ACAP
Alabama Comprehensive Assessment Program
SUMMATIVE

Grade 8
English Language Arts

Alabama Educator Instructional Supports

Alabama Course of Study Standards

DATA RECOGNITION CORPORATION

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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 at www.alsde.edu. 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.

Your Feedback

ALSDE and DRC value your feedback. The last two pages of this document contain a survey about your experience using the Alabama Educator Instructional Supports. Once you have had a chance to use and become familiar with these Instructional Supports, please take the time to fill out the survey. The Instructional Supports, as well as your responses to the survey, will be discussed during an educator review meeting in summer 2021.

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 be printed.

Reading

Reading Standards for Literature
Key Ideas and Details
RL.8.1 Cite the textual evidence that most strongly supports an 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.
- Select and cite textual evidence that will most strongly support an analysis about what a text says explicitly.
- Select and cite textual evidence that will most strongly support an analysis about the inferences drawn from a text.

Guiding Questions and Instructional Activities:

How do you select and use the textual evidence that most strongly supports what a text says explicitly? How do you select and use the textual evidence that most strongly supports the inferences you draw?

1. Review the concept of explicitly stated ideas. Provide students with a short fictional text (two or three paragraphs) in which a main idea is explicitly stated along with several sentences that support that idea. Highlight the key idea that is explicitly stated in the text (e.g., “Kim was surprised to find out that the deadline for applying to be a summer camp counselor had been extended”). Discuss with students how details in the text support the stated idea (e.g., “Kim raced to the computer to fill out the summer camp counselor application. Kim clicked the ‘send’ button with little time to spare”). Introduce a short literary excerpt in which there are explicitly stated ideas. Have students identify a statement in the excerpt that is supported by several pieces of textual evidence. Engage in a whole class discussion with students about how the explicit statements and the textual evidence are connected and how the sentences support the explicit statement.
2. Review the concept of inference. Provide students with an example of a text in which an inference can be drawn from textual evidence:

   “When Dwayne noticed his neighbor’s newspaper on the lawn, he brought it up to the neighbor’s door. One day while raking leaves for his parents, Dwayne removed the leaves from his neighbor’s yard as well. Dwayne frequently asks his neighbor if the neighbor would

like Dwayne to walk his dog." From these sentences, I can make an inference about Dwayne. What inference can I make about him?

Create and display the anchor chart.

Anchor Chart: Inferences about Dwayne

Textual Evidence	Inference
1.	
2.	
3.	

Record the three sentences from the description of Dwayne in the "Textual Evidence" column. Elicit responses from students, and record them in the "Inference" column. Possible responses may include: responsible, generous, kind, 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.

How do you analyze a text? How do you determine which pieces of textual evidence most strongly support your analysis? How do you cite evidence to support an analysis?

1. Review the concept of *analysis* with the class. Discuss why it is important for students to analyze or make a detailed examination of what they read. Explain that when analyzing literature, students will make a statement or draw a conclusion about what they have read, and then they must support that statement or conclusion with textual evidence. Review with students how to highlight or record as many pieces of textual evidence as possible to support analysis. Share an anchor chart (e.g., Evidence-Based Terms Anchor Chart) to model with students appropriate ways to cite textual evidence when speaking or writing.
2. Select a short literary text (two or three paragraphs) and lead students through a guided reading experience. Present students with a statement or conclusion about the text. Lead a discussion with students about what textual evidence supports this statement and conclusion. Highlight textual evidence that supports the statement or conclusion and have students work in pairs to explain why the textual evidence supports the statement or conclusion. Have students complete the graphic organizer.

Anchor Chart: Inferences about a Text

Textual Evidence	Inference
1.	
2.	
3.	

3. Have students read a short literary text (e.g., novel excerpt, short story). Present students with a list of statements and/or conclusions about the text and have students select one to support. Have students practice selecting textual evidence to support the statement or conclusion independently. When students are finished, they should share their responses with a partner or small group and explain why their textual evidence supports the analysis. Encourage students to use a sentence frame such as "*XYZ* supported the analysis because _____." Lead a classroom discussion in which students answer the question "Why does analyzing a text by drawing a conclusion and supporting it with textual evidence help me as a reader?"

Key Academic Terms:

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

Additional Resources:

Great Books Foundation: Six strategies to help students cite and explain evidence

Great Books Foundation: Prove It with Text Evidence Anchor Chart

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

Reading Standards for Literature
Key Ideas and Details
RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Instructional Outcomes:

- Engage in close reading to comprehend complex literary texts.
- Determine the theme and central idea.
- Determine how to identify details and examples that develop the theme and/or central idea over the course of a text.
- Describe and analyze the relationship between the theme and/or central idea and the characters, setting, and plot.
- 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. Review the meaning of *theme*. Present theme as words that describe the underlying idea, moral, message, or lesson of a text. Lead a discussion about the themes from popular culture (e.g., popular fiction, current movies, television shows). Have students brainstorm common themes and create a list to be posted in the classroom.
2. Select a short literary text that will support students to determine a common theme (e.g., forgiveness, hope, teamwork). Lead a guided reading experience of the short literary text. Lead a discussion where students identify details that provide clues to determining the theme. Collect and organize the theme and textual evidence to post in the classroom. Remind students that a text may have more than one theme.
3. Introduce the concept of a *central idea*. Present central idea as a sentence that describes what the text is mostly about. Select a short literary text that will support students to determine a central idea. Lead a guided reading experience of the short literary text. Have students work in pairs or small groups to determine the central idea. Lead a discussion about the central idea of the text.

4. Have students revisit the same short story used to practice determining the central idea. Have students work in small groups or pairs to determine the themes of the text. Lead a discussion to share the themes, and have students share using sentence frames such as "A theme of the text is _____. Some evidence for this theme includes _____." Create an anchor chart that compares the central idea of the text to the theme(s). Help students conclude that a theme is an idea, moral, message, or lesson of the story expressed in a few words and a central idea is a sentence that summarizes what a story is mostly about.

How do you analyze how a theme and/or central idea is developed over the course of a text? How do you analyze the relationship between the theme and/or central idea and the characters, setting, and plot?

1. Help students select a longer literary text (e.g., novel, longer short story). As students read sections of the text, have them use graphic organizers (e.g., Searching for a Theme, What's the Big Idea?) to help determine the theme and central idea of the text. Using an excerpt from a novel or short story, highlight the text with different color highlighters or make notes in the margins to show how the theme is developed over the course of the text (e.g., through actions and events of the plot; through inner thoughts of the characters; through dialogue between characters; through character traits, character feelings, or motivations; through character actions; through description; through the ways in which characters change or respond to situations; through insights the character has; through the characteristics of the setting; through symbolism; through figurative language; through tone; and through the resolution). With students, complete the graphic organizer.

Graphic Organizer: Analyze Theme

Theme/Central Idea	How the Theme/Central Idea Is Developed in Text	Evidence from Text

2. Return to the text selection and discuss the relationship between theme and characters, setting, and plot. With students, use the graphic organizer to identify key elements and examine their relationship.

Graphic Organizer: Theme and Key Elements

Theme/Central Idea	Relationship between Theme and Characters, Setting, and Plot	Evidence from Text

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

1. Review the term *summary*. Remind students that a summary is a statement that gives some general details about and conveys the central idea of a text. A summary should be shorter than the original text and should convey events in a person's own words, not direct quotes from a text. Show students a graphic organizer that will help them with summarizing (e.g., Story Map Graphic Organizer). Have students watch a video clip of a television show. Then, explain to students that they will watch the video again with these elements in mind: characters, setting, conflict/problem, major 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 main events from the plot that are the most important, omitting minor details. Identify events or details that are minor and have students determine if they are major or minor.
2. 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 or replay the video clip. Then, display a sentence starter:

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

   OR

   I feel/think/believe that (character name) is (trait) because the character (action).

   If necessary, reread the text or replay the video. Explain that an objective summary does not include the reader's emotional reactions, opinions, or beliefs about the characters or actions.
3. Share with students a short text (e.g., folktale, short drama, short story). Discuss with students their reactions to a major or minor character's actions or responses in the text. Reinforce that an objective summary does not include these personal thoughts, opinions, judgments, or beliefs. Have students work in pairs and complete a story map (e.g., Story Map Graphic Organizer). After a class discussion of the elements of the summary, show students a skeletal outline for a summary paragraph like the one shown.

   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:

How and Why to Annotate a Book

Theme Definition

Literary Terms: Theme

Read*Write*Think: The Literary Element of Theme Handout

Writing Thematic Statements

Tips and Resources for Teaching Theme

Writing Thematic Statements

5 Mini-Lessons on Theme

Describe a theme and explain how the author develops this theme throughout the text

Reading Standards for Literature
Key Ideas and Details
RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Instructional Outcomes:

- Engage in close reading of complex stories and dramas.
- Analyze the ways that a text uses dialogue or incidents to propel the action in a story or drama.
- Identify places where a text uses dialogue or incidents to propel the action in a story or drama.
- Analyze the ways that a text uses dialogue or incidents to reveal aspects of a character in a story or drama.
- Identify the places where a text uses dialogue or incidents to reveal aspects of a character in a story or drama.
- Introduce the ways that a text uses dialogue or incidents to provoke a decision in a story or drama.
- Identify the places where a text uses dialogue or incidents to provoke a decision in a story or drama.

Guiding Questions and Instructional Activities:

How do particular lines of dialogue or incidents in a story or drama propel the action?

1. Review what it means to analyze a story. Remind students that the events or incidents of a story, as well as dialogue between and among characters, impact how the story events unfold. Give students a short piece of literature in which there is dialogue and two or more incidents that affect the action of the story. Create a cause and effect chart (e.g., Cause and Effect Chart) that can be presented to the students. List events or dialogue on the "cause" side and discuss with class the impact of the incidents or dialogue. Discuss how they propel the action.

Give students a different piece of literature for them to read alone, with a partner, or with a small group. Ask them to work to identify ways in which the dialogue and/or story incidents propel the action of the story. Have students complete the graphic organizer and discuss as a class.

Graphic Organizer: How Dialogue or Incidents Propel Action

Dialogue or Incident	How Dialogue or Incident Propels Action

How do particular lines of dialogue or incidents in a story or drama reveal aspects of a character?

1. Review what it means to analyze a story. Remind students that the events or incidents of a story, as well as description and dialogue between and among characters, reveal aspects of characters in the story. Use the anchor chart to explain that an author uses direct characterization and indirect characterization to develop different aspects of a character.

Anchor Chart: Character Development

Type of Character Development	Definition	Example
Direct Characterization	Straightforward statements made about a character	Jenny was disciplined.
Indirect Characterization	Descriptions of a character using words, thoughts, or actions	Jenny practiced playing her flute for an hour every day. "What are you doing, Jenny?" texted Mom. "I am practicing my flute solo," Jenny responded.

Give students a short piece of literature in which there is dialogue and/or two or more incidents that reveal character traits. With students, discuss how the author develops one or more characters. Create and complete a graphic organizer that shows the impact of the incidents or dialogue on character development.

Graphic Organizer: Character Development

Incident or Dialogue	Impact of Incident or Dialogue on Character Development
Example: "What are you doing, Jenny?" texted Mom. "I am practicing my flute solo," Jenny responded.	It shows that Jenny is disciplined.

2. Give students a piece of literature to read alone, with a partner, or with a small group. Ask them to work to identify ways in which the dialogue and/or story incidents reveal character traits. Have them complete the "Character Development" graphic organizer.

How do particular lines of dialogue or incidents in a story or drama provoke a decision?

1. Review what it means to analyze a story. Remind students that the events or incidents of a story as well as dialogue between and among characters often provoke the decisions of characters. Give students a short piece of literature in which there is dialogue and/or two or more incidents that provoke decisions. Create a graphic organizer that shows how the incidents or dialogue provoke the decisions of the characters.

Graphic Organizer: Provoking a Decision

Dialogue or Incident that Provokes a Character's Decision	Decision that Character Makes

2. Give students a piece of literature for them to read alone, with a partner, or with a small group. Ask them to work to identify ways in which the dialogue and/or story incidents provoke character decisions.

Key Academic Terms:

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

Additional Resources:

Plot Diagram Graphic Organizer

Short Story Elements Video

Read*Write*Think Interactive Plot Diagram

Freytag's Pyramid

Read*Write*Think: Plot Structure Lesson Plan

Reading Skills: Story Elements

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*

Cause and Effect Graphic Organizer

Reading Standards for Literature
Craft and Structure
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Instructional Outcomes:

- Engage in close reading to comprehend complex literary texts.
- Identify unknown words and phrases in a text that have figurative or connotative meanings.
- Use context and reference to determine literal and figurative or connotative meaning.
- Analyze how specific word choices impact tone in a text.
- Identify analogies and explain how analogies can impact the meaning and tone of a text.
- Analyze the impact of analogies on the meaning and tone of a text.
- Identify allusions and explain how allusions to other texts can impact the meaning and tone of a text.
- Analyze the impact of allusions to other texts on the meaning and tone of a text.

Guiding Questions and Instructional Activities:

What is figurative meaning? What is 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). Explain to students that literal language will mean exactly what it says, while figurative language will describe and create an image to help the reader picture what is being said. Students will be familiar with metaphors and similes but will need to be introduced to other forms of figurative language including hyperbole, idiom, irony, onomatopoeia, personification, and puns. Provide definitions of other types of figurative language (e.g., Some Types of Figurative Language).

2. Select several short literary texts that contain many examples of with figurative language. Divide students into small groups or pairs 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 and label each with the type of figurative language it is. Create an anchor chart (e.g., Figurative Language Anchor Chart) that provides a definition of each type of figurative language and has a column for the example. Have students affix their examples onto the column. Read through each example during a whole class discussion, and gain consensus around the classification of each example. Select one to record on the anchor chart.
3. Review the concept of connotative meaning. Explain to students that sometimes words or phrases have implied feelings or ideas that are associated with them. Provide a definition and some examples of connotative meanings of words (e.g., What is Connotation?). Explain to students that some connotations may be positive, negative, or neutral (e.g., aroma = positive; stench = negative; smell = neutral). Share examples of words with positive, negative, and neutral connotations. Have students work in small groups or pairs to use their background knowledge and classroom resources to develop a list of words with positive connotations, negative connotations, and neutral connotations. Use the anchor chart to lead a classroom discussion to brainstorm a classroom list.

Anchor Chart: Positive, Negative, and Neutral Connotations

Connotation	Word	In Context	Connotative Meaning	Emotion Elicited by Word (Tone)
Positive	aroma	The aroma of chocolate chip cookies filled the air of my aunt's house.	a pleasant smell	happiness, nostalgia
Negative	stench	Due to red tide, the beach was filled with the stench of dead fish.	a strong and unpleasant smell	disgust, revulsion
Neutral	Smell	Tom opened the door and noticed the smell of fresh air.	a scent	none: neutral connotation

4. Select a short literary text that has words with positive, negative, and neutral connotations. Compile a list of the words on the board. Lead the students through a guided reading lesson. Have students think about each of the words listed and its literal meaning. Have

students decide if each word has a positive, negative, or neutral connotation by writing a plus (+), minus (-), or neutral (0) symbol by each word. 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 such as "Write the sentence in which the word is found. What is the literal meaning of the sentence? What is the connotative meaning of the word you selected? How does the connotation of this word change the meaning of the sentence?"

5. Have students read a longer literary text (e.g., a novel, longer short story). As students read a section, have them record examples of figurative and connotative language. Have students explain how the figurative and connotative language differs from the literal meaning by responding to a prompt: "What is the literal meaning of this example? What is the figurative or connotative meaning of this example? How does the figurative or connotative meaning change your understanding as a reader?"

What is tone? How does specific word choice impact meaning and tone?

1. Review the concept of tone. Explain to students that tone is the author's attitude toward the subject or audience of the text. Provide examples of texts with different tones (e.g., Loaded Language Examples; Tone) and explain that there are many different tones in text, including formal, informal, humorous, serious, fearful, optimistic, or angry. Explain to students that the words an author chooses and their literal, figurative, and connotative meanings can all affect the tone of a text. Select a short literary text with a clearly identifiable tone. Lead a guided reading experience where you model examples of word choice that may provide clues to the tone. Ask students "Are the words we have highlighted mainly positive, negative, or neutral?" Show students an anchor chart with examples of common literary tones. As a class, determine which word best describes the tone of the text. Have students share their ideas using a sentence frame such as "I think the tone of the text is *XYZ* because _____."
2. Select a longer literary text (e.g., novel, longer short story). As students read each selection, have them underline textual clues that will help them determine the tone. Provide students with the graphic organizer to record information.

Graphic Organizer: Determine Tone

Textual Clue	Literal Meaning	Connotative or Figurative Meaning	What Does This Clue Imply about the Tone?

Have students use these clues to respond to a written prompt such as "What is the tone of this selection? How does the author's choice of words help you understand the tone?"

What is an analogy? How do you analyze the impact of analogies on the meaning and tone of a text?

3. Explain to students that an analogy in literature is a comparison between two different (usually dissimilar) items to give a reader an image. Tell students that writers often include analogies to explain complex concepts through items or objects that are simpler and familiar. Remind students that tone is the author's attitude toward the subject or the audience of a text. Help students to understand and identify analogies with the graphic organizer. Show students the sample analogies and create additional analogies to add to the graphic organizer.

Graphic Organizer: Analogies—Meaning and Tone

What two things are compared?	What is the meaning of the analogy?	What tone is created through the analogy?
life and a running race	Situations in life can be long and challenging and must be approached with patience and perseverance.	A tone of persistence is created.
a task and searching for a needle in a haystack	Some challenges are incredibly difficult.	A tone of futility is created.

Give students a short text that includes an analogy. Examples can include classic literature, contemporary literature, or even song lyrics. Guide students through analyzing the text to determine what items are being compared, what the meaning is behind the analogy, and what tone is created.

What is an allusion? How do you analyze the impact of allusions to other texts on the meaning and tone of a text?

1. Explain to students what an allusion is in literature. Explain that an allusion is a brief, indirect reference to another object outside of the story. An allusion can reference a person, event, or another work of literature. Tell students that writers often include allusions to create an understanding of something complex. Remind students that tone is the author's attitude toward the subject or the audience of a text. Help students to create a graphic organizer and additional allusions.

Graphic Organizer: Allusion and Tone

Allusion	What is the meaning of the allusion?	What tone is created through the allusion?
Pandora's Box	Pandora's box is a container described in Greek mythology. In the myth, when Pandora opened the container given to her by Zeus, all the troubles of the world were released. In literature, Pandora's box can mean any source of great and unexpected trouble.	This allusion creates an apprehensive, desperate tone.
Achilles' Heel	In Greek mythology, Achilles possessed supernatural strength and power, apart from his heel. It was the only part of his being that was vulnerable to defeat.	This allusion develops a tone of vulnerability and weakness.

2. Give students a short text that includes an allusion. Guide students through analyzing the text to determine what the allusion means and what tone the allusion creates.

Key Academic Terms:

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

Additional Resources:

Literal vs. Figurative Language

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

Figurative Language Handout

Literary Devices: Figurative Language

Read*Write*Think: Eye on Idioms

Read*Write*Think: Unveiling Idioms: A Game of Concentration

Pedestrian Short Story

Connotative Words: Examples and Exercises

Connotation and Denotation

Tone and Mood Word Lists

How to Teach Analogies

How to Teach Allusion in Middle School

How to Teach Mythological Allusions

Headlines That Sing: Teaching Students to Use Their Allusions

Allusions: Definition, Explanation, and Examples Presentation

Reading Standards for Literature
Craft and Structure
RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Instructional Outcomes:

- Engage in close reading of two or more texts.
- Identify the characteristics of different text structures.
- Compare and contrast the structure of two or more texts.
- Explain how to identify and analyze a text's style.
- Analyze the impact of differing structures on each text's meaning and style.

Guiding Questions and Instructional Activities:

How do you determine the structure of a text? What is the style of a text? How does structure contribute to the meaning and style of a text?

1. Review the concept of structure with students. When teaching a story, focus your lesson on individual paragraphs and chapters. When teaching a drama, focus your lesson on acts, stage directions, and scenes. When teaching poetry, focus your lesson on lines and stanzas. If necessary, use a section of the assigned selection, and help students delineate where each component for the appropriate genre is within the text.
2. Teaching structure in stories and dramas: Select a short literary text (e.g., short story or drama) that has a plot structure that clearly has a problem and a solution within its plot. Lead a guided reading experience with students that allows them to map out the plot of the story using a graphic organizer (e.g., Read*Write*Think: Plot Diagram). Have students note where on the plot diagram the problem is presented. Model for students how individual sentences or scenes from the short literary text are connected to the problem. Have students note where the solution to the problem is presented, and have them discuss which sentences or scenes from the text connect to the problem's solution. Lead a discussion about the structures in literary texts, and explain that problems and solutions are some of the common literary plot structures. Make sure that students understand that literary texts may be episodic, parallel, or have flashbacks. Share examples of plot diagrams for different types of plot structures (e.g., The Elements of Literature: Plot). As students read different

and longer texts, they should consider which plot structure they are reading and use different plot diagrams to discern the plot structure.

3. Teaching structure in poems: Select several different types of poems with different forms and structures (e.g., haiku, sonnet, lyric, quatrain). Review with students that the line length, stanzas, and language all provide structure to the poem. In small groups or pairs, assign students different poems with different forms. Have students use a graphic organize to analyze the structure of the poem.

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	

Show each poem and discuss the structure of the poem. Look for patterns within different types of poem forms. Have students discuss generally the effect of different structures on poems.

4. Discuss style with students. Remind them that style refers to a specific author's methods of using tone, word choice, sentence structure, and voice in the text. Give students a short story, and discuss how the elements of the story affect and impact the style. Give the students a short drama, and discuss how the aspects of the drama impact the author's style. Give the students a short poem, and discuss how the lines and stanzas affect meaning and style.

How do you compare and contrast the structure of two or more texts? How do you analyze how the differing structures of texts contribute to their meaning and style of each text?

1. Provide the students with an example of a short story, a drama, and a poem. Identify the structure of each of the types of literature and then create a compare and contrast anchor chart to analyze only their similarities and differences in the first two columns.

Anchor Chart: Compare and Contrast Texts' Structures and Meaning and Style

What is the genre?	How is the structure of this form similar to the structure of the other two forms?	How is the structure different?	How does the structure contribute to meaning and style?
Story	It contains a conflict and a resolution.	It contains paragraphs.	
Drama	It uses symbolism to develop meaning.	It uses stage directions to convey action.	
Poem	It tells a story; it creates imagery; it develops a theme.	It is told in verse. It may rhyme.	

Then discuss how the structure of literature can contribute to meaning and style. Have students complete the final column.

Anchor Chart: Compare and Contrast Texts' Structures and Meaning and Style

What is the genre?	How is the structure of this form similar to the structure of the other two forms?	How is the structure different?	How does the structure contribute to meaning and style?
Story	It contains a conflict and a resolution.	It contains paragraphs.	It contains extensive description to develop events.
Drama	It uses symbolism to develop meaning.	It uses stage directions to convey action.	It conveys a theme through action.
Poem	It tells a story; it creates imagery; it develops a theme.	It is told in verse. It may rhyme.	It develops a theme by using a lyrical quality.

2. Provide pairs or groups of students with a piece of prose fiction and poetry that are related thematically or topically. Provide students with a handout (e.g., What is Poetry? Contrasting Prose and Poetry) and have students analyze how the two pieces are similar and different. Have students present their findings to the class.
3. Discuss with students how to create a script for a drama. Provide tips on adapting prose into drama (e.g., Tips on Scripting). Provide each pair or group of students with a different one-page story/folktale/fable and have students convert each into a drama. Lead a discussion where each pair or group shares the converted drama.
4. Provide a chapter from a novel the class has read to each group or pair of students. Model how to convert prose into the dramatic form. Have students then convert the prose from the chapter into a script for a drama. Make sure students include stage directions as well as dialogue. Ask students to analyze how the two forms are different.

Key Academic Terms:

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

Additional Resources:

Literary Genres and Subgenres Video

What Is Structure in a Poem?

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

Read*Write*Think: Defining Style

Elements of Literary Style

Read*Write*Think: What is Poetry?

Read*Write*Think: Poetry and Prose

Elements of Drama

Read*Write*Think: Drama Map

Read*Write*Think: Drama Map Example Teacher Resource

Reading Standards for Literature
Craft and Structure
RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Instructional Outcomes:

- Engage in close reading to comprehend complex literary texts.
- Identify the points of view of characters using characteristics of point of view.
- Identify the characteristics of dramatic irony and explain how it helps to create the point of view of the audience or reader.
- Explain how dramatic irony can create effects such as suspense or humor.
- Contrast the points of view of characters and the audience or reader.

Guiding Questions and Instructional Activities:

How do you determine the points of view of the characters in a text?

1. Review the concept of *point of view*. Remind students that by determining the point of view, they will understand who is telling the story. Review the difference between a narrator in a story and a speaker in a poem. Lead a discussion about the different points of view based on students' background knowledge. Explain to students that literature is usually told in one of the following points of view: first person, third person omniscient, third person limited, or third person objective. Share a flow chart that students can use to determine a narrator's point of view (e.g., Narrator's Point of View Flow Chart). Share one-paragraph excerpts of literary text and model to students how to use the flow chart to determine the point of view of the narrator.
2. Select excerpts from several short literary texts (e.g., short story) that represent each of the types of point of view. Have students work individually, in small groups, or in pairs to look for clues about the point of view of the narrator of each of the texts. Have students use the anchor chart to record at least three pieces of textual evidence that support their conclusions about point of view for each text.

Anchor Chart: Points of View

Title of Selection	Narrator	POV Evidence #1	POV Evidence #2	POV Evidence #3	POV Conclusion

Once students have completed the chart, have them present their findings to the class and debate their conclusions. Students should answer using a sentence frame such as "I think the point of view of is _____. Some textual evidence that supports this is "_____." Students may need some assistance in discerning between the different forms of third-person point of view.

What is dramatic irony? What is suspense? What is humor?

1. Explain to students that dramatic irony occurs when the reader or audience knows something that the characters do not. The functions of dramatic irony include:
    - sustaining the reader's interest
    - allowing the reader to anticipate and even fear the moment when a character learns the truth

    Give students a short text such as "The Gift of the Magi" by O. Henry (The Gift of the Magi). Have students read this story in pairs and then discuss how the author develops dramatic irony through events in the story.
2. Define and explain suspense and humor in literature. Explain that the functions of suspense include:
    - eliciting sympathy and concern for characters
    - creating tension in the plot
    - sustaining the reader's interest

    Discuss how genres such as science fiction or mysteries use suspense (Grades 7–8 Mystery/Suspense). Select a short text to identify how suspense is used to build interest in the plot.

3. Explain that the functions of humor in literature include:
    - awakening interest in reader/audience
    - maintaining the reader's attention
    - helping to develop characters
    - making plots memorable
    - helping the reader connect to characters
    - helping the reader to imagine the situation
    - relieving the reader's tension

    Select a short humorous text (Popular Middle Grade Humor Books) and discuss with students how the author uses humor.

How does dramatic irony create effects such as suspense or humor? How do you analyze how differences in the points of view of the characters and the audience or reader create effects such as suspense and humor?

1. Review with students that dramatic irony occurs when the audience knows more than the characters in the story know. Show a clip in which dramatic irony creates suspense and/or humor. Discuss how the use of dramatic irony creates this suspense or humor.
2. Give students a piece of literature that contains dramatic irony. Discuss how the varying points of view between characters and the audience results in different outcomes. Complete the graphic organizer.

Graphic Organizer: Dramatic Irony and Points of View

Situation in the story	What the characters know	What the audience knows	Result

Key Academic Terms:

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

Additional Resources:

Read*Write*Think: The Big Bad Wolf: Analyzing Point of View in Texts

Point of View Lesson Ideas

Point of View: Who Is Telling the Story?

5 Easy Activities for Teaching Point of View

Read*Write*Think: Understanding Irony Lesson Plan

Dramatic Irony Examples

Read*Write*Think: Understanding Irony

Read*Write*Think: Everyone Loves a Mystery: A Genre Study

Reading Standards for Literature
Integration of Knowledge and Ideas
RL.8.8 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Instructional Outcomes:

- Identify modern works of fiction that draw on themes, patterns of events, or character types from myths, traditional stories, or religious works.
- Engage in close reading of modern works of fiction that draw on themes, patterns of events, or character types from myths, traditional stories, or religious works.
- Identify and describe the themes, patterns of events, or character types that are typically found in myths, traditional stories, or religious works.
- Identify and analyze in modern works of fiction the themes, patterns of events, or character types from myths, traditional stories, or religious works.
- Contrast and describe the differences in the way modern works of fiction present themes, patterns of events, or character types to the original myths, traditional stories, or religious works from which they came.

Guiding Questions and Instructional Activities:

What themes are typically found in myths, traditional stories, or religious works?

1. Explain to students that myths, traditional stories, and religious works typically are narratives and historical accounts of events that have significant cultural history for specific groups of people. These types of works include fables, folktales, fairy tales, epics, legends, and proverbs. Review examples of each of these types of literature in the classroom.

2. Review with students that a theme is the underlying idea, moral, message, or lesson of a text. Present to the students a list of themes that are typically found in myths, traditional stories, and religious works. These themes include:

    - heroism
    - redemption
    - generosity
    - faith
    - love
    - sacrifice
    - courage
    - determination

    Have students in pairs or small groups brainstorm and make a list of story titles for each theme listed. Lead a class discussion and record on a chart the various stories each group came up with for each theme. Use a chart like this one.

Graphic Organizer: Themes in Stories

Theme	Story Title
heroism	
redemption	
generosity	
faith	
love	
sacrifice	
courage	
determination	

What patterns of events and character types are typically found in myths, traditional stories, or religious works? How do you analyze how a modern work of fiction draws on and renders in a new way themes, patterns of events, or character types from myths, traditional stories, or religious works?

1. Present students with examples of a traditional story (e.g., *The Three Little Pigs*), a myth (*Icarus and Daedalus*), and a fairy tale (*Cinderella*). Use the anchor chart to list the stories and record details about patterns of events and character types. Discuss the similarities among and between stories. For example, in *The Three Little Pigs* and in *Cinderella*, characters are oppressed by other characters. In *Cinderella* and in *Icarus and Daedalus*, characters seek to escape a negative situation. In all three stories, characters hope that good will triumph over evil. In all three stories, characters need to overcome oppression.

Anchor Chart: Compare Similarities

Story	Pattern of Events	Character Types	Themes
The Three Little Pigs			
Icarus and Daedalus			
Cinderella			

2. Locate short stories or excerpts of novels that are a modern retelling of one of the stories the class has discussed. (100 Must-Read Retellings of Myths, Folklore, and Classics). Discuss in detail how the new story tells the old story in a modern way, yet draws upon the themes, patterns of events, and character types of the classic telling.
3. Explain that some character types seen in traditional stories, called archetypes, may be used in modern works of fiction. Show examples and descriptions of traditional characters that are used in modern works (e.g., 12 Character Archetypes).
    - the hero
    - the magician
    - the outlaw
    - the explorer
    - the sage
    - the innocent
    - the creator
    - the ruler

- the caregiver
- the everyman
- the jester
- the mentor

Have students in pairs or small groups brainstorm and make a list of story titles for each character type listed. Lead a class discussion and record on a chart the various stories each group came up with for each theme. Use a chart like this one.

Graphic Organizer: Character Types in Stories

Character Type	Story Title
the hero	
the magician	
the outlaw	
the explorer	
the sage	
the innocent	
the creator	
the ruler	
the caregiver	
the everyman	
the jester	
the mentor	

4. Explain to students that one pattern of events that a modern work of fiction can draw on from traditional literature is the hero's journey. Share with students the pattern of events from the hero's journey (e.g., The Hero's Journey). Many modern works of fiction include some of these elements. Share a traditional story that has this pattern of events. Then, share a modern work that draws on this pattern of events (e.g., Read*Write*Think: Introducing

the Hero's Journey through Picture Books). Use and complete the graphic organizer to show students how to compare the modern work with the traditional story.

Graphic Organizer: Compare a Modern Text to a Traditional Story

Text	Title	Theme	Pattern of Events	Character Types
Modern				
Traditional				

Discuss with students how the modern work draws on the theme, pattern of events, and character types from the traditional story.

Key Academic Terms:

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

Additional Resources:

Mythology Themes

9 Modern Greek Mythology Retellings

Read*Write*Think: Hero's Journey

Introducing Archetypes

Examples of Each Stage of a Hero's Journey

Reading Standards for Informational Text
Key Ideas and Details
RI.8.10 Cite the textual evidence that most strongly supports an 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.
- Select and cite textual evidence that will most strongly support an analysis about what a text says explicitly.
- Select and cite textual evidence that will most strongly support an analysis about the inferences drawn from a text.

Guiding Questions and Instructional Activities:

How do you select and use the textual evidence that most strongly supports what a text says explicitly? How do you select and use the textual evidence that most strongly supports the inferences you draw?

1. Review the difference between things the text says explicitly and things the text says implicitly or "between the lines." Explain that sometimes students will be asked to think about what a literary text states very clearly. Provide students with examples of informational text that explicitly state ideas (e.g., "Nine-tenths of all solid waste in the United States does not get recycled"). Identify an informational text that will support three to five questions about what the text says explicitly. Have students practice answering those questions independently while citing textual evidence to support their answers.
2. Review the concept of *inference*. Remind students that sometimes the answer to a question or the support for analysis of a text will not be stated explicitly. Provide students with examples of informational text that implicitly suggest ideas (e.g., "The average person has the opportunity to recycle more than 25,000 cans in a lifetime"). Identify a reading text that will support one or two questions about what the text says implicitly.

3. Have students use a graphic organizer (e.g., Read*Write*Think: Citation Hunt) to organize information from the text. Have students practice using a sentence frame to organize their answers.
    - "Because the text states _____, I think _____."
    - "The text also states _____."
    - "This supports my conclusion because _____."
4. Have students read longer informational texts. Provide students with prompts that may require them to use explicit and implicit details when drawing conclusions. Have students practice using a combination of both types of details when responding to prompts in writing.

How do you analyze a text? How do you determine which pieces of textual evidence most strongly support your analysis? How do you cite evidence to support an analysis?

1. Remind students about the process of analysis. Have students look at the definition of the word *analysis*. Discuss why it is important for students to analyze or make a detailed examination of what they read. Explain that when analyzing reading, students will make statements or draw conclusions about what they have read and then support those statements or conclusions with textual evidence. Review the concept that textual evidence is the way an analysis is supported or proven.
2. Select a short scientific or historical text (two or three paragraphs) and lead students through a guided reading experience. Present students with a statement or conclusion about the text. Lead a discussion with students about what textual evidence supports this statement or conclusion. Highlight textual evidence that supports the statement or conclusion, and have students explain to a partner why the textual evidence supports the statement or conclusion.
3. Have students read a short informational text (e.g., science article, historical account). Present students with a list of statements and/or conclusions about the text and have students select one to support. Have students practice selecting textual evidence to support the statement or conclusion independently. When students are finished, they should share their responses with a partner or small group and explain why their textual evidence supports the analysis. Encourage students to use a sentence frame such as "The analysis is supported by _____ because _____." Lead a classroom discussion in which students answer the question "How does analyzing a text by drawing a conclusion and supporting it with textual evidence help me as a reader?"
4. Review the idea of citing textual evidence. Share the meaning of the term *cite* and ask students to think of times when they have been asked to cite. Lead a classroom discussion

around the question “Why is it important for me to cite textual evidence when I make a statement or draw a conclusion?”

5. Review with students how to highlight or record as many pieces of textual evidence as possible to support analysis. Share an anchor chart (e.g., Evidence Based Terms Anchor Chart) to model with students appropriate ways to cite textual evidence when writing.
6. During a guided reading experience, read a short informational text that is long enough to support analysis about central ideas and details. Provide a prompt to students that will require analysis such as “What do you know about *XYZ* from the text? What parts of the text support your thinking?” Have students work in pairs or small groups to fill in a graphic organizer (e.g., Reading Strategies for Informational Texts: Two-Column Notes). Have students use the anchor chart from activity 5 to cite textual evidence to support their conclusions. Lead a classroom discussion around student responses.

Key Academic Terms:

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

Additional Resources:

Reading Strategies for Informational Texts

Common Sense Education Lesson Plan: Citing Textual Evidence

Great Books Foundation: Six strategies to help students cite and explain evidence

Great Books Foundation: Prove It with Text Evidence Anchor Chart

Citing Evidence to Make Inferences

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

Reading Standards for Informational Text
Key Ideas and Details
RI.8.11 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Instructional Outcomes:

- Engage in close reading to comprehend complex informational texts.
- Determine the central idea.
- Identify supporting ideas that develop the central idea over the course of a text.
- Describe and analyze the relationship between the central idea and supporting ideas.
- 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 idea of a text? How do you analyze a central idea's development over the course of a text? How do you analyze the relationship between the central idea and supporting ideas?

1. Review the concept of a *central idea*. Present central idea as a sentence that describes what the text is mostly about. Select a short informational text that will support students determining a central idea. Lead a guided reading experience of the text. Point out to students that they should pay attention to common features of informational texts, including headings, subheadings, and bold and italicized words. These features may point students towards the central idea. Have students work in pairs or small groups to determine the central idea. Lead a discussion about the central idea of the text.
2. Select short informational texts (e.g., news article, science/social studies passage). Have students work in small groups, in pairs, or independently to read the informational text. Have students determine the central idea of the text. Lead a discussion to share the central ideas. While discussing the central idea, have students use sentence frames: "The central idea of the text is _____. Some evidence for this is _____." Create an anchor chart to records students' central idea statements. Help students conclude that a central idea is a sentence that summarizes what a text is mostly about.

3. Share a longer informational text (e.g., excerpt from nonfiction book, article, biography). Model how to use the graphic organizer to help determine the central idea of the text, the supporting ideas, and how the central idea emerges and is supported throughout the text.

Graphic Organizer: Central Idea

Central Idea of the Text:	
Supporting idea	
What is the text evidence?	
How is the supporting idea developed?	
How does the supporting idea relate to the central idea?	

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. Share a presentation about writing an objective summary (e.g., Writing an Objective Summary). Explain that a summary should make clear the events/information of an article, 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 be only four or five sentences in length. 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 guided reading experience 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 provide the important ideas to record in the chart; then have them help write a summary of the text.

3. Select a few different short, grade-appropriate informational texts, and distribute to pairs or small groups of students. Have each student 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, supporting ideas, development, objective summary, summarize, analyze

Additional Resources:

Determining the Central Idea of an Informative Text

Writing an Objective Summary

Scholastic: Summarizing Graphic Organizers

Summarising Maps and Organizers

Read*Write*Think: Get the GIST: A Summarizing Strategy for Any Content Area

Reading Standards for Informational Text
Key Ideas and Details
RI.8.12 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Instructional Outcomes:

- Engage in close reading of complex informational texts.
- Identify individuals, ideas, and events in a text.
- Identify the characteristics of comparisons, analogies, and categories and describe their function in informational texts.
- Identify and describe how a text uses comparisons, analogies, or categories to make connections and distinctions between individuals, ideas, or events.

Guiding Questions and Instructional Activities:

How do you analyze how a text makes connections among individuals, ideas, and/or events? How do texts use comparisons, analogies, or categories to make distinctions between individuals, ideas, or events?

1. Remind 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. Good readers are able to identify the key ideas, individuals, and events in a text. Explain to students that they will view a presentation that models how to analyze how a text makes connections among individuals, ideas, and events (e.g., Making Textual Connections Video). Stop after each section to discuss the key ideas, individuals, and events in the provided text. Discuss with students the modeled example that is provided, showing the connections 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. Distribute a copy of a different informational text that has clear connections between individuals, events, and ideas (e.g., cause and effect, problem and solution, sequential order) and project for students to see. Have students read the text in pairs and complete the flow chart graphic organizer that focuses on identifying the key individuals, events, and ideas. Have pairs switch texts with another group to discuss each other's graphic organizers that identify key individuals, events, and ideas.

3. Review the concepts of *comparisons, analogies*, and *categories*. Explain that comparisons are the measurement of similarity between or among things. Explain that analogies are specific comparisons of similarity, sometimes between or among things that are inherently different. Model the process of categorization by coming up with several general categories and asking students to list items that fit in the categories. Using a text that contains comparisons, analogies, or categories, read the first part of the text to students, pointing out relevant comparisons, analogies, or categories. Then, have students use the graphic organizer to analyze how comparisons, analogies, or categories help to make connections

Graphic Organizer: Comparison, Analogy, Category

Comparison, Analogy, or Category	Connection that Reader Can Draw from Comparison, Analogy, or Category

4. Select a short informational text that includes distinctions between individuals and events and/or ideas. Explain that text structures in informational texts can provide clues to reader of the ways that information is commonly related:
    - compare and contrast
    - cause and effect
    - problem and solution
    - sequential order
5. Explain to students that another way to find distinctions in informational texts is to look for transition words and phrases. Transition words connect ideas in a text by linking key ideas. Therefore, transition words can cue the reader to different kinds of distinctions between and among individuals, events, and ideas. Share different types of relationships that can be created with transition words (e.g., Transitions: Understanding Signal Words Handout). Distribute and project a grade-appropriate informational text that presents distinctions between individuals, events, and ideas by using appropriate transition words. Read the first couple of paragraphs to students, and model your thinking of how the use of transition words and phrases signals the reader to certain distinctions. 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 distinction 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 Connection

Transition Word/Phrase	Evidence from Text	Connection
In contrast	In contrast, renewable energy has led to a cleaner environment and a healthier community.	shows contrast between effects of renewable energy and nonrenewable energy

Key Academic Terms:

informational text, analyze, individual, idea, event, comparison, analogy, category, distinctions, connections

Additional Resources:

Flow Chart Graphic Organizer

Transition Words and Phrases

Transitional Words and Phrases 2

A Complete List of Transition Words

Reading Standards for Informational Text
Craft and Structure
RI.8.13 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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 word choice on meaning.
- Review the characteristics of tone.
- Analyze how specific word choices create and impact tone in a text.
- Explain how analogies can impact the meaning and tone of a text.
- Analyze the impact of analogies on the meaning and tone of a text.
- Explain how allusions to other texts can impact the meaning and tone of a text.
- Analyze how allusions to other texts can impact the meaning and tone of a text.

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 in pairs to think of one or more examples of figurative language and write each on an index card. Have pairs of students switch index cards and discuss how to interpret others' examples of figurative language. In a classroom discussion, have students confirm the meanings of the examples.

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 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 and write it on the board (e.g., music; astronomy). 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 the technical words. Complete the first entry of the graphic organizer. Then, for that subject area, assign each pair of students a different word associated with the designated subject area, and have those students determine the meaning of that word. As a class, come together to complete the graphic organizer together.

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 as they are used in a text? How do you determine the impact of 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 that contains words and phrases with connotative meanings. Project the text and also distribute a copy to students. Read the text aloud to students in chunks. Identify a word or phrase that has a connotative meaning in the first paragraph or first two paragraphs, and circle, underline, or highlight that text. Discuss with students how the words or phrases convey particular meanings (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:
    - to create a sense of drama
    - to create visual or other type of imagery
    - to clarify a concept
    - to reinforce an observation
    - 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 a copy to students. Find an example of figurative language in the 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?)**
Example: "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.

3. Explain to students that technical words are words that have specific meanings in informational text, such as mathematics, science, or social studies. Oftentimes technical words may be the words that are boldface or italicized in the text. Explain to students that context can be used to determine the technical meaning of words. Select a short informational text that contains words with technical meanings. Project the text and also distribute copies to students. Read the text aloud to students in chunks. Identify a word that has a technical meaning in the first paragraph or first two paragraphs, and circle, underline, or highlight that word. Discuss with students the meaning of the word (e.g., optics—the study of light; area—measurement of a surface or piece of land) and the words in the

sentence that help the reader to figure out the meaning. 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 Technical Meaning

Word/Phrase in Context	Technical Meaning

What is tone? How do you determine the impact of 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 or 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

Positive or Negative Connotation?	Word	Sentence	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. Share with students the anchor chart for tone.

Anchor Chart: Tones

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. Share some examples from a handout of how sentences can create a particular tone (e.g., Tone Examples); project and distribute copies of the handout to students. 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 to go through the remainder of the text and complete the graphic organizer

Graphic Organizer: Tone and Evidence/Context

Example of Word/Phrase	Tone	Evidence/Context

What is an analogy? How do you explain and analyze the impact of analogies on the meaning and tone of a text?

1. Explain to students that an analogy in an informational text is a comparison between two different (usually dissimilar) items to give a reader an image. Tell students that writers often include analogies to explain complex concepts through items or objects that are more

simple and familiar. Remind students that tone is the author's attitude toward the subject or the audience of a text. Help students to understand and identify analogies using the graphic organizer. Show students the sample analogies and create additional analogies to be analyzed.

Graphic Organizer: Understanding Analogies

Analogy	What two items are compared?	What is the meaning of the analogy?	What tone is created through the analogy?
Life is like a race.	life and running race	Situations in life can be long and challenging and must be approached with patience and perseverance.	A tone of encouragement is created.
The heart is like a pump.	heart and pump	The heart moves blood around the body through blood vessels like a pump moves water through pipes.	A tone of admiration is created for the power and efficiency of the heart.
The structure of an atom is like the solar system.	atom and solar system	The nucleus of the atom is the sun and the electrons are the planets that orbit the sun.	

2. Give students a short informational text that includes an analogy. Examples can include magazine or newspaper articles. Guide students through analyzing the text to determine what items are being compared, what the meaning is behind the analogy, and what tone is created. Have students use the graphic organizer.

What is an allusion? How do you analyze the impact of allusions to other texts on the meaning and tone of a text?

1. Explain to students what an allusion is in an informational text. Explain that an allusion is a brief, indirect reference to another object outside of the text. An allusion can reference a person, event, or another piece of writing. Show a presentation that provides a few examples of allusions (e.g., Allusions Video). Tell students that writers often include allusions to create an understanding of something complex. Remind students that tone is

the author's attitude toward the subject or the audience of a text. Help the students to create an anchor chart.

Anchor Chart: Analyzing Allusion

Allusion	Meaning of the Allusion	Allusion Used in Context	Tone that Is Created through the Allusion
Pandora's Box	Pandora's box is a container described in Greek mythology. In the myth, when Pandora opened the container given to her by Zeus, all the troubles of the world were released. In literature, Pandora's box can mean any source of great and unexpected trouble.	The mayor's decision to oppose the building of a bike lane will certainly open a Pandora's box.	An apprehensive, desperate tone is created through this allusion.

Fill in the blank spaces of the chart and add more allusions to be analyzed to the chart. Provide some additional allusions to students (e.g., Famous Allusions), and add them to the chart. Provide the meaning of the allusion, and then provide a sentence using that allusion as context. Have students analyze the tone that is created through the use of that allusion.

2. Give students a short text that includes one or more allusions. Guide students through analyzing the text to determine what the allusion means and what tone is created through the allusion. Have students use the same graphic organize as to analyze the meaning of the allusion as well as how the use of that allusion affects the tone.

Key Academic Terms:

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

Additional Resources:

Figurative Language Rap Video

Common Sense Figurative Language Lesson

Read*Write*Think: Figurative Language

Read*Write*Think: Figurative Language 2

Connotation Examples

Convey Tone with Word Connotations

Content Area Vocabulary Learning

Analogies

Practice: Analogies

How to Teach Analogies

How to Teach Allusion in Middle School

How to Teach Mythological Allusions

Headlines That Sing: Teaching Students to Use Their Allusions

Allusions: Definition, Explanation, and Examples Presentation

A Huge List of Famous Allusions

155 Words to Describe an Author's Tone

Tone and Mood Word Lists

Reading Standards for Informational Text
Craft and Structure
RI.8.14 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Instructional Outcomes:

- Engage in close reading of complex informational texts to determine a key concept.
- Analyze the structure of a specific paragraph in a text.
- Explain the role of sentences in developing and refining a key concept.
- Analyze and describe how the role of particular sentences develop and refine a key concept.

Guiding Questions and Instructional Activities:

What is structure? How do you analyze in detail the structure of a specific paragraph in a text?

1. Review with students the common text structures found in informational texts: description/list, cause and effect, problem/solution, comparison/contrast, and order/sequence. Select short informational texts that represent each of the common text structures. Show students an anchor chart that presents information about each of the text structures (e.g., Nonfiction Text Structures Anchor Chart). Present students with a list of signal words for each type of text structure. Divide students into small groups or pairs and assign them one of the texts. Have students read the text and look for signal words and other textual clues that will help them determine the text structure. Have students record their evidence and share it in a classroom discussion. Have students draw conclusions about each of the common text structures. (Note: This lesson can also be broken out into separate lessons for each type of text structure, depending on the needs of your students).
2. Select a short informational text with one of the common text structures. Have students read the text and use signal words and other textual clues to determine the text structure. Highlight particular sentences and/or paragraphs that contribute to their understanding of the structure. Discuss any common patterns that the text follows based on its structure. Provide students with a graphic organizer (e.g., Read*Write*Think Graphic Organizers; Compare and Contrast Graphic Organizer; Sequence Graphic Organizer; Cause and Effect Graphic Organizer) that matches the text structure of the text. Show students common text

structure signal words (e.g., Text Structure Signal Words). Have students work individually, in small groups or in pairs to determine how the author develops ideas within the text. Have students note specific sentences, paragraphs, and/or sections of the text that contribute to this development of ideas. Lead a discussion about the way the author develops ideas using the text structure based on the information students have recorded in the graphic organizer. Have students use sentence frames:

- The structure of the text is _____.
- I know this because _____.
- The author uses the structure to develop ideas by _____.
- Some evidence for this includes _____.

What is a key concept? How are key concepts developed and refined in texts? How do you analyze the role of particular sentences in developing and refining a key concept?

1. Review with students that a *key concept* in informational text is a central idea or a key idea that is developed in the text. Explain that sentences following the topic sentence help to develop and refine (introduce subtleties or distinctions) that key concept. Share a short informational text with students. Have students work in small groups or pairs to determine a key concept of the text. Lead a class discussion and record the key concepts found by the students.
2. Select a longer informational text that has sections or chapters (e.g., nonfiction book). As students read the book, have them think about the structure of the text in each selection, whether it is in a section or a chapter. As students read, have them determine the text structure and select an appropriate graphic organizer for that structure. Students will record the author's development of ideas throughout that selection using the graphic organizer. Have students respond to these prompts: "What is the structure of the text selection? How does the author use this structure to develop ideas? What are the key concepts in the text? Which sentences in particular help to develop and refine the key concepts?"

Key Academic Terms:

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

Additional Resources:

Text Structure: Features and Organization

AdLit: Text Structures

Teach Readers to Discern Text Structure

The 5 Types of Text Structure Video

Using Text Structure

Reading Standards for Informational Text
Craft and Structure
RI.8.15 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Instructional Outcomes:

- Engage in close reading to comprehend complex informational texts.
- Identify an author's point of view in a text using clues from the text.
- Identify an author's purpose in a text using clues from the text.
- Identify and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- Analyze why an author chooses to acknowledge and respond to conflicting evidence or viewpoints.

Guiding Questions and Instructional Activities:

How do you determine the author's point of view in a text?

1. Review the concept of *point of view* with students. Students learn about point of view in informational texts beginning in third grade but will need a review. Remind students that by determining the point of view, they will understand who is speaking in an informational text. Explain that an author's point of view refers to the perspective or viewpoint from which the author writes. The viewpoint can be:
    - objective: the author includes only facts with no personal opinions
    - subjective: the author includes facts with personal opinions

    Share a video with students about author's point of view (Author's Point of View). Stop at various points in the video to discuss the most pertinent points, including how point of view is developed by the connotative meaning of verbs and adjectives and the use of opinion phrases. Create an anchor chart that features the elements to analyze in order to determine an author's point of view in an informational text.

Anchor Chart: Elements of Point of View

Text	Connotation of Verbs	Connotation of Adjectives	Opinion Phrases	Point of View
Example: My impression is that the council is uninformed and is dragging its heels to settle the debate.	dragging its heels	uninformed	My impression	critical of the lack of action

Share one-paragraph excerpts of an informational text, and model for students how to analyze the elements from the chart to determine the point of view of the author. Add examples from the text to the chart.

2. Select excerpts from several short informational texts (e.g., short article, memoir) that represent the objective and subjective points of view. Have students work in small groups, in pairs, or individually to identify clues about the point of view of the speaker in each text. Have students record at least three pieces of textual evidence that support their conclusions about point of view for each text. Have students record their ideas in a graphic organizer.

Graphic Organizer: Point of View and Textual Evidence

Title of Selection	
Speaker	
POV Evidence #1	
POV Evidence #2	
POV Evidence #3	
POV Conclusion	
Objective or Subjective?	

Once students have completed the graphic organizer, have them present their findings to the class and debate their conclusions. Students should answer using a sentence frame such as the one shown.

- I think the point of view of (topic) is (author's attitude).
- Some textual evidence that supports this point of view includes _____.

How do you determine the author's purpose in a text?

1. Review the concept of author's purpose with a discussion prompt: "Think about a newspaper article. What is the purpose of that article?" Lead a discussion with students and help them draw the conclusion that a newspaper article is written with the purpose to inform the reader. Continue the discussion with the question "Are there different types of nonfiction writing that have different purposes? What kinds of writing have those purposes?" Have students think about different types of writing. At the end of the discussion, share the anchor chart.

Anchor Chart: Purpose of Text

PURPOSE: the reason the author is writing the text	
P: to persuade the reader	editorials, opinion pieces, book review
I: to inform the reader	science journal article, historical essay
E: to entertain the reader	travel essay, mystery article

2. Review the concept of author's purpose with students. Show a presentation (e.g., All You Need to Know about Author's Purpose, Position and Point of View in a Nonfiction Text) that explains to students some of the common characteristics of writing for different purposes. For example, share with students that an article that is written to inform may include facts, explanations, details, descriptions, or instructions. Remind students that a text may have more than one purpose. Select a short informational article. Lead a guided reading experience, and prompt students to highlight clues to the author's purpose. When finished reading, ask students to answer a prompt: "What did the author want me to leave this reading knowing or feeling? What makes me think that?" Record answers and help students draw conclusions about the author's purpose. Have students repeat the process in small groups, in pairs, or individually with texts that have different purposes. Have students highlight areas of the text that prove that the selection was written for that purpose. Students should share and debate their findings as a class.
3. Select a long informational text for students to read independently. As students read the selection, they should identify at least three pieces of textual evidence about the author's purpose for writing the selection. If the author has more than one purpose, the student should note this. Have students respond in writing to the prompt: "What is the purpose of the text? What textual evidence shows that this is the author's purpose?"

What is conflicting evidence? What are conflicting viewpoints? How do you analyze how the author acknowledges and responds to conflicting evidence or viewpoints?

1. Review with the students that evidence consists of the details that support a claim the author makes. Explain that conflicting evidence is two or more pieces of information or details that support opposing claims or viewpoints. Select a text in which the author makes a supported claim. Find another text in which an author makes an opposing claim that is supported by evidence that contradicts the evidence in the first source. Work with students to examine the differences in the claims and evidence.
2. 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 authors use counterclaims and rebuttals to distinguish their positions from others. Have students complete the sentence starter using information from the provided text:
    - The author distinguishes the position about the topic from the opposing view by _____.

      Example: The author distinguishes the position about school gardens from those who have doubts by refuting the idea that creating a school garden will cost a lot of money.

Key Academic Terms:

informational text, point of view, purpose, conflicting evidence, conflicting viewpoints

Additional Resources:

Author's Purpose Practice

Author's Purpose and Position Presentation

Author's Position Video

Building the "Argument" in Your Argumentative Writing

Counterclaim Activity

Argument Writing for Middle School Lesson Plan

Counterclaim and Rebuttal Sentence Starters

Reading Standards for Informational Text
Integration of Knowledge and Ideas
RI.8.17 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Instructional Outcomes:

- Engage in close reading to comprehend informational texts in which an argument and specific claims are made.
- Delineate the argument and specific claims in a text.
- Evaluate the argument and specific claims in a text.
- Identify and assess whether reasoning is sound in a text.
- Assess whether the evidence is relevant and sufficient to support a claim and recognize when irrelevant evidence is introduced.

Guiding Questions and Instructional Activities:

What is an argument in a text?

1. Review the idea of persuasive and argumentative writing. Explain to students that sometimes an author will attempt to persuade the reader to think or understand something in a particular way. Share with students the differences between persuasive text and argumentative text (e.g., Subtle, but Significant differences between Persuasive Writing vs. Argumentative Writing). In these instances, the author will provide arguments in the text. Students will need to understand and think about those arguments logically to comprehend the text. Explain to students that in making an argument, an author may give evidence or form conclusions. Ask students to brainstorm a list of topics an eighth-grade author might want to write about (e.g., longer summer vacation, more afterschool activities). Have students select one argument and brainstorm how they would make that argument to their peers. Lead a discussion about the arguments and how students might support the argument.
2. Show students a presentation about evaluating an author's argument (e.g., Evaluating an Author's Argument). Select a short argumentative text. Lead students through a guided reading of the text. Model for students how to highlight places where the author makes an

argument. Lead a discussion that summarizes the author's overall point of view about the topic. Highlight textual evidence that supports these conclusions.

3. Select a short argumentative text. Have students read the text individually and respond to a prompt such as "What is the author's overall argument in this text? What textual evidence did you find to support your answer?"

What are specific claims in a text? How do you delineate arguments and specific claims in a text?

1. Select a short argumentative text. Have students read the text individually and respond to a prompt such as "What is the author's overall argument in this text? What textual evidence did you find to support your answer?" Once students have responded to this text, lead a discussion about their findings. Project the short argumentative text. Ask students to think about how the author structures the argument. Share the anchor chart that describes parts of an argument.

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?

2. Select a short argumentative text. Model how to identify the author's claims throughout the text. Then, use a colored highlighter to note each of the reasons the author gives for a claim. If there is more than one claim, use different colors to match the reasons with each claim. Have students work in small groups or pairs to identify the evidence for the reasons. Lead a discussion about each of the components of an argument found within the text.

How do you evaluate arguments and specific claims in a text? How do you know when reasoning is sound? How do you know when a claim is supported by relevant and sufficient evidence? What is irrelevant evidence? How do you recognize irrelevant evidence?

1. Select a short argumentative text that has several claims supported by reasons and evidence. Have students work in small groups, in pairs, or independently to determine the argument, claims, reasons, and evidence in the text. Have students use sticky notes to flag

each component of the argument. Then, have students record findings in a graphic organizer.

Graphic Organizer: Argument, Claim, Reasons, and Evidence

<table>
<tr><td colspan="2">Author's Overall Argument:</td></tr>
<tr><td rowspan="2">Claim:</td><td>Reasons:</td></tr>
<tr><td>Evidence:</td></tr>
<tr><td rowspan="2">Claim:</td><td>Reasons:</td></tr>
<tr><td>Evidence:</td></tr>
<tr><td rowspan="2">Claim:</td><td>Reasons:</td></tr>
<tr><td>Evidence:</td></tr>
</table>

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**: information used that adequately supports 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 and 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), the following of which are some examples:
  - 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 excerpt from a longer argumentative text. Lead a guided reading lesson of the text. Stop to identify, annotate, and discuss the claims, reasons, and evidence provided for each reason. With students, complete the first four rows of the graphic organizer, 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 or reasons. With students, complete the last two rows of the graphic organizer.

Graphic Organizer: Evaluate Evidence

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

Key Academic Terms:

informational text, argumentative text, argument, specific claims, sound reasoning, relevant evidence, sufficient evidence, analyze, delineate, evaluate, assess

Additional Resources:

Analyzing an Argument

Understanding and Analyzing Arguments in Nonfiction Texts

Analyze an Argument

Argument, Persuasion, or Propaganda: Analyzing World War II Posters

What Does It Mean to Make a Claim During an Argument?

Read*Write*Think: Analyzing Famous Speeches as Arguments

Tracing and Evaluating Arguments and Claims: Sample Lesson Plans

Reading Standards for Informational Text
Integration of Knowledge and Ideas
RI.8.18 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Instructional Outcomes:

- Engage in close reading to comprehend two or more informational texts that provide conflicting information about the same topic.
- Recognize conflicting information in two or more texts about the same topic.
- Analyze conflicting information in two or more texts about the same topic.
- Identify where the texts disagree on matters of fact or interpretation.

Guiding Questions and Instructional Activities:

What is conflicting information? How do you recognize when two or more texts provide conflicting information on the same topic?

1. Explain to students that two authors may include different information since the authors interpret the facts differently. Two texts may contain conflicting information because the authors' personal opinions differ. Present an example of two sources that have conflicting information. Ask students to identify the conflicting information that these two sources contain.

Source	Fact from Source
Online article from a medical website	States that teens should get around 11 hours of sleep per night
Online article from a popular magazine	States that teens should get around 9 hours of sleep per night

2. Present students with examples of two informational texts that contain very simple conflicting information. Have students use highlighters with different colors to identify the conflicting information of the two texts.

How do you analyze a case when two or more texts provide conflicting information on the same topic?

1. Using the examples of the two texts with conflicting information, begin to discuss with students why and how the information conflicts. In the case of the articles that give conflicting information about the number of hours of sleep teens need, explain that the articles might reference different studies that were conducted in different ways and resulted in different conclusions. Explain that conflicting information may not necessarily mean that one source is wrong or in error. Discuss logical reasons why two texts may provide conflicting information.
2. Give students more examples of informational texts that provide conflicting information. Have students highlight where the texts conflict and complete the graphic organizer.

Graphic Information: Conflicts in Text

Source	Conflicting Information	Reason Why Information Conflicts

How do you identify where two or more texts disagree on matters of fact or interpretation?

1. Explain to students that facts are verifiable and are not disputable. For example, the National Weather Service has accurate information on what the temperature is at noon at a city airport. A professional sports team can accurately report the number of people who purchased tickets to enter a stadium for a ballgame. A university can say how many applications it received for admission to the school. Explain to students that if two different sources disagree on a matter of fact, the sources must be analyzed closely to determine which is correct. Present students with two sources that discuss the same topic but present different facts. Have students record the conflicting facts on a graphic organizer (e.g., Analyzing Conflicting Information). Facilitate a class discussion to teach students how to evaluate the sources and determine which is correct.
2. Explain to students that sometimes authors of different texts may agree on facts but disagree on interpretation. For example, in the case of the example of the number of tickets sold at a ballpark, two sources may give the same number, but one source may interpret that number in a different way. One source may see the ticket sales as an indication that the team is popular. The other source may look at the ticket sales and conclude that the price of the ticket must be inexpensive. Find two sources of information in which authors agree on facts but disagree on interpretation. Present the texts to students and discuss the

interpretations. Have students record the conflicting interpretations on a graphic organizer (e.g., Analyzing Conflicting Information). Analyze why the authors may have reached different conclusions.

Key Academic Terms:

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

Additional Resources:

Cutting to the Common Core: Analyzing Informational Text

Analyzing Informational Text Lesson Plan

Compare and Contrast Texts on the Same Topic Lesson Plan

How to Compare and Contrast Nonfiction Texts Video

Differentiate Facts and Opinions Framing Video

Evaluating Conflicting Evidence: Sultana

Analyzing Conflicting Information Practice

Writing

Writing Standards
Text Types and Purposes
W.8.20 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from 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), counterclaims, 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 alternate or opposing claims in argumentative writing.
- Distinguish claims from alternate or opposing claims in argumentative writing.
- Organize reasons and evidence logically in argumentative writing.
- Use logical reasoning to support claim(s) in argumentative writing.
- Use accurate, credible sources to support claim(s) in argumentative writing.
- Demonstrate in argumentative writing an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships between claims, counterclaims, reasons, and evidence.
- Establish and maintain a formal writing style.
- Construct a conclusion that relates to 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. Remind students that an argument may be based on an opinion, but it is grounded in claims, reasons, and evidence. Select two mentor texts that are high-quality and high-interest examples of argumentative writing, (e.g., op-ed pieces). Have students work in small groups, in pairs, or independently to read the mentor texts. Students should use the graphic organize to record information about the argumentative pieces.

Graphic Organizer: Identify Elements of Argumentative Writing

Elements	Mentor Text #1 Title:	Mentor Text #2 Title:
What is the main argument?		
What is a claim the author makes? How does the author back up that claim?		
What is another claim the author makes? How does the author back up that claim?		
How convincing is the author? What text convinces you?		

2. Use the anchor chart to lead a classroom discussion about the components of good argumentative writing.

Anchor Chart: Argumentative Writing

Argumentative Writing	
Claim	Statement about what the author is arguing
Reason	Statement that supports the claim
Evidence	Proof from a credible source; facts
Explanation	Sentences that explain what the evidence proves and how it supports the claim
Conclusion	Summary of the arguments that restates original claim; explains why readers should align with writer's position; perhaps calls for action
Argumentative Writing uses OBJECTIVE (no personal pronouns) and FORMAL (serious) tone.	

Discuss each component of argumentative writing and relate it back to the mentor texts that students have read. In one of the mentor texts, highlight the claims, reasons, evidence, explanation, and conclusions. Explain to students that in an argument, there is usually an introduction that explains the argument, three body paragraphs that are devoted to the claims, and a conclusion that summarizes the argument. Explain to students that when they write their own arguments, they will need to include these components.

What are claims in an argument? How do you effectively introduce claims to write an argument? How do you acknowledge and distinguish your claims from alternate or opposing claims in your writing?

1. Review with students the concept of claims, reasons, and evidence. Explain to students that when they write an argument it is supported by 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., Read*Write*Think: Persuasion Map). Review with students that an argument needs 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 topical issue and model for students how the graphic organizer can be used to build out the blueprint for writing.

2. Provide students with an issue that has two sides (e.g., cellphones in the classroom). Have students read about both sides of the issue. Explain to students that they will decide on a position about the issue and make three claims to support their position. Then they will build the skeleton for writing an argument. Have students use a graphic organizer (e.g., Read*Write*Think: Persuasion Map) to create a blueprint for their writing. After all students have completed their graphic organizers, have them trade with one another 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.

   Explain to students that their viewpoint will be challenged by others who oppose their argument and claims. Allow students to brainstorm and research the opposing sides. Model for students how to determine why people may hold opposing viewpoints. Explain to students that counterarguments of an issue can be determined by research. Explain that they should specifically locate sources that disagree with their argument, and note the rationales used in the counterargument as well as evidence supplied.

3. Show students how to find the evidence that people with opposing viewpoints use to support their claims. Model for the students how to craft both an acknowledgement of an opposing claim and the words to use to distinguish one's claim from alternate claims. Show students how to use language to prove an argument's claim is stronger than the opposing claim.

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 a graphic organizer can be used to build out the blueprint for writing.
2. Review with students information about sound reasoning covered in activities from RI.8.17. Provide students with an issue that has two sides (e.g., Should Tablets Replace Textbooks in K-12 Schools?). Have students read about both sides of the issue. 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 beginning the writing process. Have students use a graphic organizer to develop 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 other students 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.

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 different evidence that appear 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 support your claims and 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 following 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?
RELEVANCY	the importance of the information for the writer's needs	Does the information relate to your topics 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.

Provide students with a copy of the checklist. Work with a school or local 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, etc.). Have students use the CRAAP

Test Checklist from to evaluate their source. At the end of the search, lead a whole class discussion about credible sources they found and sources that seemed suspect. Use the CRAAP Test Checklist to question students on each source they found and how they would rate the credibility of that source.

2. 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

<table>
<tr><td colspan="3">Argument:</td></tr>
<tr><td rowspan="3">Claim:</td><td>Reason/Evidence:</td><td>Source:

Why the source is credible:</td></tr>
<tr><td>Reason/Evidence:</td><td>Source:

Why the source is credible:</td></tr>
<tr><td>Reason/Evidence:</td><td>Source:

Why the source is credible:</td></tr>
</table>

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 their credibility. 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:

- .org: an advocacy website, such as a not-for-profit organization
- .com: a business or commercial website
- .net: a business or commercial website
- .edu: a website affiliated with a college or university
- .gov: a federal, state, or local government website

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

Anchor Chart: Credible and Noncredible Sources

Credible	Noncredible
• Journal/magazine articles written by well-respected authors who are experts in their field • Information from sources that have been reviewed or refereed • Websites from credible institutions that have .gov or .edu domain extensions • Materials published in the past five to 10 years	• Blogs, social media postings, or self-authored sites • Research articles without citations • Outdated materials published more than 10 years ago • Websites from businesses or other biased organizations that have .com domain extensions
•	•

What is a counterclaim? How do you use words, phrases, and clauses to create cohesion and clarify relationships among claim(s), counterclaims, reasons, and evidence?

1. Explain to students that counterclaims are opposing or alternate claims. Remind students that cohesion of writing means connecting ideas at the sentence level with words, phrases, sentences, and paragraphs so that the relationships between these elements is clear and logical to the reader. Share a presentation (e.g., An Introduction to Cohesion in Academic Writing Presentation) with students that outlines the main ways to create cohesion in writing. This presentation shows examples of the following types of cohesive devices that can be used in argumentative writing:
    - reference words/pronouns
    - transition words/signals
    - repetition of keywords
    - 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. It made me want to pet a koala!
transition words/signals	There are many benefits of walking as a form of exercise. For example, walking can build stronger bones.
repetition of key words	Aerobic exercise can improve heart health. This type of exercise reduces inflammation associated with cardiac disease.
use of anaphoric nouns (this/these + noun)	Research 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. This finding 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 Examples). 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 clarify 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 in their writing to make strong relationships among words, 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 same 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 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 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 Formal and Informal 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 guided reading experience 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.

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 small groups or pairs, 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: Formal Style Checklist

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?		

Have students write the introduction and body of an argumentative writing piece, using the format previously taught. Have students use the checklist 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 partner's 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 and supports the argument presented?

1. Students have learned about writing concluding statements or sections with increasing sophistication since third grade. But because writing argumentative texts is new, they will need to review the concept and be introduced to how to conclude argumentative texts. Lead a discussion to elicit students' prior knowledge about writing 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 to students how 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 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., Effective and Ineffective Conclusions). Stop to discuss how each example reflects a strategy listed and why each conclusion is effective or ineffective.

   With an argumentative essay that students have written or are writing, have students write two versions of a conclusion using one or more of the techniques listed in the chart. 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, counterclaim, support, logical reasoning, accurate sources, credible sources, evidence, word, phrase, clause, cohesion, formal style, conclusions, synthesize

Additional Resources:

Read*Write*Think: Interactive Persuasion Map

Incorporating Objections and Opposing Views

How to Write an Opposing Viewpoint Essay

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

Read*Write*Think: Evidence-Based Argument Checklist

Writing Arguments: Interactive Lessons

Structuring Argumentative Essays Video

Writing an Argumentative Essay Video

Argumentative Essay: Final Paragraph (counterclaim, rebuttal, concluding sentences) Handout

Counterargument and Rebuttal; Strategies for Rebuttal

Sample Argumentative Writing Lessons

ProCon: Sources for Topics

Evaluating Internet Resources

University of California Evaluating Sources

Evaluating Sources: The CRAAP Test Video

Anchor Charts for Using Transitions in Writing

EAP Foundation: Cohesion 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

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

Writing Standards
Text Types and Purposes
W.8.21 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 into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied 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:

- Introduce a topic clearly, previewing what is to follow.
- Organize ideas, concepts, and information into broader categories.
- Use formatting, graphics, and/or multimedia effectively to aid the reader in comprehension.
- Use facts, definitions, concrete details, quotations, or other information and examples to develop the topic.
- Identify the characteristics of appropriate and varied transitions and use them to create cohesion and clarify relationships among ideas and concepts.
- Use transitions effectively to create cohesion and clarify relationships among ideas and concepts.
- Use precise language or domain-specific vocabulary to develop writing.

- Choose precise language or domain-specific vocabulary to inform about or explain a topic.
- Identify the characteristics of a formal writing style and practice writing in this style.
- 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.
    - introduction
    - development using details: facts, examples, quotation, anecdotes
    - organization of ideas
    - use of text features and formatting
    - use of precise language
    - use of appropriate transition words
    - use of a formal style and tone
    - 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

<table>
<tr><th colspan="2">Informative or Explanatory Writing</th></tr>
<tr><td colspan="2">Paragraph 1: INTRODUCTION
lead/“hook”/grabber
topic sentence introducing subtopics</td></tr>
<tr><td rowspan="3">Body Paragraphs</td><td>Paragraph 2: SUBTOPIC 1
topic sentence
3 details or facts
concluding sentence</td></tr>
<tr><td>Paragraph 3: SUBTOPIC 2
topic sentence
3 details or facts
concluding sentence</td></tr>
<tr><td>Paragraph 4: SUBTOPIC 3
topic sentence
3 details or facts
concluding sentence</td></tr>
<tr><td colspan="2">Paragraph 5: CONCLUDING SECTION
tie 3 subtopics together
summarize the reason for writing</td></tr>
</table>

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 into broader categories?

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:
    - an interesting hook
    - background information about the topic (gives main points and explains why the topic is relevant for readers)
    - a thesis statement that provides the purpose and the organizational outline
3. 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.
4. 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.
5. Explain to students that writers typically place 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 use.
6. 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 (e.g., Teach Readers to Discern Text Structure), share examples of the passages that reflect the different informative text structures that are listed on the anchor chart from activity 5 (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 or 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 Informative Essays		
Title of Informative Text:		
Paragraph #	**Signal Words**	**Text Structure**

7. 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 6 (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.
8. Explain to students that organizing information into broader categories can include arranging information into sections: a section is a group of paragraphs that inform about the same part of a topic. Explain that authors typically use headings to organize information into broader categories. Share a presentation about how headings help clarify information for readers (e.g., Format Writing to Include Headings). Model for students the various parts of the presentation using the sample text. Explain to students that when creating headings, they should remember to:
    - keep headings clear
    - keep headings concise
    - keep headings parallel in grammatical structure

    Then, have students create new headings for the second sample text. As a follow-up activity, have students revise drafts of their informative writing to include headings.

How do you use formatting, graphics, and multimedia to aid comprehension 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 includes 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. Text features 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 as well as 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 small groups or pairs, 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.
4. Share a video (e.g., Multimedia in Informative/Explanatory Writing) that explains how to plan the incorporation of multimedia elements in informative/explanatory writing. Using the format previously taught, have students write an informative/explanatory writing piece. After students write their first draft, have them mark places where formatting, graphics, and multimedia would support their ideas. Have students ask themselves the following questions when considering the use of multimedia in informative writing:
    - What ideas are suitable for the incorporation of multimedia to improve readers' understanding of the topic?
    - Where can multimedia be inserted to provide readers with additional background or information that could not be provided as effectively with print text?
    - What opportunities are there in my writing for multimedia to engage readers?
5. Have students incorporate at least one example of formatting and one example of graphics or multimedia into their 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.

How do you develop a topic using relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples related to the topic?

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

<table>
<tr><th colspan="2">Informative or Explanatory Writing</th></tr>
<tr><td colspan="2">Paragraph 1: INTRODUCTION
Thesis statement that introduces 3 subtopics:</td></tr>
<tr><td rowspan="3">Body Paragraphs</td><td>Paragraph 2: SUBTOPIC 1</td></tr>
<tr><td>Paragraph 3: SUBTOPIC 2</td></tr>
<tr><td>Paragraph 4: SUBTOPIC 3</td></tr>
<tr><td colspan="2">Paragraph 5: CONCLUSION
Concluding sentence:</td></tr>
</table>

2. Explain to students that a topic sentences 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 points that are developed in each paragraph.
3. Explain to students that within each paragraph of the body of the essay, there are details that develop the topic sentence. Show students a video that goes into depth about supporting details (e.g., Good Body Paragraphs). Stop throughout the video to discuss the development of the topic using the sample paragraphs provided.
4. Share a slide presentation about the types of supporting details that the body paragraphs of an informative/explanatory essay can provide (e.g., Slide Presentation on Supporting Details). Provide the graphic organizer to students to discuss the types of supporting details along with examples of their use in sentences.

Graphic Organizer: Supporting Details

Supporting Details	
Descriptions/Concrete Details	
Facts	
Examples	
Definitions	
Quotations	

5. 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 help to develop the idea expressed in each paragraph's topic sentence.
6. 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 in pairs or independently to complete the remainder of the given examples. Lead a discussion about each example with students and correct any errors or misconceptions.
7. 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" used 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.
8. Have students plan a piece of informative/explanatory writing using the outline noted or another graphic organizer (e.g., Expository Writing Graphic Organizer; Essay Map). Have students map out what type of supporting details they will use in the body paragraphs.

What is a transition in writing? How do you use transitions to create cohesion and clarify relationships among ideas and concepts? How do you select appropriate and varied transitions for specific text?

1. Explain to students that transition words help to communicate the relationship between ideas at the sentence and paragraph level. Show students a video about transition words (e.g., Using Transition Words Video). Stop at various points throughout the video to expand upon the most pertinent points. Share the anchor chart that lists the categories of transition words; this chart can be displayed in the classroom for reference. Have students brainstorm some examples of each of the categories of transitions to add to the chart. Then, provide and/or have students provide an example of sentences that show each type of relationship.

Anchor Chart: Transition Words

Transitions		
Category	**Examples**	**Used in Context**
Time and Sequence	First, Second, etc. after a while	
Addition	also as well	
Compare and Contrast	however similarly	
Examples	for example such as	
Cause and Effect	because consequently	
Summary/Conclusion	to sum up overall	

2. 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.
3. Explain that cohesive essays:
    - group similar ideas together
    - refer back to the thesis statement
    - use a well-defined structure that is easy for the reader to follow

    The use of transitional words and phrases help 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.
4. 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)

5. Explain to students that creating cohesion in writing is also related to where information is placed within sentences. Writers usually place known information, ideas that they have already discussed, or common background knowledge at the beginning of a paragraph; writers usually place new or unfamiliar information at the end of a paragraph. This placement of new information at the end allows the writer to emphasize this information

and expand on it in the next paragraph. Provide students with two versions of the same paragraph, one that does not contain cohesive devices and one that does. Have students read each paragraph and determine which one is easier to read and understand. Using the textual structure of that paragraph, lead a discussion about how the order of ideas follows the pattern of familiar information introduced first followed by the new information.

6. 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 use the checklist to review the cohesiveness of their writing.

Graphic Organizer: Cohesion Checklist

Cohesion Checklist	
Yes or No	**Question**
	Does the first sentence in each body paragraph clearly connect the ideas in the previous paragraph and the subsequent paragraph?
	Do the words in each sentence make it clear how ideas are related? (use of transition words)
	Does the topic sentence of each body paragraph support the thesis statement?
	Does each paragraph begin with familiar information and end with new information?

Have students share their drafts during peer-editing conferences to check for the use of transition words, phrases, and clauses. Have peers use the same checklist to review their partners' writing. Have students revise their drafts as needed based on the peer feedback.

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

1. Explain that good writing uses precise language, which is composed 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 some 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: Vague Words and Precise Words

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 areas of 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 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 distribute the paragraph, and lead a discussion with students about the quality of writing. Point out to students that the writing is vague and unconvincing because of the lack of 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 and phrases. Discuss how the use of these words and phrases changes the power and impact of the writing.

5. Provide students with practice exercises (e.g., Domain-Specific Vocabulary Practice; Precise Language Practice) in which students replace general or vague word choices with precise or domain-specific vocabulary.
6. 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 their use 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 informal writing vs. formal 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 Presentation). 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 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 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 guided reading experience 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. Create an anchor chart that lists some examples of audiences and type of style that is most appropriate. Have students add to the list and display the chart in the classroom as a reference tool.

Anchor Chart: Audiences and Type of Style

Audience	Type of Style	
	Formal	Informal
Parent		✓
Sibling		✓
Company/Organization	✓	
Teacher	✓	
Principal	✓	
Friend		✓

5. Select or create a sample informative/explanatory 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 small groups or pairs, have students identify the places where the informal writing style is used, and revise them so that the entire text is formal. Lead a whole class discussion about the text and have students share how they revised the text.

6. 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?		

Have students write the introduction and body of an informative writing piece, using the format previously taught. Have students use the checklist 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 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 information or explanation presented?

1. Explain to students that the concluding section of an informative essay is very important because it is the last idea that the reader sees in the essay. Show students a video (e.g., How to Write a Conclusion Video). Stop throughout the video to discuss the most relevant points. Share the anchor charts that describe what to include and what not to include in the conclusion of an informative essay.

Anchor Chart: What to Include

What to Include in a Conclusion for an Informative/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 NOT to Include

What NOT to Include in a Conclusion for an Informative/Explanatory Essay
1. Overused phrases: "in conclusion," "in summary" 2. New ideas or topics 3. New details that support the thesis statement 4. Minor points 5. Personal opinions

2. Share a mentor informative text that has a strong conclusion. Have students read the essay. Read the conclusion to students, sentence by sentence, analyzing how the writer has included the components from the first anchor chart. Annotate the text with different colored highlighters to code each component noted in the first chart. 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.
3. 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., Writing a Good Concluding Paragraph). Have groups share their responses; lead a discussion about each element to clarify any misconceptions.
4. Have students select an informative/explanatory text they have previously written. Have students use the checklist to review their conclusions.

Anchor Chart: Conclusion Checklist

Conclusion Checklist	
Yes or No	**Element**
	Does the conclusion reword the thesis statement from the introduction?
	Does the conclusion summarize the main points outlined in the body paragraphs?
	Does the conclusion connect back to the introduction?
	Does the conclusion use a "clincher" that ends the essay in a powerful way?

In peer-editing partnerships, have students share their concluding statements or sections. Have peer editors analyze the concluding statement and make revision suggestions to their partners. Students should revise their concluding sections as needed and highlight how they have incorporated the elements from the chart.

Key Academic Terms:

informative writing, explanatory writing, topic, topic development, formatting, graphics, multimedia, facts, concrete details, quotations, examples, conclusion, transitions, vocabulary, precise language, domain-specific vocabulary, formal style

Additional Resources:

The Vermont Writing Collaborative: Eighth Grade On Demand Informative/Explanatory Writing Samples

Overview of Informative/Explanatory Writing

Read*Write*Think: Expository Writing Guide

Guidelines and Resources for Teaching Informative Writing

Read*Write*Think Essay Map

Learn to Write an Introduction Paragraph! Video

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

Writing a Thesis Statement

20 Strategies to Teach Text Structure

Teach Readers to Discern Text Structure

Text Structures Overview Video

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: And in Conclusion: Inquiring into Strategies for Writing Effective Conclusions Lesson Plan

Writing an Informative Essay Checklist

Writing Standards
Text Types and Purposes
W.8.22 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, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. 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:

- Establish a context and point of view in narrative writing and use them to engage and orient the reader.
- Establish and develop a narrator and/or characters in narrative writing.
- Develop an organized event sequence.
- Use dialogue, pacing, and description to help develop experiences, events, and characters in writing.
- Use transition words, phrases, and clauses that convey sequence and signal time shifts.
- Use transition words, phrases, and clauses that show relationships among experiences and events in writing.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

- Construct an ending that follows from and reflects on the experiences or events within a narrative.
- 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. Students should be very familiar with narrative writing but explain that it includes fictional stories and personal stories based on real experiences. Have students brainstorm the types of fictional narrative writing with which they are familiar. Responses may include: fables, fairy tales, fantasy, realistic fiction, science fiction, historical fiction, dramas, novels, or 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?). Stop at various points throughout the video to discuss and expand upon the most pertinent points.
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 these six elements:
    - Setting
    - Characters
    - Conflict
    - Plot
    - Point of view
    - Theme

    Review components of each of these elements (e.g., Narrative Elements Presentation). Stop throughout this presentation to discuss each of the narrative elements in more depth and to give examples to students.
3. Share with students a narrative mentor text of a real or imagined experience. Have students read the narrative; then lead a discussion of the six narrative elements. With students, annotate the text, underlining or highlighting and labeling sentences that provide evidence of each narrative element.

    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: Plot Diagram) graphic organizer 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 work to 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 have found. Have students draw conclusions about narrative writing.

What is context in narrative writing? How do you establish a context in narrative writing? How do you establish a point of view in narrative writing? How do you use context and point of view to engage and orient the reader?

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. 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

Explain to students that writers can use these techniques to establish a context for a narrative piece of writing. Select a mentor narrative text that is grade-appropriate and of high quality; 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 developing context in writing.

2. Share a short, engaging mentor narrative or personal narrative text with students. Identify and explain the elements shown in the graphic organizer. Explain that creating a context involves setting up a situation so that readers understand background information about the characters, setting, or conflict. Lead a guided reading in which you and the students complete the graphic organizer using the elements from the mentor text.

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 begin to plan a personal narrative using a plot diagram (e.g., Read*Write*Think: Plot Diagram). Have students think about how they will introduce the narrator and characters during the exposition. Have students refer back to the mentor text used in activity 1 in conjunction with the "Creating Context" anchor chart. Have students pay attention to the details shared about the characters. In peer-editing partnerships, have students share their drafts. Have peer editors analyze the way the narrator/characters, the setting, and the conflict were introduced as well as background information. In peer-editing partnerships, have students share their drafts. Have peer editors analyze the way the narrator and characters were introduced. Students should ask themselves "Were the narrator and characters introduced in an engaging way?" Students should revise their drafts based on this feedback.

   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*

4. Share the pros and cons of different points of view (e.g., Comparing Points of View). 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. Discuss how each point of view acts differently to engage the reader.
5. Have students identify and analyze how the writer establishes the point of view in the presentation (Introducing a Narrator and Establishing Context Presentation). Discuss the definition of *orientation* as being congruent with the exposition and how it engages the reader and introduces them to a story. Have students think of short stories and novels they have read, and have students think of examples of the different ways that those pieces established a context and oriented the reader.
6. Share an excerpt from a grade-appropriate, high-quality narrative mentor text with students. Have students analyze the context in which the writer establishes the point of view. Lead a discussion with students to identify the point of view and how the writer establishes that point of view. Have students record their analysis in a graphic organizer.

Graphic Organizer: Establishing Point of View

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

Have students work on their own piece of narrative writing. Have students work on the first or first several paragraphs to establish point of view by introducing a narrator and/or

characters. Have students complete the part of the plot diagram labeled "Exposition" (e.g., Read*Write*Think: Plot Diagram) to have them establish their point of view.

How do you introduce the narrator and/or characters in narratives?

1. Explain to students that good writers introduce characters in a way that will engage readers at the outset of the narrative. Show students a video that provides tips about how to introduce characters (e.g., How to Introduce a Character). Stop at various points in the video to summarize and clarify each tip. Use the anchor chart to summarize the tips.

Anchor Chart: Introducing Characters

How to Introduce Characters in a Narrative
• Introduce one character at a time. • Use specific, strong details to introduce a character (e.g., appearance, mannerisms, facial expressions, dress, props). • Relay actions that reveal information about a character and that instill individuality and depth. • Avoid introducing a character with dialogue.

2. Provide an excerpt of a mentor narrative text that incorporates one or more of these tips. Have students read the excerpt. Read aloud for students the introduction of a character, and discuss what that introduction reveals about the character. Discuss which strategy from the anchor chart or a different strategy not named is used and how it is effective in introducing that character. Repeat this process with a different mentor text that uses a different strategy. Add to the anchor chart if needed to expand the list of strategies.
3. Provide students with an excerpt from the first few pages of a different narrative text. Use the graphic organizer to model how to analyze the text and record the results. Have students work in pairs to analyze the text to determine how the author introduces the character and how that introduction is effective.

Graphic Organizer: Introducing Characters

Introduction of Characters			
Character Name	**Technique(s) Used**	**Evidence from Text**	**How Technique is Effective**

How do you effectively develop an organized event sequence? How do you use dialogue, pacing, description, and reflection 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 Sequencing: Linear vs. Non-Linear Video) and why writers use the different structures. Use the anchor chart to summarize elements about the main narrative structures.

Anchor Chart: Summarizing How a Story Is Told

Narrative Structures			Examples
Type of Narrative	**Order**	**How**	
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 scene	

Provide examples of novels short stories, or poetry that use these narrative structures and ask students to think of other examples. Lead a discussion with students about how each example incorporates these structures and how the structures impact the reader.

2. Share a video about 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, work with students to create an anchor chart for these terms.

Anchor Chart: Narrative Structures

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?	Does that element help to develop an organized event sequence?
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. 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?	Does that element help to develop an organized event sequence?
Exposition			
Conflict			
Rising Action			
Climax			
Falling Action			
Resolution			

5. Have students plan a narrative or select a narrative they are 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 guided 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 relates 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 small groups or pairs, 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.
10. Explain to students that good narratives have dialogue that helps to develop events and characters. Share a video with students about the effective use of dialogue in narrative writing (e.g., Writing Dialogue in Narratives). Pause at appropriate points in the video to further expand upon the tips given. Use the graphic organizer to summarize the main points of the effective use of dialogue.

Graphic Organizer: Dialogue

How to Effectively Use Dialogue		
Tip	**Reason**	**Example**
Emulate the way that people really speak.		
Use italics and punctuation to hint at a character's intonation.		
Use a word other than *said* that better describes how a character speaks words.		

Have students complete the second and third columns of the chart or complete them together.

11. Discuss with students words that they can use in dialogue other than *said*. Provide examples of words along with their use in context (e.g., Dialogue words: Other words for 'said') and lead a discussion about how these words are more descriptive of characters' personalities, feelings, motivations, and actions.
12. Have students go back through a narrative piece they are writing and have them incorporate the tips given in activity 10 in the video and in the anchor chart in activity 10. Distribute a handout (e.g., Words to use instead of SAID) that provides examples of words to use in dialogue instead of *said*. Have students review their piece of narrative writing based on these tips.

How do you use a variety of transition words, phrases, and clauses to convey sequence and signal time shifts? How do you use a variety of transition words, phrases, and clauses to show the relationships among experiences and events?

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 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). 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. Explain to students that transition words can be used to show relationships within and between sentences other than those that denote time order. Provide students a handout (e.g., Transition Words That Show Relationships); review with students the words in the handout and the relationship that each shows. Project the examples in Exercise II of the handout, and complete them as a class. Have students work independently to complete Exercise I. Have students share their responses; review and clarify concepts as needed.
4. 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, signal time shifts, and other relationships within and between

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

1. Review with students the concept of descriptive language. Show a video (e.g., Narrative Writing: Descriptive Details; Descriptive Language) that explains how descriptive words create imagery that communicates a character, a setting, or an event. Have student focus on the examples the speaker includes and how the revisions make the details more interesting for the reader. Have students work in pairs to write a sentence without descriptive details and then revise it to include more description. Have students share their responses.
2. Share with students handouts of verbs (e.g., Vivid Verbs) and adjectives (e.g., Awesome Adjectives List). Project some detailed photographs of people, places, and things (e.g., a bowl of chocolate ice cream, a sunny day at a park, a ballet dancer, a girl and her father kayaking on a river, a boy playing the piano). Tell students these are possible settings, characters, and events for a narrative. Have students identify vivid verbs and descriptive adjectives that describe each of the photographs and would invoke in readers a precise image in their minds while they read the narrative.
3. Review with students the concept of using precise words and phrases, descriptive details, and sensory language. 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.
4. 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.	lightning flash of lights from the screen	roar of planes from the speakers			crunchy, buttery popcorn
My family adopted a puppy.	white as snow with ink black polka dots		fur as soft as cotton		
My sister made chocolate chip cookies.			soft with gooey, dark chocolate	sweet aroma of vanilla	

5. 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.
6. Have students practice using precise words, 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 different ways they have revised each sentence.

7. 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 provide a conclusion that follows from and reflects on the 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 more closely examine the provided mentor texts. Lead a discussion with students on how the provided conclusion reflects 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:
    - What is the point of this narrative?
    - Why did the reader take the time to read this narrative?
    - Why did I choose this experience on which to base a narrative?
    - What did I or the main character learn from this narrative?
    - What do I want the reader to learn or take away from this narrative?

    Lead students through a guided reading experience 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. In a personal narrative, often the writer will reflect on the significance of an experience. Show students the anchor chart that explains the three elements of a personal narrative.

Anchor Chart: Elements of a Personal Narrative

Elements of a Personal Narrative	
Experience	The writer recounts events of an experience.
Response	The writer shares thoughts and emotions or feelings about the experience.
Reflection	The writer reflects on the experience after some time has passed. The writer shares the significance of the experience and what has been learned from the experience.

Share with students an example of a high-quality personal narrative that includes these three elements. Have students read the personal narrative. Have students identify the three elements of the personal narrative. Lead a discussion about how the reflection follows from the experience and how it is effective in concluding the narrative.

4. Have students select a personal narrative they have previously written. In peer-editing partnerships, have students go through their narratives to identify the experience, response, and reflection. Have students revise their reflection to ensure it follows from the experience and connects back to the writer's life or to what the writer learned from the experience that is worthy to share with readers.

Key Academic Terms:

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

Additional Resources:

Grade 8 Writing Checklist

Mrs. Welty's Guide to Literary Elements

Read*Write*Think Interactive Plot Diagram

Writing a Personal Narrative Video

Point of View Examples

The Ultimate Point of View Guide: Third Person Omniscient vs. Third Person Limited vs. First Person

Pros and Cons of Each Point of View

Point of View: What the 4 Main POVs Are. Which POV Should You Write In?

How to Write a Novel with Multiple Points of View

Multiple Points of View: Benefits, Pitfalls, and Uses

A Step-by-Step Plan for Teaching Narrative Writing

Narrative Elements 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

Descriptive and Sensory Detail in Narrative Writing

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

Show, Don't Tell! Presentation

Show, Don't Tell! Video

Write Better: 3 Ways to Introduce Your Main Character

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

Using Transition Words to Show Relationships Worksheets

Student-Written Writing Models

The Vermont Writing Collaborative Eighth Grade Range of Writing: Narrative Writing Samples

Personal Narrative Writing Assignment

Grade 8 Narrative Writing Self-Assessment Checklist

Writing Standards
Research to Build and Present Knowledge
W.8.26 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Instructional Outcomes:

- Generate a question that a short research project will answer.
- Use the library catalog and online sources to identify several potential print and digital sources.
- Use several sources to answer a question.
- Use research to generate additional related, focused questions that allow for multiple avenues of exploration.
- 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 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:
    - Read a book or magazine article about the topic.
    - Use the Internet to search for information about the topic.
    - 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 the 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 the 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. Evaluate the 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 components from activity 2. Have students read the text and in pairs, identify the different components of a research paper listed in the activity 2 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 generate a question for a research project? 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. Have students select a broad topic and then list the questions about that topic that would narrow research. Discuss how this process can be used to shape a research topic into a more focused and manageable topic. The anchor chart shows a sample topic along with sample research questions that try to narrow the topic. Record ideas on an anchor chart.

Anchor Chart: Narrow the Topic

Topic: Sleep
Possible Research Questions:
How much sleep do middle school kids need each night?
What things should you do to get a good night's sleep?
What activities disrupt sleep?
Are dreams related to sleep?
What are some negative effects on health of too little sleep?
Should you exercise before sleeping?

Ask students to analyze their questions. Have students evaluate how closed-ended questions will not elicit complex ideas. 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, to a certain field of study, or to society • 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

3. 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.

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?

4. Develop a sample research question that is vague, broad, and unclear and 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: Narrowing a Research Question

Research Question: Are mobile phones a negative influence on teens?
Revisions: • How does teens' use of texting negatively affect teens' communication skills? • How does teens' use of social media cause poor academic achievement? • •

5. Have students practice choosing a topic and developing a research question. In small groups or pairs, 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 several sources 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 a sample research question and project it on the board. Lead a discussion about where students would go to look for information for 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). Display the anchor chart that summarizes the information from the video as a reference.

Anchor Chart: Online Search Strategies

Online Search Strategies		
Search Tool	**How to Use**	**Example**
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) on which they can record their question and capture information from multiple sources. Emphasize that using multiple sources helps to build credibility in their writing. Require that students 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 that allow for multiple avenues of exploration?

1. Explain to students that after researching a topic, sometimes new research questions emerge and can form the basis for further investigation. Show students the graphic

organizer that provides a sample research question, a conclusion, and examples of further questions.

Graphic Organizer: Developing Research Questions

Research Question	Conclusion	Further Questions that Allow for Multiple Avenues of Exploration
How is exercise beneficial to the heart?	Exercise strengthens the heart muscle and increases circulation to major organs of the body.	What types of exercise are most beneficial to the heart? How do you know that the exercise you are doing is improving heart health? How long should you exercise to create the most benefit for the heart? What precautions should people take when exercising? What symptoms indicate a person should stop exercising?

2. Show students a sample research paper in which the writer has provided some additional questions for further research in the conclusions section or in which the reader is able to formulate new questions for further research that allow for multiple avenues of exploration. Lead a discussion with students to identify questions for further research based on the information and conclusions provided. Use the "Developing Research Questions" graphic organizer as a model to record the questions.
3. 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 that would allow them to explore multiple avenues. Have students complete a graphic organizer like the one shown.

Graphic Organizer: Research Questions and 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, investigate, focused questions, self-generated question

Additional Resources:

Research Guide: Grades 7 & 8

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

Example Student Research Paper

Read*Write*Think Example Student Research Paper

Research Activities

Sample Research Formative Assessments

Research Project Guide: A Handbook for Teachers and Students

Research Guide for Grades 7 and 8

How to Search the Internet Effectively

Read*Write*Think: Inquiry Charts (I-Charts)

Developing Strong Research Questions

Research Paper Graphic Organizer Outline

Writing Standards
Research to Build and Present Knowledge
W.8.27 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 sources.
- Use search terms effectively when researching.
- Identify 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 understand 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 citations 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) with students that describes the different types of information sources. Stop at different points during the video to discuss the most pertinent points and 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 grade 7 (see standard RI.7.8). Share some examples of primary and secondary sources noted in the anchor chart. Discuss which examples students are likely to use in their research.

Anchor Chart: Primary and Secondary Sources

Primary Sources	**Secondary Sources**
• Oral histories • Audio and video recordings • Autobiographies/Memoirs • Speeches • Interviews • Music • Photographs • Census data • Research articles • Population statistics • Weather records • Government reports • Patents • Personal letters • Diaries and similar original documents • Art from the time period • Posters • Drawings • Legal agreements/contracts • Treaties • Maps from the time period • Advertisements • Emails and blogs	• Encyclopedias • Biographies • Textbooks • Reference books • Books (written after the event) • Magazine articles (written after the event) • Newspaper articles (written after the event) • Book and film reviews • Atlases • Dictionaries

3. Have students record on an organizer (e.g., Sources of Information) the sources and search terms that can be used to search for information about their topic. Meet with each student on the appropriateness of each source and search term selected.

What is a search term? How do you use search terms effectively?

1. Explain to students that search terms are the words or characters entered into a search engine in order to search the Internet for a specific topic. 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.
2. 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**	**Example**
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.

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 children's media use affect academic achievement?	
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 chart 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 Your Sources 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 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 checklist 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 or 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. Review 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 or 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 on the board. Then have students practice how to paraphrase a text. Provide students with a paraphrasing strategy (e.g., Teaching Kids to Paraphrase, Step by Step). Discuss the 4 Rs method of paraphrasing:
    - **Reword**: replace words with synonyms
    - **Rearrange**: move words to create new sentences; move ideas within paragraphs
    - **Realize**: understand that some words and phrases cannot be changed (e.g., names, dates, titles)
    - **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 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 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?

6. 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, etc.). Have students work in small groups or pairs to draft a bibliography or works cited page using the MLA citation format or the format that your school uses. As a follow-up, have students choose a source and work on completing an MLA practice template with the needed elements (e.g., MLA Practice Template). In addition, have students identify or complete bibliographic citations for other types of sources (e.g., Citing Sources Worksheets).
7. Continue the video from activity 1 (e.g., MLA Video for Schools), which discusses in-text citations. Emphasize the three reasons for using in-text citations:
    - when summarizing a text
    - when paraphrasing a section of text
    - when quoting directly from a text

    Show students examples from different types of sources that use MLA style for in-text citations (e.g., MLA Style Guide for Middle School). Explain to students that when using direct quotations, they can refer to the title of the work and author without having to insert the author and page number within parentheses. Share one example for practice (e.g., In-Text Citations for Middle School). Then, have students work in pairs to come up with ways to cite the remaining examples.
8. Have each student generate a works cited page using the MLA style for a current research project. In peer-editing groups, each student's works cited page should be reviewed for adherence to MLA citation guidelines and revised based on the peer-editing group's feedback.

Key Academic Terms:

research, research project, print source, digital source, search term, credible source, accurate source, assessing, plagiarism, quote, paraphrase, citation

Additional Resources:

Primary and Secondary Sources

Read*Write*Think: Keywords: Learning to Focus Internet Research

Read*Write*Think: Using Keywords on the Internet Practice

Research Guide: Grades 7 & 8

Research Project Guide: A Handbook for Teachers and Students

Evaluating Your Sources

The CRAAP Test Worksheet

Read*Write*Think: Inquiry on the Internet: Evaluating Web Pages for a Class Collection Lesson Plan

Read*Write*Think: Interaction Website Evaluation Tool

Choosing and Using Keywords Video

Oregon School Library Information System: Learn to Research Videos for Secondary

Read*Write*Think: Exploring Plagiarism, Copyright, and Paraphrasing Lesson Plan

Read*Write*Think: Prove It!: A Citation Scavenger Hunt

Citing Sources Worksheets

Read*Write*Think: Internet Citation Checklist

Primary Sources on the Web

George W. Bush Presidential Library and Museum Primary Sources

Middle School MLA Citation Guide

How to Cite Anything in MLA 8

MLA: Works Cited: A Quick Guide

Writing Standards
Research to Build and Present Knowledge
W.8.28 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *Grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply *Grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

Instructional Outcomes:

- Identify the characteristics of analysis and define how they are used when thinking about literary and informational texts.
- Identify the characteristics of reflection and define how they are used when thinking about literary and informational texts.
- Identify the characteristics of research and define how they are used when thinking about 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?

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 one another and the text as a whole. Select a short literary or informational text that has enough textual evidence to support a statement. Lead students through a guided reading of the text. Model an analysis using a think-aloud method in which you describe your position and your thinking behind it. Explain how you formulated your position with textual evidence from the text. Model writing a brief analysis of the text.
2. Select two short literary texts that have enough detail to support an analysis of a theme. Have students read the texts independently. 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 small groups or pairs 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 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 small groups or pairs 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 revise their analysis as needed, based on this feedback.

What is reflection? How do you effectively reflect upon literary or informational texts?

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 guided 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 writing 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 the character *XYZ* 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 small groups or pairs 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 revise their reflections as needed based on this feedback.
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 small groups or pairs 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 revise their reflections as needed based on this feedback.

   As a follow-up assessment, review the differences between analysis and reflection. 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? How do you use literary or informational texts to conduct research? What does it mean to draw evidence? How do you draw evidence from literary or informational texts to analyze, reflect, or research?

1. Students learn about research beginning in elementary grades and are expected to research as part of writing instruction. 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 guided 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 evidence from the text.
2. Select several short informational texts that have enough details in them 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 small groups or pairs 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. 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 incorporating textual evidence into an essay.

Anchor Chart: Textual Evidence in an Essay

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 what the quote proves Explains how 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 guided reading of the text. Engage in close reading, a type of reading in which you analyze 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.8.1 through RL8.8. and RI.8.10 through RI.8.18). Explain how you formulated your position with textual evidence from the text. Model writing a brief analysis of the text. Add the examples from the text you have used to the anchor chart.

4. Lead a discussion about a strategy students can use that will help them elaborate on their ideas to ensure that the body paragraphs of their research paper are fully developed and connected to the thesis statement (e.g., The Key to Elaboration (ICED strategy) Handout). Model the use of the strategy with one or two 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

Citing Textual Evidence Instructional Video

Using textual evidence in your research paper

Read*Write*Think: ICED: The Key to Elaboration

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

Language

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.8.36 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Apply rules 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 verbals (gerunds, participles, infinitives) in general and their function in particular sentences. c. Form and use verbs in the active and passive voice. d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. e. Recognize and correct inappropriate shifts in verb voice and mood.*

Instructional Outcomes:

- Identify the characteristics of subject-verb agreement and how it is affected 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.
- Identify correct and incorrect usage 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 in written passages.
- Use subject-verb agreement correctly 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 in writing.
- Identify the characteristics of and explain the function of verbals in sentences.
- Introduce and practice how to form and use verbs in the active and passive voice.

- Identify correct and incorrect formation and use of verbs in the active and passive voice in written passages.
- Form and use active and passive voice in writing and speaking.
- Identify correct and incorrect formation and use of verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood in written passages.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood in writing and speaking.
- Recognize and correct inappropriate shifts in verb voice and mood.

Guiding Questions and Instructional Activities:

What is subject-verb agreement? How do you apply the rules 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?

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 (e.g., The dog **chases** the cat.) Then, model for students how to label the subject and verb as both singular (e.g., The dog (s) **chases (s)** the cat.) To make the noun and verb plural, model for students how to identify the subject and verb by modeling and bolding (e.g., The dogs **chase** the cat). Explain to students that for most nouns, we add an *"s"* to the singular form 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 them identify the subject and verb as well as to label these sentence parts as singular or plural as in the example modeled.
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.

Anchor Chart: Irregular Nouns

Singular	Plural
child	children
mouse	mice
person	people
goose	geese

3. 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/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 the 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 in activity 1.

4. 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 like the one shown.

> 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 back to the class.

5. 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, and 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.

6. 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 small groups or pairs 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).
7. 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 are buying tickets to see the new movie.

   Highlight the names as being the compound subject 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.
8. Explain that in writing, sometimes we see a compound subject joined by a set of correlative conjunctions. Share an example like the one shown with students.

Both the clarinet *and* the oboe are woodwind instruments.

   Explain that 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. See the anchor chart Compound Subjects with Correlative Conjunctions as a reference. Go over the different examples. Share rules about subject-verb agreement when using compound subjects with correlative conjunctions (e.g., Correlative Conjunctions). 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 *sisters* nor my *grandfather* <u>is</u> going to the concert.	One singular, one plural One plural, one singular	Plural since plural subject is closest to verb Singular since singular subjects 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 needs to help with chores.	Singular	Singular

9. Review 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 whether it is necessary to use a plural verb. Some additional examples that can be shared with students are in the anchor chart.

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 group are acting independently
Plural	The cast *are* wearing many different costumes for the play.	members of the group are acting independently

Provide to 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 above chart to have as anchor chart to be displayed as a reference.

What is a verbal? What are the functions of specific types of verbals (gerunds, participles, infinitives)? How do you identify the function of specific verbals in writing?

1. Explain to students that a verbal is a word that is formed from a verb but functions as a different part of speech. There are three types of verbals: gerunds, participles, and infinitives. Share a video about verbals (e.g., Verbals: Gerunds, Infinitives, and Participles Video). Stop the video at different points to further explain and to discuss the given examples. Have students provide a verb, such as "cook," and model how to form three sentences like the examples shown.

- Cooking is Liam's favorite hobby. (gerund: *cooking* functions as a noun)
- Cooking, Liam is the most relaxed. (participle: *cooking* functions as an adjective modifying Liam)
- Liam loves to cook. (infinitive: *cook* functions as an adverb modifying *loves*)

Lead a discussion about each of these types of verbals. Explain how to identify the function of specific verbals by discussing each example in the anchor chart.

Anchor Chart: Using Verbals

Type of Verbal	Definition	Examples	Predicate	Function
Gerund	an *–ing* verb acting as a noun	Amy enjoys *playing* the piano.	enjoys	*playing* is the thing that Amy enjoys; functions as a noun
		Swimming is my brother's favorite summer activity.	is	*Swimming* is the thing that my brother enjoys; *swimming* functions as a noun
Participle	*-ing* or *-ed* form of a verb acting as an adjective	The *laughing* boy fell of his chair and onto the floor.	fell	*laughing* describes the boy; it functions as an adjective
		The *ruined* cake sat upon the counter.	sat	*ruined* describes the cake; it functions as an adjective
Infinitive	begin with *to* + verb acting as a noun, adjective, or adverb	Bridget's goal is *to win* the game.	is	*to win* is what Bridget's goal is; it functions as a noun
		To travel around the world requires a lot of time.	requires	*to travel* is the subject; it functions as a noun
		James has the desire *to succeed* as a writer.	has	*to succeed* modifies desire; it functions as an adjective
		Erik plans *to attend* the concert tonight.	plans	*to attend* modifies the verb plans; it functions as an adverb

2. Provide students with a set of sentences that contains different types of verbals as practice (e.g., Verbals Practice Exercises). Have students work in pairs to identify the word or words in each sentence that is a verbal, the type of verbal, and its function. Have students share their responses with the class.

3. Have students work in pairs or in small groups to write sentences that use a gerund, a participle, or an infinitive. Have students label how the verbal functions in each sentence as a noun, adjective, or adverb. Have students share their examples with the class and explain their responses.
4. Provide students with a paragraph that contains gerunds, participles, and infinitives. Direct students to work in pairs to find examples of each verbal and to annotate the text by labeling each verbal as *G, P,* or *I*. In addition, have students annotate each verbal with the abbreviations *N, Adj,* or *Adv* to denote its function in the sentence. Or, have students complete an anchor chart.

Anchor Chart: Function of a Verbal

Sentence	Verbal Type	Function

Have pairs of students share their responses. Correct any errors in students' responses.

5. Have students select drafts of their own written work. Have students review their drafts and identify the verbals, using the annotation system or the anchor chart. Have students trade drafts so that each student reads another student's draft and reviews that student's responses.

How do you form and use verbs in the active and passive voice?

1. Explain to students that voice is the *who* or *what* that is performing the verb's action in a sentence. Introduce the concept of voice by showing a video (e.g., Active versus Passive Voice Video). Stop at points in the video to discuss the examples that show how sentences are formed in active and passive voice. Use the anchor chart to summarize the differences between active and passive voice.

Anchor Chart: Active Voice and Passive Voice

Active Voice	Passive Voice
The subject is performing the action. The subject comes before the action (verb). The object that receives the action comes after the action (verb).	The subject is receiving the action. The subject comes after the action (verb). The object that receives the action comes before the action (verb).
The cat eats the food. cat = active subject doing action eats= verb	The food is eaten by the cat. food = passive subject receiving action is eaten = verb

Project some examples of sentences (e.g., Passive to Active Voice Practice) and model how to identify the subject and verb for the first sentence. Also model how to note *A* for active voice and *P* for passive voice. Have students complete the remainder of the sentences independently or in pairs. Have students share their responses and correct any errors in conceptual knowledge.

2. Provide students with steps on how to change a sentence written in passive voice to active voice by sharing the tips with an example sentence.

   Example sentence: The fish was caught by the pelican.

Anchor Chart: How to Change Voice

Steps for How to Change Passive Voice to Active Voice Example sentence: Peanuts are grown by farmers in Alabama.	
1. Identify the verb.	are grown
2. Ask yourself *who* or *what* is doing the verb's action.	farmers
3. Rearrange the words and maintain the same verb tense.	Farmers grow peanuts in Alabama.

Provide sentences written in the passive voice (e.g., Voice in Writing) and have students rewrite the sentences using active voice. Have students share their responses with the class; discuss each example and correct any errors.

What is verb mood? How do you form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood?

1. Tell students that in grammar, verb moods are classifications that show the attitude of the speaker or writer and that indicate a state of being. In speaking and in writing, we need different moods to express our different attitudes toward the ideas. Use the anchor chart to explain the functions and examples of the five verb moods.

Anchor Chart: Verb Moods

Verb Moods		
Mood	**Function**	**Example**
Indicative	expresses a statement of fact	I am cleaning my room now.
Imperative	expresses a command	Clean your room now!
Interrogative	expresses a question	Are you cleaning your room now?
Conditional	expresses a request expresses a situation that is uncertain or expresses that one action is dependent on another (uses the auxiliary verb *would or should*)	I would like you to clean your room. You would have been able to clean your room if you had gotten up earlier this morning.
Subjunctive	expresses a wish expresses a possibility or a hypothetical situation	I wish that I were better at cleaning my room. If I had a beautiful room like yours, I would clean it every day.

Have students work in pairs to write a base sentence in the indicative mood. Then, have each pair write four related sentences that reflect each of the verb moods. Have students label each sentence with its correct mood. Have groups share their sentences with the class. Lead a discussion about the student responses and provide clarification as necessary.

2. Provide students with several sentences written in different moods. Have students work in pairs or individually to identify the mood of each sentence and the function of each mood. As a follow-up activity, direct students to then take each sentence and change it to a different mood and label the function of that mood. Have students share their sentences with the class; provide feedback and clarification as necessary.

How do you recognize and correct inappropriate shifts in verb voice and mood?

1. Explain to students that writers need to maintain consistency in verb voice and mood to create clear texts that are easy for readers to understand the author's intention. When a piece of writing contains inappropriate or unnecessary shifts in verb voice and/or mood, the text's meaning can become confusing. Show students an example of a sentence that has an unnecessary shift in verb voice.

   > When the students walked into the cafeteria, the aroma of pizza was detected.

   Ask students what is wrong with this sentence. Students should respond that it uses two different verb voices: active and passive. Explain why this shift is unnecessary and potentially confusing for readers. Ask students how they could revise this sentence so that both parts are in the same voice. Students may respond by wanting to switch both parts to active voice like in the example shown.

   > When the students walked into the cafeteria, they detected the aroma of pizza.

   If students wish to change both parts to the passive voice, start a discussion about why it is usually advisable to write in the active voice. Discuss the following points related to the benefits of using active over passive voice:

   - Active voice tends to be more concise and precise.
   - Active voice is usually easier to understand.
   - Active voice conveys a strong, clear tone.
   - Active voice is more specific than passive voice.

   There are times when the passive voice may be appropriate. Discuss the following examples with students:

When to Use Passive Voice	Example
to emphasize the action rather than the actor	After months of negotiation, the bill was passed by Congress.
to avoid naming the actor	The beautiful and valuable vase was somehow broken.
to describe a condition in which the actor is unknown or unimportant	Over 50 million Americans are diagnosed with sleep disorders each year.
to create an authoritative tone	Dogs are not allowed on the beach.

2. Project and distribute a paragraph that contains shifts in verb voice. Explain to students that the paragraph should have the same voice throughout for consistency and clarity for the reader. Explain to students that they will identify sentences that show an inappropriate shift in verb voice and will rewrite them in the proper verb voice. Model the revision of the first sentence that shows a shift in verb voice by either rewriting the sentence within the paragraph or by using the graphic organizer.

Graphic Organizer: Shifts in Verb Voice

Sentence with Inappropriate Shift in Verb Voice	Revision of Sentence

3. Have students select a draft of their own written work. Instruct students to identify places in their writing that have an inappropriate shift in verb mood. Have students use the graphic organizer to note the sentence with the inappropriate shift in voice and its revision.

Graphic Organizer: Shifts in Verb Voice and Revision

Sentence with Inappropriate Shift in Verb Voice	Revision of Sentence	Review of Revised Sentence

Have each student then peer edit another student's paragraph, checking to ensure that the revision is appropriate or making a notation on the graphic organizer about the partner's revision. Based on each partner's comments, have each student revise his or her paragraph as needed.

4. Explain to students that just as with voice, writers should maintain consistency in verb mood so that the content is clear to readers. Share a presentation that shows examples of shifts in verb mood and how to make verb moods match within a sentence (e.g., Verb Moods Presentation). Show students an example of a shift in verb mood. Explain to students that often a verb mood shift occurs from indicative to imperative or from imperative to indicative, as in the example shown.

> Call me when you get home (**imperative**), and then you should practice for your piano lesson. (**indicative**)

Explain to students how this shift in verb mood creates confusion for the reader. Lead a discussion about ways to revise this sentence to eliminate the shift in verb mood. Two examples of possible revisions are shown.

> You can call me when you get home (**indicative**), and then you should practice for your piano lesson. (**indicative**)
>
> OR
>
> Call me when you get home (**imperative**), and then practice for your piano lesson. (**imperative**)

5. Project or distribute to students a short paragraph that uses several inappropriate or unnecessary shifts in verb moods. With students, model your thinking about verb mood as you read through the paragraph. Ask students if a sentence maintains consistency in verb mood. When you reach the first sentence that has a shift, underline that sentence. Ask students which mood that sentence reflects. Ask students how they would revise the underlined sentence. Either annotate the copy of the paragraph or use the graphic organizer to record pertinent information.

Graphic Organizer: Consistency in Verb Mood

Sentence with Shift in Verb Mood	Moods Used in Sentence	Revision of Sentence	Moods Used in Revised 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, verbals, gerund, participle, infinitive, active voice, passive voice, verb form, verb use, indicative, imperative mood, interrogative mood, conditional mood, subjunctive mood, verb mood

Additional Resources:

Verbals Quiz: Gerunds, Participles, and Infinitives

Verbals Practice Exercise

Gerunds, Participles, and Infinitives Practice

Verbals Printable Activities

Online Verbals Quiz

Identifying Verbals Practice

Online Practice of Verbals

Teaching Grammar: Verbals Presentation

Read*Write*Think: Vignette: Teaching the Passive Voice

Read*Write*Think: Choosing the Best Verb: An Active and Passive Voice Minilesson

Passive and Active Voice Online Exercises

Active and Passive Voice Practice

Active vs. Passive Voice Handout

Activities for Voice and Mood

Verb Moods Practice

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.8.37 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.

Instructional Outcomes:

- Identify capitalization and punctuation rules.
- Identify correct and incorrect usage of punctuation (comma, ellipsis, dash) to indicate a pause or break in written passages.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break correctly in writing.
- Identify correct and incorrect usage of an ellipsis to indicate an omission in written passages.
- Use an ellipsis to indicate an omission correctly in writing.
- Identify resources for checking spelling, including word lists, dictionaries, and glossaries.
- Identify correct and incorrect use of words in written passages.
- Spell words correctly in writing.

Guiding Questions and Instructional Activities:

What is a comma? What is an ellipsis? What is a dash? How do you use punctuation to indicate a pause or break?

1. Introduce the use of the comma, ellipsis, and dash to students by sharing a presentation (e.g., Wait for it . . .Punctuating a Pause with an ellipsis, Dash, and comma). Stop

throughout the presentation to discuss the information and the examples provided. With students, complete some of the practice sentences provided. Using information from the presentation and the anchor chart, review with students the uses of a comma, ellipsis, and the dash. Distinguish the difference between the use of the em dash, the en dash, and the hyphen. Explain that the em dash is used to indicate a sudden break in thought or for emphasis. Explain that an en dash is used to show ranges in numbers and dates (e.g., 1974–1976). Explain that the hyphen is used to join words or parts of words or to signal a compound modifier (e.g., good-hearted).

Anchor Chart: Comma, Ellipsis, and Em Dash

Punctuation	Function	Example
comma	sets off geographical names, dates, addresses, and titles	July 4, 1776, was an important date in the history of the United States of America.
	separates items in a list	Mom bought orange juice, bread, apples, and bananas at the grocery store.
	sets up clauses or phrases that are not necessary to the meaning of the sentence	The green envelope, which had no return address, was sitting on the dining room table.
	separates two independent clauses in a compound sentence	Lisa likes dogs, but Jenny prefers cats.
	sets off an introductory dependent clause	After last summer, we moved from North Carolina to Alabama.
ellipsis	indicates a pause	And the winner of the county fair pie contest is . . . Rob H.!
	indicates a trailing off of speech or thought	I was going to call you, but . . .
	shows that a portion of quoted material has been omitted	The results of the study suggested that “regular exercise reduces the risk of heart disease . . . and helps people fall asleep faster.”
em dash	shows a sudden break in thought	Jonas, would you—no, Erica, don’t touch the hot stove—Jonas, would you feed the cat?
	adds emphasis or clarification	My new classmate—her name is Sara—sat next to me at lunch.

2. Provide to students some example sentences that are missing commas (e.g., Comma Practice Exercises). Complete the first several examples with students, and discuss where the comma should be placed and why it is needed (to indicate a pause). Repeat this process with exercises for the ellipsis where it is used to show a pause or to show a trailing off of speech or thought (e.g., The Ellipsis to Show a Pause Practice Exercises). Repeat this process with exercises for the dash, in which it is used to show a sudden break in thought or to add emphasis or clarification (e.g., The Dash as Punctuation: Interruptions).
3. Distribute a paragraph that is missing commas, ellipses and/or dashes. Have students work in pairs to insert the needed punctuation marks. Lead a discussion after students are done about where they added punctuation marks, which punctuation marks they added, and the rationale for each addition.

How do you use an ellipsis to indicate an omission?

1. Review that an ellipsis can be used to indicate an omission of information. Explain to students that it is used to shorten a piece of writing or a direct quotation. Emphasize to students that when using an ellipsis, the writer must be careful not to change the intended meaning of the original text. Provide a few examples of sentences to students and then show how to shorten those sentences by using ellipses to denote the material that has been removed (e.g., Dot, Dot, Dot: The Ellipsis).
2. Provide a quotation of at least several sentences or a short excerpt from a book, article, or speech (e.g., The Quotations Page, Brainy Quote Quotations, Longer Quotes). With one quote, model to students how to use an ellipsis to shorten the quote. Emphasize to students that they should remove part of the quotation without changing the overall meaning of the quotation. Use the anchor chart to record the quote and its shortened version.

Anchor Chart: Using the Ellipsis

Original Quote	Revised Quote with Ellipsis

Provide students with additional longer quotes; have students work in pairs to shorten the quotes using ellipses. Then have students share their original and revised quotes with the class. Discuss the revisions and make sure that the revised quotes do not change the meaning of the original quotes.

3. Provide students with a quotation from a text, and then show students the same example using an ellipsis. Then, show students a paragraph-long passage from a text. Have students write one or two sentences, quoting material from the passage and using an ellipsis (e.g., The Ellipsis for Omitting Text).

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 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 each student tends to misspell on a personal basis. Help each student to create a personal list of words (e.g., 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 an electronic spell checker or a dictionary (print or online) 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. Then have students work together to find the correct spelling of the misspelled words by using an electronic spell checker or dictionary (print or online) 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 and their personal spelling lists in a folder for future reference.
4. Have students practice commonly accepted grade eight spelling words that your district provides or others that you may find:
    - ExamWord: Grade 8 Spelling Lists
    - 8th Grade Spelling Words
    - Time 4 Learning: Grade 8 Spelling Word List

    Follow the activities in your spelling program, or divide the lists above into smaller weekly lists and have students practice those words using one or more of the following activities:
    - Spelling Soup Game
    - Crazy Fish Game
    - Fill in the Blank Game

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.

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 correct spelling of words using an electronic spell checker or dictionary (print or online) and revise accordingly.

Key Academic Terms:

conventions, ellipsis, dash, omission, word lists, dictionaries, glossaries

Additional Resources:

Ellipsis Video

Dashes Video

Comma Practice Exercises

The Dash as Punctuation: Interruptions

Dot, Dot, Dot: The Ellipsis

Ellipses and omissions

NEA: Spelling and Vocabulary, Grades 6-8

Read*Write*Think: Shared Spelling Strategies

Read*Write*Think: Spelling Patterns "Go Fish" Card Game

Language Standards
Vocabulary Acquisition and Use
L.8.39 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *Grade 8 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). 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 clues to determine the meaning of unknown and multiple-meaning 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 meaning of unknown and multiple-meaning words and phrases.
- Identify the characteristics of dictionary entries, glossary entries, and thesaurus entries and distinguish between how each is used.
- Identify the pronunciation guide within a reference material.
- 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 or multiple-meaning words and phrases? How do you use context to determine the meaning of a word or phrase?

1. Review the concept of *context clues* with students. Explain that there are often clues to the meanings of unknown words in the words and sentences before and after the unknown word. Share with students the types of context clues that can be used to find word meaning (e.g., Read*Write*Think: Types of Context Clues). Select or create a text that will allow students to use different types of context clues to figure out meanings of words, including definition, antonyms, synonyms, or inference. Model for students how to use these types of context 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 clues to determine the meaning of unknown words (e.g., Look Around! Meaning in Context, Using Context Clues with Literature). 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 clues. Model for students how to analyze context clues to determine the meaning of the first couple of unknown words. Emphasize to students that sometimes context clues may be in a different paragraph than the unknown word and that good readers are able to use nonadjacent context clues to ascertain the meaning of an unknown word. Use the graphic organizer to model for students how to use context clues in a different sentence or paragraph to determine the meaning of an unknown word.

Graphic Organizer: Using Context Clues

Word	Sentence	Inferred Meaning	Context Clues

Have students work independently or with a partner to complete the graphic organizer. Then have students share their responses with the class.

4. Review the mnemonic device as a strategy for how students can ascertain the meaning of unknown words from context:

LPR3 Strategy for Using Context Clues	
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 of 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 clues to find their meaning. In a reading journal or in writing, have students note each word, the sentence in which the word is found, context clues that help 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. Review common, grade-appropriate Greek and Latin affixes and roots. Explain to students that the meaning of a word can often be constructed using knowledge of common Greek and Latin affixes and roots. Share with students a list of common Greek and Latin roots (e.g., Common Word Roots). Have students work in small groups or pairs to brainstorm a list of words that contain each of the common Greek and Latin roots. Lead a discussion about student findings.
2. Select a few of the Latin or Greek roots to focus on (e.g., Greek and Latin Rood Words: Aud and Vocare). Introduce the meaning of the roots. Have students work in small groups or pairs to use common suffixes with the roots to form words. Then have students use the meaning of the roots and suffixes together to determine the meaning. Finally, have students write a sentence for each word they form. Lead a classroom discussion about the sentences and the meaning of the words.

3. As students read independently, have them note two or three 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 meaning. In a reading journal or in writing, have students note the words, the sentence in which each word is found, the roots and affixes, and their predicted meanings. Students should double-check their answer using a dictionary or online vocabulary reference.
4. 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 reading journal, or on a notecard. Instruct students to create a graphic or a visual for the word to help them remember the meaning of the word.

Graphic Organizer: Greek/Latin Roots and Affixes

Word: _____

Meaning: _____

Root: _____

Prefix: _____

Suffix: _____

Graphic: _____

Have students keep these entries and add to them while they read to help build a more extensive vocabulary.

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 a word's 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 you will need to review the concept with students. Project a sample dictionary entry onto the board (e.g., Anatomy of a Dictionary Entry). Review with students where they can find the pronunciation of a word. Review with students where they can note the parts of speech and precise meaning. Show a sentence that has an unknown vocabulary word in it. 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 find the meaning of the word within a dictionary entry based on the part of speech. Explain to students that they should check their prediction against the precise meaning.

2. 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.

3. Remind students that a part of speech is the category to which a word is assigned, according to how it functions in the context of the phrase or 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 dog brought me the toy.
Pronoun	a word used in place of a noun	She did her homework before practicing the piano.
Verb	a word that expresses action or being	Shelley ate the ice cream cone.
Adjective	a word that modifies or describes a noun or pronoun	Bradley loved the blue sweater his grandmother made for him.
Adverb	a word that modifies or describes a verb, an adjective, or another adverb	Vera's father carefully 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 from Aunt Linda.
Conjunction	a word that joins words, phrases, or clauses	Mom's favorite fruit is an apple, but my favorite fruit is an orange.
Interjection	a word used to express emotion	Ooh! Your kitten is so cute!

Project some sample sentences, and review with students the different parts of speech within the sentences. Review with students where they can note the parts of speech and their precise meanings in a dictionary or thesaurus. Show a sentence that uses 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.

4. As students read independently, have them note two or three unknown words in the text selection. Have students attempt to use their prior knowledge of context clues and affixes and roots to find the meanings of the words. In a reading journal or in writing, have students note each word, the sentence in which the word is found, its part of speech, the context clues/roots and affixes, and their predicted meaning. Students should check their

answers using a dictionary or online vocabulary reference. Students should also check the pronunciation of each word. Lead a discussion where students talk about the meaning of each unknown word, pronouncing each word correctly, and explain how they figured out its precise meaning.

5. As an ongoing project, have students build a word journal to keep track of new words they encounter 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, nuanced, verify, parts of speech

Additional Resources:

Eight Parts of Speech with Examples

Read*Write*Think: Solving Word Meanings: Engaging Strategies for Vocabulary Development

The Function of Words in Sentences: Practice

7 Strategies for Using Context Clues in Reading

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 Handout

Read*Write*Think: Solving Word Meanings: Engaging Strategies for Vocabulary Development

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

Language Standards
Vocabulary Acquisition and Use
L.8.40 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

Instructional Outcomes:

- Determine the characteristics of figures of speech, such as verbal irony and puns.
- Use context to interpret figures of speech, such as verbal irony and puns.
- Use word relationships to develop better understandings of words.
- Distinguish between connotations and denotations.
- Use connotations and denotations 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, such as verbal irony or puns?

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, review with students some figures of speech that students are most likely familiar with, including similes, metaphors, and personification (e.g., Figurative Language Terms Presentation). Introduce other types of figurative language that students may not be familiar with, including verbal irony and puns. Explain that verbal irony occurs when a speaker says something contradictory to what the speaker really intends to say. Explain that puns are a play on words often intended for humorous effect. Provide definitions of other types of figurative language, (e.g., Some Types of Figurative Language).

2. Select an excerpt from a grade-appropriate literary text that contains many examples of figurative language (e.g., Figurative Language Poems) 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.
3. Introduce verbal irony by sharing a video (e.g., Verbal Irony Video). Discuss the examples provided in the video and explain how verbal irony reveals character traits and feelings and can add a sarcastic tone to literature, based on context. Have students think of additional examples of verbal irony explaining that these statements are meant to be interpreted to mean the opposite of their literal meaning. Create an anchor chart and record examples as a student reference.

Anchor Chart: Verbal Irony

Example of Verbal Irony	Context	Interpretation
"Wow, this is great weather we are having today, isn't it?"	a rainy afternoon	The speaker/character means the opposite of what is being said.

4. Introduce the concept of puns by providing a definition—a play on words that produces a humorous effect by using a word that suggests two or more meanings. Explain to students that there are different types of puns:
    - Homophonic: uses word pairs that sound alike but do not carry the same meaning; rely on sound. Example: *sun/son; horse/hoarse*
    - Homographic: uses words that have the same spelling but have different meanings and sounds; rely on sight. Example: *bass* (the tone)/*bass* (the fish)
    - Homonymic: uses words that have the spelling and sound but have different meanings; rely on sound and sight. Example: right (correct)/right (the direction)

    Share a presentation (Puns Presentation; Puns Presentation What Is a Pun? Presentation) that provides examples of puns. As a follow-up activity, have students work in pairs and create puns to share with the class.
5. Select several short literary texts that contain many examples of figurative language. Divide students into small groups or pairs and have students work on a scavenger hunt to find examples of figurative language in text. Have students write each example on an index card

or sticky note, along with the sentence(s) in which each was found. Model for students how to use context clues to help determine the meaning of each 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 of context clues to find the meanings of the phrases. Have students use a reading journal to note each figure of speech, the context (the sentence in which the word or phrase is found), the context clues, and its interpreted meaning.

Graphic Organizer: Reading Journal Figure of Speech

Figure of Speech	Context	Clues	Interpretation of Meaning

Lead a discussion about the figures of speech students have found and the conclusions they have drawn about the meanings of the figures of speech. What are important word relationships that can help determine the meanings of words?

What are important word relationships that can help determine the meaning of words? How do you use the relationships between particular words to better understand each of the words?

1. Review the concepts of word relationships such as analogies, cause/effect, part/whole, and item category. Explain to students that sometimes the meanings of words can be figured out by using their relationships with other words. Provide a definition and some examples of analogies (e.g., Analogies). Share examples of cause/effect, part/whole, and item/category analogies. Have students work in small groups or in pairs to use their background knowledge and classroom resources to develop a list of word pairs that fall under each of these analogy types. Lead a classroom discussion to brainstorm a list that may be posted in the classroom.
2. Select a short literary text in which cause/effect, part/whole, and item/category analogies can be found. In small groups or in pairs, have students go on a scavenger hunt to find word pairs that represent cause/effect, part/whole, and item/category analogies. Students should record the sentence(s) in which these analogies are found. Compile a list of the word pairs on the board. Lead the students through a guided reading lesson. Have students think about each of the word pairs and how the words relate. Ask students to select one of the word pairs from the list and write the sentence in which it is found. Ask students to write a written response to a prompt such as "Write the sentence in which the word pair is found. What is the relationship between these words? What is the meaning of the words? How

does the relationship between the two words help you understand them better?" Lead a discussion about the relationship of the words, and help students draw conclusions about using word relationships to better understand words.

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 versus denotative meanings of words (e.g., What is Connotation?; What is Denotation?). Explain to students that some words may have similar denotations, but different connotations. Have students work in small groups or pairs 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 list that may be posted in the classroom.
2. Select a short literary text that has words with clear connotations. Compile a list of the words on the board. Lead the students through a guided reading lesson. 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 such as "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 affect the meaning of the sentence?"

Key Academic Terms:

vocabulary acquisition, figure of speech, verbal irony, puns, word relationships, connotation, denotation

Additional Resources:

Literary Devices: Verbal Irony

Literary Devices: Puns

Examples of Puns for Kids

ELA in the middle: Puns!

Funny Puns for Kids and Adults

Common Sense: Understanding Figurative Language Lesson

Read*Write*Think: Figurative Language

Read*Write*Think: Figurative Language 2

Connotation Examples

Analogies Practice

Exercises for Connotative Word Usage

Denotation/Connotation Exercise

Connotation vs. Denotation Practice

Updated August 31, 2020

Alabama Educator Instructional Supports: ACAP Summative Survey

Please take a few minutes to answer 10 survey questions by April 30, 2021. You may complete the survey electronically here: https://www.surveymonkey.com/r/WXZWXCT. If you prefer to mail in your survey, you may print this page and mail it in an envelope using the address on the next page. You may also print this double-sided with the following page, fold it into thirds, seal it with tape, and mail it. The survey takes approximately five minutes to complete.

1. Which content area(s) did you use? (Check all that apply.)

   ☐ English Language Arts ☐ Mathematics ☐ Science

2. Which grade(s) did you use? (Check all that apply.)

   ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

3. In which state district (such as Leeds City or Winston County) do you work? _____

4. What is your current position/job title?

   - ○ Classroom teacher
   - ○ Curriculum coach/specialist (school or district)
   - ○ Teacher assistant/classroom aide/paraprofessional
   - ○ Administrator
   - ○ Other (please specify): _____

5. For how many standards did you use the material in the Instructional Supports when planning your instruction?

   ○ All ○ Most ○ Some ○ None

6. How helpful were the Instructional Supports in providing a deeper understanding of the standards?

   ○ Very helpful ○ Helpful ○ Somewhat helpful ○ Not helpful

7. How helpful were these documents to you when planning instruction?

   ○ Very helpful ○ Helpful ○ Somewhat helpful ○ Not helpful

8. How many times did you consult the Instructional Supports documents while planning instruction?

   ○ Daily ○ A few times a week ○ A few times a month ○ A few times during the school year ○ One or two times ○ Zero times

9. How likely are you to recommend the use of the Instructional Supports to other teachers in your district or school?

   ○ Very likely ○ Somewhat likely ○ Somewhat unlikely ○ Very unlikely

10. Is there any additional information about the Instructional Supports that you would like to share or any additional resources that you would like to see included?

_____

_____

_____

Thank you for taking the time to fill out the survey.

(fold here)

Place stamp here. Postal service will not accept without a stamp.

Data Recognition Corporation
Attn: Alabama Instructional Supports Feedback
2800 Northwest Boulevard
Plymouth, MN 55441

(fold here)