. Engage in close reading, a type of reading in which one analyzes how a literary or informational text functions by breaking the text down into smaller parts. Model analysis using a think-aloud method in which you describe your position and your thinking behind it (using reading standards RL.7.1 through RL.7.8 and RI.7.10 through RI.7.18). Explain how you formulated your

position with textual evidence from the text. Model how to write a brief analysis of the text. Add the examples from the text you have used to the "Textual Evidence" anchor chart.

2. Select two short literary texts that have enough detail to support an analysis of a theme. Have students read the texts independently. Have students refer to the "Textual Evidence" anchor chart in activity 1. Ask students to respond to a prompt such as "What is a shared theme in these two texts? What textual evidence supports your analysis of the theme?" Students should write a brief analysis in response to the prompt. Students should work in pairs or small groups to share their responses. Students should respond to others' analyses and decide if the analysis is well-reasoned and well-supported by textual evidence. Students should evaluate their feedback and revise their analysis as needed, based on this feedback.

3. Select two short informational texts that have enough detail to support analysis of how an author develops an event through explanation and anecdotes. Have students read the texts independently. Ask students to respond to a prompt such as "How does the author develop the event *XYZ* in the text? What devices does the author use to do this? What textual evidence supports your analysis of the author's development of the event?" Students should write a brief analysis in response to the prompt. Students should work in pairs or small groups to share their responses. Students should respond to others' analyses and decide if the analysis is well-reasoned and well-supported by textual evidence. Students should evaluate their feedback and revise their analysis as needed.

4. Have students analyze a sample essay that does not include textual evidence (e.g., [Using Text Evidence](#)). Have students brainstorm ways that textual evidence could be added to the essay to support the thesis. Then, provide an example of how textual evidence could be added. Refer to the "Textual Evidence" anchor chart in activity 1 to make sure that these components are included.

What is reflection? How do you effectively reflect upon literary or informational texts? What does it mean to draw evidence? How do you draw evidence from literary or informational texts to support reflection?

1. Students learn about reflection beginning in fourth grade but have informally reflected about what they have read for much longer. They will need to review the concept of *reflection*. Remind students that when you reflect about a text, you are making connections to your own experiences and relating them to the text. Select a short literary or informational text that is conducive for reflection. Lead students through a reading of the text. Model reflection using a think-aloud method in which you describe your connection to the text and your thinking behind it. Explain how you formulated your position with textual evidence from the text. Model how to write a brief reflection about the text.

2. Select a short literary text that has strong characterization. Have students read the text independently. Ask students to respond to a prompt such as "Do you agree with how

character *X* responded? Would you respond in the same way? Why or why not? Support your response with evidence from the text." Students should write a brief reflection in response to the prompt. Students should work in pairs or small groups to share their responses. Students should respond to others' reflections and decide if the reflections are well-reasoned and well-supported by textual evidence. Students should evaluate this feedback and revise their reflections as needed.

3. Select a short informational text that has enough detail in it to support reflection of how an author develops an argument. Have students read the text independently. Ask students to respond to a prompt such as "What is the author arguing in this text? Do you agree with the author? What textual evidence supports your reflection about the author's argument?" Students should write a brief reflection in response to the prompt. Students should work in pairs or small groups to share their responses. Students should respond to others' reflections and decide if the reflections are well-reasoned and well-supported by textual evidence. Students should evaluate this feedback and revise their reflections as needed.

4. As a follow-up assessment, review the differences between analysis and reflection and have students complete an interactive activity in which they decide if a prompt asks them to analyze or reflect on the content of a text (e.g., [Drawing Evidence for Analysis and Reflection](#)).

What is research? What does it mean to draw evidence? How do you use literary or informational texts to conduct research? How do you draw evidence from literary or informational texts to support research?

1. Students learn about research beginning in third grade and are expected to research as part of writing instruction (see W. 7.27 and W.7.28). Remind students that when they research, they need to include textual evidence to help answer their research question and support their conclusions. Select a short informational text that is conducive to answering a research question. Lead students through a reading of the text. Model how to research using a think aloud method in which students can answer the research question using textual evidence. Model writing a brief answer to the research question, using the textual evidence from the text.

2. Select several short informational texts that have enough details to support a student answering a research question. Have students read the texts independently. Ask students to respond to a research question related to the topic. Students should write a brief answer to the research question based on the textual evidence from the informational texts. Students should work in pairs or small groups to share their responses. Students should respond to others' research and decide if the research is well-reasoned and well-supported by textual evidence. Students should revise their research responses based on this feedback.

3. Explain a strategy that students can use that will help them elaborate on their ideas to ensure that paragraphs in the body of the research paper are fully developed and connected to the thesis statement (e.g., ICED Handout Read*Write*Think: The Key to Elaboration (ICED Handout)). Model the use of the strategy with one or two provided literary or informational texts. Have students use this strategy with a research project they are working on as well and with writing prompts.

Key Academic Terms:

literary text, informational text, evidence, analysis, reflection, research, key details

Additional Resources:

4 Strategies to Model Literary Analysis

Using Textual Evidence in Research Papers

Read*Write*Think: ICED: The Key to Elaboration

Read*Write*Think: Strategy Guide: Developing Evidence-Based Arguments from Texts

Language

L.7.36

Language Standards
Conventions of Standard English Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

L.7.36 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 	
  a. Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence.
 	
  b. Explain the function of phrases and clauses in general and their function in specific sentences.
 	
  c. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 	
  d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

Instructional Outcomes:

- Identify correct and incorrect usage of subject-verb agreement when interrupted by prepositional phrases, with inverted word order, and with indefinite pronouns as subjects in written passages.

- Use subject-verb agreement correctly in writing, when interrupted by prepositional phrases, with inverted word order, and with indefinite pronouns as subjects.

- Identify the characteristics of subject-verb agreement and how it is affected when interrupted by compound subjects joined by correlative and coordinating conjunctions and collective nouns when verb form depends on the rest of the sentence.

- Identify in written passages the correct and incorrect usage of subject-verb agreement when interrupted by compound subjects joined by correlative and coordinating conjunctions and collective nouns when verb form depends on the rest of the sentence.

- Use subject-verb agreement correctly in writing when interrupted by compound subjects joined by correlative and coordinating conjunctions and collective nouns when verb form depends on the rest of the sentence.

- Explain the general function of phrases and clauses in sentences.

- Identify the function of phrases and clauses in specific sentences.

- Identify the characteristics of simple, compound, complex, and compound-complex sentences.

- Describe the role of simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas and identify their use in written passages.

- Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas in writing.

- Identify the characteristics of misplaced modifiers and dangling modifiers.

- Identify where to place phrases and clauses within a sentence to avoid misplaced and dangling modifiers.

- Identify correct and incorrect placement of phrases and clauses to avoid misplaced and dangling modifiers in written passages.

- Practice placing phrases and clauses correctly to avoid misplaced and dangling modifiers in writing.

Guiding Questions and Instructional Activities

What is subject-verb agreement?

1. Students begin learning about subject-verb agreement in third grade, but will need to review what it means. Explain that subject-verb agreement refers to the fact that a subject and a verb in a sentence must agree in number; a singular subject takes a singular verb, while a plural subject takes a plural verb. Review the rules for subject-verb agreement (e.g., [Subject-Verb Agreement Video](#)) and lead a discussion about why it is important for the subject and verb to agree when writing. Share several examples of simple subject-verb agreement with students. For singular subject-verb agreement, model for students how to identify the subject and the verb by underlining and bolding (e.g., The <u>door</u> **is** open). To make the noun and verb plural, model for students how to identify the subject and verb by underlining and bolding (e.g., The <u>doors</u> **are** open). Explain to students that for most nouns, we add an *"s"* to the singular form of the noun to make it plural and remove the *"s"* from the singular form of the verb. Provide students with some additional examples of

simple subject-verb sentences as practice. Have students identify the subject and verb and label these sentence parts a singular or plural as in the example.

2. Explain to students that there are some nouns in English that are irregular in the plural form, meaning that these nouns are made plural in a different way than by simply adding an *"s"* to the end of the word. Provide an example of an irregular plural noun (e.g., *children*). Have students think of additional examples of irregular plural nouns to create an anchor chart that can be displayed in the classroom as a reference.

Anchor Chart: Irregular Nouns

Singular	Plural
child	children
mouse	mice
person	people

What are correlative and coordinating conjunctions?

1. Introduce correlative conjunctions to students as a pair of conjunctions that work together to show a particular relationship between equal words, phrases, or clauses in a sentence. They work together to relate one sentence element to another. Show students a video that introduces correlative conjunctions (e.g., Correlative Conjunctions Video). Provide some additional information by explaining to students that correlative conjunctions connect words and phrases that carry equal weight in a sentence. They are used when a writer wants to join two independent clauses, two subjects, two antecedents, or two prepositional phrases. Provide students with a list of commonly used correlative pairs of conjunctions along with an example of how the pairs are used. Explain to students that these pairs never change and when they are used, both parts of the conjunction should have a similar placement. Read and explain each example in the anchor chart.

Anchor Chart: Correlative Conjunctions

Commonly Used Correlative Conjunctions	
both/and	*Both* petunias *and* sunflowers should be planted where they will receive full sun.
not only/but also	His essay was *not only* organized *but also* well supported.
either/or	I will *either* go for a run *or* ride my bike.
neither/nor	Contrary to the weather forecast, it was *neither* warm *nor* sunny today.
whether/or	The girls have not decided *whether* they will go to a movie *or* stay home.
not/but	I see that you are fond of *not* corn *but* broccoli.
as/as	Tennis is not *as* fun *as* badminton.
rather/than	He would *rather* play the saxophone *than* the piano.

Have students work with a partner to write one or two sentences that contain examples of correlative conjunctions. Emphasize to students that the placement of the pair of conjunctions needs to be parallel. Have students share their sentences with the class. Add these sentences to the anchor chart above, which can be used as a class reference.

2. Explain to students that coordinating conjunctions join two elements of equal grammatical rank; they can join two verbs, two nouns, two adjectives, two phrases, or two independent clauses. Share a video with students that provides an overview of coordinating conjunctions (e.g., Coordinating Conjunctions Video). Advise students that coordinating conjunctions are typically not placed at the beginning or at the end of sentences. Show students the anchor chart of the seven coordinating conjunctions and an example of how each can be used.

Anchor Chart: Coordinating Conjunctions

Coordinating Conjunctions	
for	My mom hates to waste water, *for* it is very expensive these days.
and	This soup is both tasty *and* healthy.
nor	I don't want to go kayaking, *nor* do I want to go swimming.
but	My dog likes getting a bath *but* hates being brushed.
or	You can eat a piece of pie with a spoon *or* fork.
yet	The old castle seemed grand *yet* mysterious.
so	We were out of orange juice, *so* I went to the grocery store to buy some.

Inform students that a mnemonic strategy for remembering these conjunctions is to create the word "fanboys." In this word, each letter provides the first letter of each coordinating conjunction.

Have students work in pairs to think of other sample sentences that incorporate coordinating conjunctions. Have students share their sample sentences and add to the chart above, which can be displayed in the classroom for reference.

What are collective nouns?

1. Explain to students that a collective noun is a word used to represent a group of people, animals, or things. Explain to students that as a rule in writing, students should treat a collective noun as singular when the members of the group are acting together as a single unit. Provide students with some common collective nouns and examples of how they are used in sentences as singular nouns. Explain why these examples of collective nouns use the singular form of the verb.

Anchor Chart: Collective Nouns Using Singular Verbs

Common Collective Nouns Using Singular Verbs	
a class (of students)	The class *plans* to go outside to perform a science investigation.
a flock (of sheep)	The flock *was* eating the hay the farmer placed in the trough.
an orchestra (of musicians)	The orchestra *plays* in the park every Friday night.

Provide some additional examples if needed (e.g., What Are Collective Nouns?). To provide examples that can be added to the chart above, have students work in pairs to think of additional examples of collective nouns and sentences that correctly use these collective nouns with the singular verb form.

2. Explain to students that there are times when a collective noun is plural and takes a plural verb. Explain that when the members of a collective noun are performing an action as individuals or independently of the other members of the group, writers must use a plural verb. Share a video (e.g., Collective Nouns: Singular or Plural? Video) that shows when to use plural verbs. Explain to students that mentally adding the word "members" before or after the collective noun can make it easier to discern the need to use a plural verb. Show students the examples in the chart.

Anchor Chart: Collective Nouns Using Plural Verbs

Common Collective Nouns Using Plural Verbs	
a class (of students)	The class *are* each working on a different assignment.
a flock (of sheep)	The flock *were* running off in every direction.
an orchestra (of musicians)	The orchestra *tune* their instruments on their own.

Have students work in pairs to think of some additional examples of collective nouns and use them in sentences that require plural verbs. Discuss student-created examples as a class and add them to the chart above to be displayed in the classroom as a reference.

How is subject-verb agreement affected when interrupted by prepositional phrases, inverted word order, and with indefinite pronouns as subjects?

1. Explain to students that there are situations in which subject-verb agreement is not always straightforward. Explain to students that in instances when there is an interrupting prepositional phrase, subject-verb agreement can become confusing. Review with students what a prepositional phrase is. Share a chart with common prepositions and examples of related prepositional phrases (e.g., Interrupting Phrases: Prepositions and Prepositional Phrases). Share a sentence that has a subject, an interrupting prepositional phrase, and a verb:

   The girl (with the purple sweater) dances competitively.

   Explain that the verb must agree with the subject of the sentence, not with the object of a preposition. The subject of a sentence is never contained in a prepositional phrase. Model for students how to highlight the subject (girl) and verb (dances). Have students underline the prepositional phrase. Model for students how to ignore the prepositional phrase by placing it in parentheses and matching the subject and verb for agreement. Have students practice this with several other sentences you provide or with the examples from the website noted in activity 1.

2. Explain to students that in many sentences the subject comes first and is followed by the verb; however, there are also cases where the subject and the verb order is inverted. In this case, it can sometimes be confusing to deal with subject-verb agreement. Share a sentence that looks like the following:

   Silent were the surprised students.

   Have students identify the verb (were) and the subject (students). Model for students that when they reverse the order (students were), the subject and verb are in agreement. Have students practice this with several other sentences (e.g. Inverted Sentences) and report their responses back to the class.

3. Review with students what a pronoun is and how it functions in a sentence. Students will be familiar with personal pronouns (i.e., *I, you, he, she, we, they, me, him, her, us, and them*). Explain to students that there are other types of pronouns, including indefinite pronouns. An indefinite pronoun does not refer to any specific person, thing, or amount. It is vague and "not definite." Share with students the anchor chart.

Anchor Chart: Indefinite Pronouns

Indefinite Pronouns	
Singular Indefinite Pronouns	anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, something
Plural Indefinite Pronouns	both, few, many, others, several
Singular/Plural Indefinite Pronouns	all, any, either, more, most, none, some, such

Share sentences that show the use of a singular indefinite pronoun and a plural indefinite pronoun in an anchor chart.

Anchor Chart: Sample Sentences with Indefinite Pronouns

Sample Sentences with Indefinite Pronouns	
Singular	Either water or lemonade *is* good for me.
Plural	Both Marie and Theresa *enjoy* reading.
Singular/Plural	All the cake *was* eaten. (singular) All the seats *were* occupied. (plural)
Plural	Many *have* contributed money to the cause.

Model for students how the word "all" can be singular or plural. Share two sentences that use the word "all" in a singular form and a plural form. Have students work in pairs or small groups to write sentences that use the other indefinite pronouns that can be singular or plural in both of their forms. Lead a discussion about how singular or plural indefinite pronouns will serve as the subject of the sentence. Model for students how this will affect the subject-verb agreement. Have students practice this with several other sentences (e.g., Subject and Verb Agreement).

How is subject-verb agreement affected when interrupted by compound subjects joined by correlative and coordinating conjunctions and collective nouns when verb form depends on the rest of the sentence?

1. Explain to students that a compound subject consists of two or more simple subjects that share a verb or verb phrase. The subjects are joined by a coordinating conjunction such as *and, or,* or *nor*. Share this example.

    Ray *and* Steven <u>are</u> buying tickets to see the new movie.

    Highlight the names as being the compound subject in the example and the word "and" as the coordinating conjunction. Explain that a compound subject requires the use of a plural verb. Explain that when the subjects are joined by "and," the verb agrees with the subject "they." Have students work in pairs to think of other examples of sentences in which there is a compound subject with a plural verb. Have groups share their sentences with the class.

2. Explain that in writing, sometimes a compound subject is joined by a set of correlative conjunctions. Share this example with students.

    Both the clarinet and the oboe are woodwind instruments.

    Explain that the example shows the compound subject is "the clarinet and the oboe." These compound subjects are joined together with the correlative conjunction pair *both/and*. Because the compound subject has two items, the verb needed is plural. However, with other correlative conjunctions that join compound subjects, there needs to be a singular verb form. Share some examples from the anchor chart. Then, assign each pair of students a different correlative conjunction and ask students to write a sentence using that correlative conjunction with a compound subject. Have pairs share their sentence with the class. Additional examples generated can be added to the anchor chart.

Anchor Chart: Compound Subjects with Correlative Conjunctions

Compound Subjects with Correlative Conjunctions			
Correlative Conjunction	**Example**	**Singular or Plural Subject**	**Singular or Plural Verb**
both/and	*Both* cake *and* pie <u>are</u> popular desserts.	Plural	Plural
neither/nor	*Neither* Tom *nor* Dylan <u>is</u> coming with us.	Singular	Singular
neither/nor	Neither my *friend* nor my *parents* <u>enjoy</u> bowling. Neither my *parents* nor my *friend* <u>enjoys</u> bowling.	One singular, one plural One plural, one singular	Plural since plural subject is closest to verb Singular since singular subject is closest to verb
neither/nor	Neither the *children* nor the *teachers* <u>want</u> the concert to end.	Plural	Plural
either/or	Either you or your brother <u>needs</u> to help with chores.	Singular	Singular

3. Review with students that with collective nouns, the verb can be singular or plural depending on context. If the subject performs action collectively, the verb should be singular. If members of a collective noun are performing an action as individuals or independently of the other members of the group, writers must use a plural verb. Explain to students that adding the word "members" before or after the collective noun can make it easier to discern the need to use a plural verb. Share the additional examples with students.

Anchor Chart: Collective Nouns

Collective Nouns		
Singular or Plural	**Example**	**Rationale**
Singular	The committee *meets* at the town hall every Wednesday evening.	members of the group are acting together
Singular	The jury *has f*inally reached a decision.	members of the group are acting together
Plural	The staff *have* traveled to various locations for the holiday.	members of the group are acting independently
Plural	The cast *are* wearing many different costumes for the play.	members of the group are acting independently

Provide students examples of sentences that have collective nouns as subjects. Omit the verbs and have students work to provide the singular or plural verb form. Share responses as a class. Add to the anchor chart and display it as a reference.

What is the function of phrases and clauses in general? How do you identify the function of phrases and clauses in specific sentences?

1. Explain to students that phrases and clauses are part of a sentence. A clause is a group of words that consists of a subject and verb. A phrase is a group of words that does not consist of a subject and a verb. Since a clause has a subject and a verb, it can stand alone as a complete sentence. However, a phrase cannot stand alone since it does not have complete meaning. Show the examples.

Sentence	The dog is sleeping on the couch.
Clause	The dog is sleeping
Phrase	on the couch.

Explain that phrases can be very short or long. Phrases can have different functions in sentences. Phrases can function as nouns, verbs, adverbs, or adjectives. Show students an introductory video that explains the functions of different types of phrases (e.g., Types of Phrases Video). Show the "Phrases" chart to students and explain each component related to the type of phrase. Add to this chart by providing examples of gerund, participial, and infinitive phrases (e.g., Examples of Phrases and Recognizing Phrases). Review examples with students as well as the explanation for each example that is provided.

Graphic Organizer: Types of Phrases

Phrases				
Type of Phrase	**Elements**	**Function**	**Example**	**Function in Example**
Noun phrase	person, place, or thing and any modifiers	functions as a subject, object, or complement	The torn sweater caused Janelle so much irritation that she could not wear it.	functions as subject
Noun phrase	person, place, or thing and any modifiers	functions as a subject, object, or complement	Logan adopted a dog that likes to play fetch with toys.	functions as direct object
Noun phrase	person, place, or thing and any modifiers	functions as a subject, object, or complement	With his love of cooking and creativity, Kyle will someday be a great chef.	functions as subject complement
Verb phrase	one-word verb or verb phrase = auxiliary verb + main verb + verb ending when necessary	functions to convey action or condition	Julie had just dusted all the furniture when her cat jumped up and walked across the top of the piano.	functions as verb
Prepositional phrase	preposition + noun, pronoun, gerund or clause; preposition + modifier(s) + noun, pronoun, gerund, or clause	functions as adjective or adverb	The cashier with the red hair always says hello to customers.	functions as adjective (which one)
Prepositional phrase	preposition + noun, pronoun, gerund or clause; preposition + modifier(s) + noun, pronoun, gerund, or clause	functions as adjective or adverb	While waiting for his guitar lesson, Jon practiced drawing with a pencil.	functions as adverb (how)
Prepositional Phrase	preposition + noun, pronoun, gerund or clause; preposition + modifier(s) + noun, pronoun, gerund, or clause	functions as adjective or adverb	After dinner, we loaded the dirty dishes and glasses into the dishwasher.	functions as adverb (when)
Prepositional Phrase	preposition + noun, pronoun, gerund or clause; preposition + modifier(s) + noun, pronoun, gerund, or clause	functions as adjective or adverb	Aisha finally found her book under the rocking chair.	functions as adverb (where)

2. Create an anchor chart for the following types of phrases: noun phrase, gerund phrase, participial phrase, infinitive phrase, verb phrase, adjective phrase, and adverb phrase. Provide an example of each type of phrase and an explanation of how the example phrase functions in the sentence. Display this anchor chart for students to see. Assign different pairs of students to write sentences that are examples of the different types of phrases. Have students share their examples with the class.

What are simple, compound, complex, and compound-complex sentences? How do you choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas?

1. Introduce the definitions of the four types of sentences by showing a video (e.g., [Types of Sentences Video]). Provide definitions to students for the following key words:

     o   clause: a part of a sentence that includes a subject and a predicate

     o   predicate: the part of a sentence that contains a verb

     o   independent clause: a complete thought that can stand on its own as a sentence

     o   dependent clause: an incomplete thought that cannot stand on its own as a sentence

Provide the following anchor chart to summarize the definitions; review the definitions and examples with students. Have students work in pairs to come up with additional examples that can be added. Then, display the chart in the classroom as a reference for students.

Anchor Chart: Types of Sentences

Type of Sentence	Definition	Example
Simple Sentence	has a subject and verb; expresses a single complete thought that can stand on its own	The dog barked. Mike <u>and</u> Vanessa walked a mile after school.
Compound Sentence	has two independent clauses joined by a coordinating conjunction or semicolon; expresses a complete thought	She arrived early to the movie theater, <u>so</u> she was able to get a good seat. The sky is clear; therefore, many stars are visible.
Complex Sentence	has an independent clause joined by one or more dependent clauses; the dependent clause lacks a subject or verb or has a subject and verb that does not express a complete thought	She returned the bowl to the store <u>after</u> she noticed it was damaged. <u>Before</u> he ate3 lunch, Tom cleaned his room.
Compound-Complex Sentence	has two independent clauses and at least one dependent clause	<u>Although</u> Lauren usually enjoys reading mysteries, she decided to read a science fiction book, <u>and</u> she really enjoyed it.

2. Explain to students that strong writing with varied sentence patterns keeps readers engaged and helps writers clearly signal differing relationships among ideas. The continual use of short sentences will result in paragraphs sounding choppy. By varying sentence patterns, readers will be able to readily follow the direction of an argument. Provide information to students about the most commonly used conjunctions used in compound and complex sentences.

Anchor Chart: Sentence Types and Conjunctions

Sentence Type	Type of Conjunction Used	Conjunctions Commonly Used
Compound	Coordinating	and, or, but, nor, so, for, yet
Complex	Subordinating	after, although, because, before, until, since, when, whenever, while
Compound-Complex	Coordinating and Subordinating	and, or, but, nor, so, for, yet after, although, because, before, until, since, when, whenever, while

Go back to the examples in the chart from activity 1 and point out the types of conjunctions used in the sentence examples in the chart.

Provide the following example of related sentences to students.

> Sentence 1: Miguel likes to kayak on small lakes.
>
> Sentence 2: Miguel likes to kayak on rivers the best.

Ask students how they could combine the two sentences to better show the relationship between the ideas. Possible revisions may include:

- o   Miguel likes to kayak on small lakes, but he likes to kayak on rivers the best.
- o   Although Miguel likes to kayak on lakes, he likes to kayak on rivers the best.

Explain why these revisions are better than the original two simple sentences. For example, they clarify the relationship between the two ideas.

Provide another example of sentences that can be combined to better show the relationship of ideas:

> My cat's name is Samantha. She is a gray cat. She enjoys sleeping on the sofa. She also enjoys playing with small stuffed mice.

Examples of revisions:

- o My cat, named Samantha, is a gray cat. She enjoys sleeping on the sofa and playing with small stuffed mice.

- o My cat, Samantha, is a gray cat. She enjoys sleeping on the sofa as well as playing with small stuffed mice.

- o My cat Samantha, a gray cat, enjoys sleeping on the sofa and playing with small stuffed mice.

Discuss how the revisions the students make are different and how each is still appropriate.

Provide some additional, grade-appropriate examples of pairs or sets of sentences (e.g., Sentence Combining Worksheet).

3. Have students work with a partner to combine different pairs or sets of sentences into one sentence. Have students share their examples with the class.

4. With writing that students are currently working on in class, have each student work with a partner to peer-edit drafts of their writing. Have students focus on providing suggestions to their partners about how to combine sentences that are short and choppy to create a better flow in the writing and to clarify relationships among sentences.

What is a misplaced modifier? What is a dangling modifier? How do you place phrases and clauses within a sentence to avoid misplaced and dangling modifiers?

1. Explain to students that a misplaced modifier is a word, phrase, or clause that is improperly separated from the word it modifies or describes. As a result, this separation distorts the intended meaning and creates imprecise writing. Show students a video about misplaced modifiers (e.g., Misplaced and Dangling Modifiers (Part 1) Video). Explain that when the reader sees a misplaced modifier in a piece of writing, it creates confusion because it does not make sense. Provide students with the following example that contains a misplaced modifier and explain how it creates confusion for the reader.

> While walking home, Patricia found a <u>silver</u> woman's necklace.

Explain that the word *silver* is a misplaced modifier since the example suggests that a silver woman owns the necklace. Explain to students that a misplaced modifier can usually be corrected by moving the modifier to a more logical place in the sentence, next to the word it modifies. Therefore, the above sentence with a misplaced adjective can be corrected with the following revision that places the misplaced adjective directly adjacent to the noun it modifies:

> While walking home, Patricia found a woman's <u>silver</u> necklace.

In addition, the placement of an adverb can change the meaning of a sentence. Show students the following sentences with the same adverb:

<u>Just</u> Angela was selected to be in the school play.

Angela was <u>just</u> selected to be in the school play.

Explain to students how the placement of the adverb *just* changes the meanings of these sentences.

Explain to students that misplacing an adverb can also create a sentence in which the meaning is absurd. Show students the example sentence and explain how the placement of the adverb creates a nonsensical meaning:

My mom opened the package that was delivered quickly.

Ask students why this sentence is nonsensical or unlikely. Ask students how they could move the adverb *quickly* to a different place in the sentence to repair the error. The revision that would make sense would be the following:

My mom quickly opened the package that was delivered.

Provide students with some additional sentences that contain misplaced modifiers (e.g., [Correcting Misplaced Modifiers Worksheet](#)). As a group, revise the sentences by moving the misplaced modifiers to different places in the sentences that would make the most sense. Record the original sentence and the revision using a chart like the one shown, which can be displayed in the classroom as a reference. Check revisions with the provided suggestions.

Chart: Misplaced Modifiers

Sentence with Misplaced Modifier	Misplaced Modifier	Revision of Sentence

2. Have pairs of students create a sentence with a misplaced modifier and then create a sentence that corrects the misplaced modifier. Have students share their original and revised sentences with adjacent pairs of students and then with the class.

3. Using students' own extended writing, have students works in pairs to peer-edit writing for misplaced modifiers. Then, have students revise their writing based on their partner's suggestions to correct misplaced modifiers. As a record to help with students' future writing, have students keep a record of misplaced modifiers in their writing along with their revisions. Use a template like this one.

Sentence with Misplaced Modifier	Misplaced Modifier	Revision of Sentence

4. Explain to students that a dangling modifier is a phrase or clause that is not logically related to the word or words that it modifies. Show students a video about dangling modifiers (e.g., Misplaced and Dangling Modifiers (Part 2) Video). Explain the following two points about dangling modifiers:

   o A dangling modifier, in contrast to a misplaced modifier, cannot be corrected by just moving it to a difference location within a sentence.

   o In most cases, the dangling modifier appears at the beginning of a sentence.

Provide students with the following example of a sentence that contains a dangling modifier:

Walking to the grocery store, the rain soaked Carolyn.

Explain to students that the phrase *walking to the grocery store* is adjacent to the word *rain*. Because of this incorrect placement, the sentence suggests that the rain is walking to the grocery store even though the correct noun, Carolyn, is mentioned later in the sentence.

Provide students with the following tips about finding and fixing dangling modifiers:

   o Find the modifier.

   o Find the word or words it modifies.

   o Make sure the modifier is as close as possible to the word that it modifies.

There are different methods for correcting a dangling modifier.

Technique #1 for correcting a dangling modifier:

   o Leave the modifier as it is.

   o Change part of the sentence so that it begins with the word modified.

   o This change will put the modifier next to the word it modifies.

Provide students with the following revision of the original sentence that uses Technique #1.

Walking to the grocery store, Carolyn was soaked by the rain.

Explain that with the revision, the modifier *walking to the grocery store* now modifies the noun *Carolyn.*

Provide an additional example of a sentence with a dangling modifier:

<u>When twelve years old</u>, my sister moved to Georgia to attend college.

Explain to students how this sentence suggests that the sister was twelve years old when she moved to Georgia. Share Technique #2 for correcting a dangling modifier.

<u>Technique #2</u> for correcting a dangling modifier:

- o   Change the dangling modifier phrase to a subordinate clause; this change results in the creation of a subject and verb.

- o   Leave the rest of the sentence as it is.

Provide students with the following revision of the original sentence that uses Technique #2:

When <u>I was</u> twelve years old, my sister moved to Georgia to attend college.

Explain that with the revision, the sentence now clarifies that *I,* not *my sister*, was twelve years old when *my sister moved to Georgia to attend college.*

5. Provide students with some additional sentences that contain dangling modifiers (e.g., [Correcting Dangling Modifiers Worksheet](#)). As a group, revise the sentences by correcting the dangling modifiers using the techniques already taught. Record the original sentence and the revision. Use a chart like the one shown that can be displayed in the classroom as a reference. Check revisions with the provided suggestions.

Sentence with Misplaced Modifier	Misplaced Modifier	Revision of Sentence

Have pairs of students create a sentence with a dangling modifier and then create a sentence that corrects the dangling modifier. Have students share their original and revised sentences with adjacent pairs of students and then with the entire class.

6. Using students' own extended writing, have students work in pairs to review writing for dangling modifiers. Then, have students revise their writing based on their partner's suggestions by correcting dangling modifiers. As a record to help with students' future writing, have them keep a record of dangling modifiers in their writing along with their revisions by using a template like this one.

Sentence with Dangling Modifier	Dangling Modifier	Revision of Sentence

Key Academic Terms:

language, conventions, grammar, usage, subject-verb agreement, prepositional phrase, inverted word order, indefinite pronoun, compound subject, correlative conjunction, coordinating conjunction, collective nouns, phrase, clause, simple sentence, compound sentence, complex sentence, compound-complex sentence, misplaced modifier, dangling modifier

Additional Resources:

Guide to Grammar: Subject-Verb Agreement

Subject-Verb Agreement Practice

Sample Lesson for Subject-Verb Agreement

Subject-Verb Agreement Packet

The Collective Noun

Examples of Subject-Verb Agreement

Phrase Examples

Compound Sentences Worksheets

K12 Reader: Correcting Misplaced Modifiers

Dangling and Misplaced Modifiers Video

Misplaced Modifiers Practice

L.7.37

Language Standards
Conventions of Standard English Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

L.7.37 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 	
   a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
 	
   b. Spell correctly.

Instructional Outcomes:

- Identify capitalization and punctuation rules.
- Identify the characteristics of coordinate adjectives.
- Explain the rules for using commas to separate coordinate adjectives.
- Identify correct and incorrect usage of commas to separate coordinate adjectives in written passages.
- Use commas to set off coordinate adjectives correctly in writing.
- Identify resources for checking spelling, including word lists, dictionaries, and glossaries.
- Identify correct and incorrect use of Grade 7-appropriate words in written passages.
- Spell Grade 7-appropriate words correctly in writing.

Guiding Questions and Instructional Activities

What are coordinate adjectives? How do you use a comma to separate coordinate adjectives?

1. Review with students that an adjective is a word that describes or modifies a noun. Show students a video about coordinate adjectives (e.g., Coordinate Adjectives Video). Explain

that correct comma usage is very important in writing for both conveying the author's purpose and helping the sentence to make sense to the reader.

Explain to students that coordinate adjectives are two or more adjectives that are used together to modify the same noun and that have equal importance in the sentence. Therefore, they are separated by a comma. Show students the example of a sentence with coordinate adjectives:

It was a cold windy autumn afternoon.

Explain to students that *cold* and *windy* are coordinate adjectives because changing their order does not change the meaning of the sentence. Then, read the sentence with the word *autumn* in the middle of the adjectives (i.e., *It was a cold autumn windy afternoon*). Explain that this order sounds awkward; *autumn* should be the last word to modify *afternoon.*

Explain to students that another way to determine if adjectives are coordinate is to insert the word *and* in between the adjectives. Therefore, if we reword the sentence to read *It was a cold <u>and</u> windy autumn afternoon*, the conjunction makes sense in the sentence. However, if we reword the sentence to read *It was a cold windy <u>and</u> autumn afternoon,* the conjunction does not make sense. Therefore, the words *cold* and *windy* are coordinate adjectives, but *autumn* is not. So the sentence written with the correct punctuation is the following:

It was a cold, windy autumn afternoon.

Now show students an example of a sentence with noncoordinate adjectives such as the following:

My friend's family moved into a red brick house.

Read the sentence with the adjectives reversed (i.e., *My friend's family moved into a brick red house.* Explain to students that this would not make sense. Then read the sentence with the word *and* inserted between the two adjectives (i.e.*, My friend's family moved into a red <u>and</u> brick house)*. Explain that since the use of the word *and* does not make sense, *red* and *brick* are noncoordinate adjectives; therefore, no comma is needed between these two adjectives. Provide the following anchor chart to students showing examples of coordinate and noncoordinate adjectives:

Anchor Chart: Coordinate and NonCoordinate Adjectives

Coordinate or Noncoordinate Adjectives?	Example	Action	Revision Needed?	Revision
Coordinate	It was a cold windy autumn afternoon.	Insert a comma	Yes	It was a cold, windy autumn afternoon.
Coordinate	On Saturday Jen hiked the long narrow path up the hill.	Insert a comma	Yes	On Saturday Jen hiked the long, narrow path up the hill.
Noncoordinate (Cumulative)	My friend's family moved into a red brick house.	Do not insert a comma	No	My friend's family moved into a red brick house.
Noncoordinate (Cumulative)	I bought three fresh peaches at the grocery store.	Do not insert a comma	No	I brought three fresh peaches at the grocery store.

Reiterate the two tests that coordinate adjectives pass and noncoordinate adjectives fail:

- o **Test 1:** When you switch the order of the adjectives, the sentence makes sense.
- o **Test 2:** When you insert the word *and* between the adjectives, the sentence makes sense.

2. Review the section of the video that addresses the concept of adjective order when writing sentences. Some adjectives are cumulative, meaning that they build on one another and need to be stacked in a certain order. Show students the chart that shows the order that cumulative adjectives should be written within a sentence and display it in the classroom as a reference tool.

Anchor Chart: Order of Cumulative Adjectives

Mnemonic Aid	Order of Cumulative Adjectives	Examples
D	Determiner	an, the, two, several
O	Opinion	exciting, tasty, pretty
S	Size	small, tall, big
A	Age	young, new, ancient
S	Shape	oval, square, rectangular
C	Color	green, blonde, blue
O	Origin	Korean, French, Cuban
M	Material	cotton, silver, wooden
P	Purpose	fishing, singing, riding

Explain that when you use coordinate adjectives, adjectives that belong to the same category, you need to insert a comma between those adjectives. When the adjectives used belong to *different* categories, they are called cumulative adjectives and no commas are needed. Show and explain to students some different examples of sentences that incorporate these types of cumulative adjectives using the order in the chart above.

- o We saw many (determiner) beautiful (opinion) British (origin) cars at the auto show on Saturday.

- o Leandra and her mom bought two (determiner) new (age) fishing (purpose) rods.

- o Dad loved the (determiner) gorgeous (opinion) brown (color) leather (material) wallet that Rob gave him.

Have students work in pairs to write three sentences: one sentence with coordinate adjectives that needs a comma; one sentence with noncoordinate (cumulative) adjectives that does not need a comma or commas; and a sentence that incorporates both types of adjectives. Have students share their three sentences with the class and explain why they have punctuated each sentence as they have.

3. Create a sample piece of narrative, explanatory, or argumentative writing with errors in comma usage related to coordinate and noncoordinate (cumulative) adjectives. Have students work in small groups, in pairs, or independently to revise the provided text. Lead a

discussion about how students have revised the sample piece of writing. Have students come to consensus about the use of commas.

4. Have students select a draft of their own written work. Have students use the following chart template to record their sentences that have the use of coordinate or cumulative adjectives in sentences.

Sentence	Coordinate or Cumulative?	Correct Use of Commas?	Revision

Have students revise sentences that incorrectly use commas with coordinate and/or cumulative adjectives. Have students switch their pieces of writing and completed charts with a peer to check for correct comma usage.

What resources can you use to help spell correctly?

1. Explain to students that correct spelling is a sign to readers of the writer's competence. If a writer misspells words, the reader may think that the writer is careless or lacks expertise. Therefore, it is important to be able to spell correctly when editing a piece of writing. Explain to students that when they are writing, they may encounter words they do not know how to spell. When assessing student writing, note words that students tend to misspell on an individual basis. Help each student to create a personal list of words (e.g., Read*Write*Think: Personal Spelling Dictionary) the student tends to misspell and use that list as a reference when writing. Create a commonly misspelled word list for the class. Model for students how to use resources such as word processing spell-check or a dictionary to find the correct spelling of words.

2. Have students select a draft of their own written work. Have students work in peer-editing partnerships to check for misspelled words. Have students work together to find the correct spelling of words using an electronic spell checker and dictionary references and revise accordingly.

3. Review with students common spelling rules by sharing a video (e.g., Spelling Rules Video); stop throughout the video to emphasize certain rules and share examples. Have students take notes on the information presented in the video as well as the teacher-led discussion. Provide a handout on common spelling patterns (e.g., Spelling Patterns Chart) and review those patterns along with examples. Have students keep this handout along with their personal spelling lists in a folder (digital or physical) for future reference.

4. Have students practice commonly accepted grade seven spelling words as defined by the school/district's scope and sequence.

    Follow the activities in the school/district's scope and sequence. Have students practice their spelling words using one or more of the following activities:

    - o Spelling Soup Game with 7th Grade Lists

    - o Crazy Fish Game with Seventh Grade Lists

    - o Fill in the Blank Game with 7th Grade List 1

5. Have students select a draft of their own written work. Have students work in peer-editing partnerships to check for misspelled words. Have students use a peer-editing checklist for correct spelling like the one shown.

Graphic Organizer: Peer Editing Correct Spelling Checklist

Incorrectly Spelled Word or Uncertain?	Sentence	Spelling of Word Checked?	Spelling Correction?

Have students work together to find the correct spelling of words using an electronic spell checker and a dictionary (print or online) and revise accordingly.

Key Academic Terms:

conventions, coordinate adjectives, word list, dictionary, glossary

Additional Resources:

Comma Tip Handout

The Royal Order of Adjectives

Cumulative Adjectives

Commas and Coordinating Adjectives Worksheets

Read*Write*Think: Shared Spelling Strategies

Read*Write*Think: Spelling Patterns "Go Fish" Card Game

Grade 7 Language Practice

L.7.39

Language Standards
Vocabulary Acquisition and Use
L.7.39 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 7 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Instructional Outcomes:

- Use context to determine the meaning of words and phrases.

- Identify the meanings of common Greek and Latin affixes and roots.

- Use meanings of common Greek and Latin affixes and roots to determine the meaning of unknown and multiple-meaning words and phrases.

- Use reference materials to check meanings derived from Greek and Latin affixes and roots.

- Identify the characteristics of dictionary entries, glossary entries, and thesaurus entries and distinguish between how each is used.

- Identify the pronunciation guide within reference materials.

- Explain a word's precise meaning and identify examples of words that have similar but nuanced meanings.

- Use print and digital reference materials to verify predicted meaning of words and phrases.

Guiding Questions and Instructional Activities

What strategies can you use to determine or clarify the meaning of unknown and multiple-meaning words and phrases? How do you use context to determine the meaning of a word or phrase?

1. Explain to students that there are often clues to the meanings of unknown words in the words, sentences, and paragraphs before and after the unknown word. Share with students the types of clues that can be used to determine a word's meaning in context (e.g., Read*Write*Think: Types of Context Clues). Select or create a text that will allow students to use context to figure out meanings of words, including definition, antonyms, synonyms, or inference. Model for students how to use these types of clues to determine the meaning of the words in the sentence.

2. Have students work in small groups, in pairs, or independently to practice using context to determine the meaning of unknown words (e.g., Look Around! Meaning in Context). Once students have completed the task, lead a discussion about their findings.

3. Present students with an excerpt from a piece of literature (e.g., Using Context Clues with Literature) that has adjacent and nonadjacent context. Model for students how to analyze the context to determine the meaning of unknown words. Emphasize to students that sometimes context may be in a different paragraph than the unknown word and that skilled readers are able to use nonadjacent context to ascertain the meaning of an unknown word. Use the graphic organizer to model for students how to use context in a different sentence or paragraph to determine the meaning of an unknown word.

Graphic Organizer: Using Context

Word	Sentence	Inferred Meaning	Context

Have students work independently or with a partner to complete the graphic organizer. Have students share their responses with the class.

4. Introduce the following mnemonic device as a strategy for how students can ascertain the meaning of unknown words from context.

LPR3 Strategy for Using Context	
Look	before and after the unknown word
Predict	predict quickly the meaning of the unknown word
Reason	think more in depth about the word's meaning
Resolve	decide to take other steps
Redo	repeat the steps if necessary

Source: Greenwood, Scott and Flanigan, Kevin. "Solving Word Meanings: Engaging Strategies for Vocabulary Development." *Read Write Think,* www.readwritethink.org/classroom-resources/lesson-plans/solving-word- meanings-engaging-1089.html?tab=4. Accessed 18 February 2020.

Model for students how to use this strategy by selecting a word in context in a piece of literary or informational text that is at least one paragraph in length. Then, have students continue to practice this strategy with a partner with the remainder of the text or with a different text.

5. As students read independently, have students note two or three unknown words in the text selection. Have students attempt to use context to find their meaning. In a journal (digital or physical), have students note each word, the sentence in which the word is found, context that helps denote the meaning, and the predicted meaning. Students should double-check their answer using a dictionary or online vocabulary reference.

What are affixes and roots? How do you use the meaning of common, grade-appropriate Greek and Latin affixes and roots to determine the meaning of a word?

1. Students learn about common Greek and Latin affixes and roots beginning in fourth grade but will need to review the concept. Share a video that introduces Greek/Latin roots and affixes (e.g., Vocabulary: Greek and Latin Word Parts Video). Stop at various points throughout the video to have students think of additional examples of words that combine different Greek/Latin roots and affixes. Share with students a list of common Greek and Latin roots (e.g., Common Word Roots; List of Greek and Latin roots in English; Read*Write*Think: Common Content Area Roots and Affixes). Have students work in pairs or small groups to brainstorm a list of words that contain each of the common Greek and Latin roots. Lead a discussion about student findings.

   Introduce students to some common Greek and Latin affixes (e.g., Greek and Latin Derivatives: Prefix and Suffix Starter List) and their meanings. Select a few of the Latin or

Greek roots to focus on (e.g., Latin and Greek Root Words: Aud and Vocare). Introduce the meaning of the roots. Have students work in pairs or small groups to use common roots and affixes to form words. Have students write a sentence for each word they form. Lead a classroom discussion about the sentences and the meaning of the words.

2. Share with students an excerpt from an informational text that has several examples of words with Latin/Greek roots and/or affixes. Provide each group with a dictionary or online vocabulary source. Have students work with a partner to record roots and affixes and to ascertain the meaning of each word. Then, have students check the meanings they have inferred with a dictionary or online vocabulary reference. Have students record the words they find on a graphic organizer.

Graphic Organizer: Greek and Latin Roots/Affixes

Greek and Latin Roots/Affixes					
Word	**Root**	**Prefix**	**Suffix**	**Inferred Meaning**	**Verified Meaning**

Discuss students' findings and check their responses for accuracy.

3. As students read independently, have them note words with familiar Greek or Latin roots in the text selection. Have students attempt to use their prior knowledge of affixes and roots to find their meanings. In a journal (digital or physical), have students note the words, the sentence in which the word is found, the roots and affixes, and their predicted meaning. Students should double-check their answer using a dictionary or online vocabulary reference.

As students read new informational texts in which they encounter unfamiliar words with Greek/Latin roots and affixes, have students record the following information in a graphic organizer, in their journal (digital or physical), or on a notecard as shown. Instruct students to create a graphic or a visual for the word to help them remember the meaning of the word. Have students keep these entries and add to them while they read to help build a more extensive vocabulary.

Graphic Organizer: Greek/Latin Roots and Affixes

Word: _____

Meaning: _____

Root: _____

Prefix: _____

Suffix: _____

Graphic: _____

How do you use print and digital reference materials to determine pronunciation? What is a precise meaning? What is meant by a word's part of speech? What are print and digital reference materials that can help determine or clarify the meaning of words and phrases or identify their part of speech? How do you verify your predictions about the meaning of a word or phrase?

1. Students learn about using reference materials to determine pronunciation and to clarify precise meaning beginning in fourth grade but will need to review the concept. Project a sample online dictionary entry and point out the different components of a dictionary entry (e.g., Anatomy of a Dictionary Entry). Review with students where they can find the pronunciation of a word. Repeat this process with a print dictionary. Explain that there are pronunciation symbols that are used by different dictionaries. Share one pronunciation guide along with symbols that are commonly used (e.g., Merriam-Webster Guide to Pronunciation). In an anchor chart, share the most common symbols used in the Merriam-Webster dictionary.

Anchor Chart: Common Pronunciation Symbols

Common Pronunciation Symbols	
Symbol	**Example**
\ə\	sound in unstressed syllable as in *banana*
\a\	sound as in *map*
\ā\	sound as in *fade*
\e\	sound as in *pet*
\ē\	sound as in *eat*
\i\	sound as in *tip*
\ī\	sound as in *site*
\ȯ\	sound as in *dog*
\ō\	sound as in *bone*
\ü\	sound as in *rule*

Source: "Guide to Pronunciation." *Merriam-Webster.com*. Merriam-Webster, 2020. https://www.merriam-webster.com/assets/mw/static/pdf/help/guide-to-pronunciation.pdf. Accessed 13 April 2020.

2. Review with students that a part of speech is a word's function in a particular sentence. There are eight parts of speech; share the anchor chart with students to provide examples.

Anchor Chart: The Eight Parts of Speech

Part of Speech	Definition	Example
Noun	a person, place, or thing	The <u>dog</u> brought me the <u>toy</u>.
Pronoun	a word used in place of a noun	<u>She</u> did her homework before practicing the piano.
Verb	a word that expresses action or being	Shelley <u>ate</u> the ice cream cone.
Adjective	a word that modifies or describes a noun or pronoun	Bradley loved the <u>blue </u>sweater his grandmother made for him.
Adverb	a word that modifies or describes a verb, an adjective, or another adverb	Vera's father <u>carefully</u> drove the car down the icy hill.
Preposition	a word before a noun or pronoun used to form a phrase that modifies another word	Today I received a package <u>from</u> Aunt Linda.
Conjunction	a word that joins words, phrases, or clauses	Mom's favorite fruit is an apple, <u>but</u> my favorite fruit is an orange.
Interjection	a word used to express emotion	<u>Ooh!</u> Your kitten is so cute!

Review with students where they can note the parts of speech and find their precise meanings in a dictionary or thesaurus. Show a sentence that contains an unknown vocabulary word. Have students predict the meaning of the word based on context and/or knowledge of roots and affixes. Model for students how to determine the part of speech of the word within the sentence. Model for students how to verify the part of speech of a word using a dictionary or thesaurus entry. Explain to students that they should also check their prediction of a word's meaning against the precise meaning from a reference source.

3. As students read independently, have them note two or three unknown words in the text selection. Have students attempt to use their prior knowledge, context, affixes, and roots to find the meaning of the words. In a journal (digital or physical), have students note each

word, the sentence in which the word is found, the word's part of speech, the context, roots, affixes, and its predicted meaning. Students should check their answer using a dictionary or online vocabulary reference. Students should also check the pronunciation of the word. Lead a discussion where students explain the meaning of each of the unknown words, the correct pronunciation, and how they figured out each word's precise meaning.

4. As an ongoing project, have each student keep a word journal (digital or physical) to track new words encountered while reading print text, viewing films and television programs, listening to radio programs and podcasts, or hearing in everyday life (e.g., Word Journal).

Key Academic Terms:

vocabulary acquisition, multiple-meaning words, context, affix, root, dictionary, glossary, thesaurus, pronunciation guide, precise meaning, parts of speech, verify

Additional Resources:

Read*Write*Think: Solving Word Meanings: Engaging Strategies for Vocabulary Development Lesson Plan

The Function of Words in Sentences: Practice

Common Content Area Roots and Affixes

Latin and Greek Root Word Meaning Match

Prefix-Suffix-Root List by Grade Level

Quizlet: Roots and Affixes

Read*Write*Think: Common Content Area Roots and Affixes Printout

Read*Write*Think Solving Word Meanings

Read*Write*Think: Improve Comprehension: A Word Game Using Root Words and Affixes

Common Root Words and Word Origins

Merriam-Webster Online Dictionary

Read*Write*Think: Using a Word Journal to Create a Personal Dictionary

L.7.40

Language Standards
Vocabulary Acquisition and Use

L.7.40 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 	
   a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 	
   b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 	
   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

Instructional Outcomes:

- Determine the characteristics of figures of speech and identify types, such as literary, biblical, and mythological allusions.

- Use context to interpret figures of speech, such as literary, biblical, and mythological allusions.

- Identify the characteristics of word relationships and analogies.

- Use word relationships, such as synonym and antonym relationships and analogies, to develop better understandings of words.

- Distinguish between connotations and denotations.

- Practice using connotations and denotations in writing to distinguish between the meanings of closely related words.

Guiding Questions and Instructional Activities

What is figurative language? What are some examples of figures of speech? How do you interpret figures of speech within a given context?

1. Review the difference between literal and figurative language by sharing examples (e.g., Read*Write*Think: Literal vs. Figurative Language). Review with students that figurative language is language that contains figures of speech: expressions that are meant to be interpreted imaginatively, not literally. Using a presentation (e.g., Figurative Language Terms Presentation), review with students some figures of speech that students are most likely familiar with, including similes, metaphors, and personification. Introduce other types of figurative language that students may not be familiar with, including alliteration, hyperbole, allusions, and irony. Provide definitions of other types of figurative language (e.g., Read*Write*Think: Some Types of Figurative Language).

2. Explain to students that an allusion is an expression that makes a reference to a person, place, or thing or an idea that is culturally, politically, or historically significant. Explain that authors may use allusions to provide context to their literary works and can allow the reader to understand the reference on a deep level. This may help the reader to interpret the theme or understand a character or a symbol used in the text. Share a video with students about literary allusions (e.g., Understanding Literary Allusions Video). Discuss the most pertinent points from the video.

3. Share some examples of allusions from literature, poetry, and even everyday language (e.g., Allusion Examples). Have students work in pairs to think of additional examples of allusions from literature, films, television shows, or from everyday life. Have students share their ideas.

4. Select an excerpt from a grade-appropriate literary text that contains many examples of figurative language, and explain how figures of speech can enhance descriptions, emphasize emotional significance, express feelings and thoughts in a poetic way, convey symbolism, and help to communicate a literary theme. In discussion with students, read part of the excerpt, underline the example of the figurative language, interpret the meaning of that figure of speech, and explain how that figure of speech enhances the text.

5. Select several short literary texts that contain many examples of figurative language. Divide students into pairs or small groups and have students work on a scavenger hunt to find examples of figurative language in the texts. Have students write the examples on index cards or sticky notes, along with the sentences in which they were found. Model for students how to use context to help determine the meaning of the figure of speech.

6. As students read independently, have them note two or three examples of figures of speech in the text selection. Have students attempt to use their prior knowledge and context to find the meaning of the phrases. Have students use a journal (digital or physical) to note each

figure of speech, the sentence in which the word is found, the context, and its interpreted meaning. Use a format such as the one shown.

Figure of Speech	Context	Clues	Interpretation of Meaning

Lead a discussion where students talk about figures of speech they have found and the conclusions students have drawn about their meanings. Ask students "What are important word relationships that can help determine the meanings of words?"

What are synonyms/antonyms? What is an analogy? How do you use word relationships, including synonyms, antonyms, and analogies, to better understand words?

1. Review with students that synonyms are words that have approximately the same meaning, while antonyms are words that have an opposite meaning. Share with students some synonyms and antonyms (e.g., List of Synonyms and Antonyms). Have students work in groups or with partners to use their background knowledge and classroom resources to brainstorm pairs of words that are synonyms and antonyms. Lead a discussion to brainstorm a list that may be posted in the classroom as a reference.

2. Explain to students that a synonym or antonym can be used to better understand a word. Share examples of how synonyms and antonyms can be used as context (e.g., Context Clues: Using Context to Understand Word Meanings). Explain that sometimes a conjunction such as *and*, *or*, or *but* that connects words can help to determine a synonym or antonym relationship within a sentence. Provide some examples of this concept. The following are examples:

   o **Synonym clue:** Fred is an <u>exceptional</u> cellist, *and* he is able to play very difficult pieces <u>remarkably well</u>.

   o **Antonym clue:** Motorboats are <u>prohibited</u> at the far end of the beach, *but* kayaks and canoes are <u>allowed</u> there.

3. Explain to students that an analogy is a type of word relationship that compares two things that are somehow related. Share a presentation that provides examples of different types of analogies (e.g., Six Types of Analogies Presentation). Explain how each example in the presentation shows a relationship between words. Share examples of other types of relationships that may be depicted with analogies (e.g., Analogies (16 kinds of relationships)). Emphasize the format used to show analogies:

   _____**:** _____ **::** _____ **:** _____

Share with students a specific strategy they can use to solve analogies (e.g., Solving Analogies). Then, provide students with some practice analogies for them to solve (e.g., Grades 6-12 Analogy Worksheets). Have students complete each exercise in pairs, and then have students share their responses.

4. Have students work in pairs or in small groups to think of analogies featuring different pairs of words. Students can use classroom resources to think of words. Have students share their analogies with the class.

5. Explain to students that within a text, an analogy may be used to compare two things or ideas. There are many purposes for using analogies within literary or informational texts. The anchor chart shows the purposes and can be displayed as a reference.

Anchor Chart: Purposes of Analogies

Purposes of Analogies
• to act as a "hook" for the reader
• to link an unfamiliar or new idea with a common or familiar idea for the reader
• to help readers relate what they read with their everyday lives

Share some examples of analogies from literary and/or informational texts or from quotes (e.g., Analogy Quotes).

> Ex. "Withdrawal of U.S. troops will become like salted peanuts to the American public; the more U.S. troops come home, the more will be demanded."
>
> --Henry Kissinger, Memo to President Nixon, September 10, 1969

Ask students the following questions: What is the relationship that the author hopes to establish within this piece of text? How does this analogy accomplish this?

What is connotation? What is denotation? How do you distinguish among connotations of words with similar denotations?

1. Introduce the concept of connotative and denotative meaning. Explain to students that sometimes words or phrases have implied emotions or ideas that are associated with them. Provide a definition and some examples of connotative vs. denotative meanings of words (e.g., What is Connotation?; What is Denotation?). Explain to students that some words may have similar denotations but have different connotations. Share a video that provides examples of words with similar denotations but with different connotations (e.g., Connotation and Denotation Video). Some words with similar denotations may have positive or negative connotations. Have students work in pairs or small groups to use their

background knowledge and classroom resources to develop a list of words with similar denotations but different connotations. Lead a classroom discussion to brainstorm a classroom list that may be posted in the classroom.

2. Select a short literary text that has words with clear connotations. Explain that writers use specific words in order to convey certain connotations. Compile a list of the words. Lead the students through a reading of the text. Have students think about each of the words and its denotative meaning. Ask students to select one of the words from the list and write the sentence in which it is found. Ask students to write a written response to a prompt: "Write the sentence in which the word is found. What is the denotative meaning of the word? What is the connotative meaning of the word you selected? How does the connotation of this word change the meaning of the sentence? What does the connotative meaning suggest about, e.g., the character, the setting, the event?"

Key Academic Terms:

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

Additional Resources:

[Common Sense: Understanding Figurative Language](#)

[Read*Write*Think: Figurative Language](#)

[Read*Write*Think: Figurative Language 2](#)

[Connotation Examples](#)

[Analogies Practice](#)

[Figurative Language Activities](#)

[Analogies Presentation](#)

[Analogies Worksheets](#)

[Exercises for Connotative Word Usage](#)

[Denotation/Connotation Exercise](#)

[Connotation vs. Denotation Practice](#)

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