

Reading Toolkit: Grade 3 Objective 2.A.5.a

Standard 2.0 Comprehension of Informational Text

Topic A. Comprehension of Informational Text

Indicator 5. Identify and explain the author's use of language

Objective a. Identify and explain specific words or phrases that contribute to the meaning of a text

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Lesson Seeds

Reading Grade 3 Objective 2.A.5.a

Activities

Prior to students reading an informational passage, the teacher will preview the text and select several words that are essential to the understanding of the text. Before students begin reading, the teacher will share these words in context with the class. Students will use context clues to suggest a meaning for each word. Students will be instructed to read the text with the purpose of determining whether or not the meaning suggestions proved valid or needed to be adjusted. After reading is complete teacher and students will review the words, determine a correct meaning for each, and discuss how knowing the meanings of those words is essential to understanding that informational passage.

Prior to reading an informational text, with teacher direction students will preview the text with the purpose of identifying its genre and predicting the type of language that will be used in that type of genre. Suggestions for type of language may include formal, informal, persuasive, descriptive etc...As students read they should be aware of language and circle or use post-its to identify words that indicate a specific style. Once reading is complete, assign each student a partner, have them review their marked texts, and determine the type of language used. Selected partners should share their findings with the class telling the style of the language and supporting that assertion with text support.

The teacher will provide students with a series of advertisements. With teacher direction students will identify words within the advertisement that are intended to persuade a reader. Next, students will identify the specific purpose of the ad. A sample student response should begin..."This advertisement persuades me to believe...." Finally students will analyze the words they have already identified as persuasive. In a teacher-directed discussion, students will determine the finer points and subtleties of each persuasive word looking at the associations the words evoke and their layers of meaning. For example, if a product or idea were to be associated with the word "springtime" in an advertisement, the word could be associated with ideas of rebirth, newness, change, etc...

The teacher will instruct students to read an informational passage. After the initial reading is complete, the teacher will select one sentence from the text which contains a word essential to the understanding of the text. Students will be asked to brainstorm other words that might replace the essential word. After a series of words has been suggested, the teacher and student will determine how the different word alters the meaning of the passage. A final determination will be made with the original word and its effect on the meaning of the passage.

Clarification

Reading Grade 3 Indicator 2.A.5

To show proficiency of the skills stated in this indicator, a reader will be able to identify, explain, and analyze an **author's use of language**, specific words or phrases that contribute to the meaning of a text or to the creation of an author's style. Author's style is the way an author uses language to express his/her thoughts. This may include word choice and figurative language. These words are purposeful and give clues to readers about the meaning and tone of a text or portion of a text. Used in conjunction with other text elements, the author's use of language assists readers in constructing meaning.

To identify, explain and analyze specific words or phrases, a reader must distinguish among the different types of word choices in texts or portions of texts. Word choice can make a point, set a tone, or reveal an author's style. By recognizing the different types of word choices, clarifying their purpose, and examining their implications, readers are better able to construct meaning from text.

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|-----------------------------------|--|
| • Significant Words | words that are necessary to a reader's understanding of a text |
| • Figurative Language | language that relays a meaning beyond a literal meaning |
| | Simile: stated comparison of two things that have some quality in common using the words like or as |
| | Metaphor: stated comparison of two things that have some quality in common <u>not</u> using the words like or as |
| | Personification: stating that an inanimate object has lifelike characteristics |
| • Idiom | phrase/expressions whose meaning cannot be understood from the literal meaning of the words in it Hold your tongue is an English idiom meaning keep quiet. |
| • Colloquialism | familiar, informal, everyday talk Movies is an informal term for the more formal term cinema. |
| • Connotation | idea or feeling associated with a word in addition to its literal meaning |
| • Technical or Content Vocabulary | words that are specific to an area of study |
| • Denotation | literal, dictionary meaning of a word |
| • Discernible Word Style | words associated with persuasive, formal, or informal writing |

To identify, explain, and analyze language that creates tone a reader must first know that tone expresses the author's attitude toward his or her subject. The language, punctuation, and details a writer chooses help create the tone which could be serious, playful, angry,

sad, etc... In addition to specific word choices the inclusion of specific punctuation helps relay an author's attitude. A reader identifies words or phrases in a text that, in conjunction with the content of the text, signal the author's attitude toward the subject of that text. Once those words have been identified, a reader can tell how those words create a specific tone. Ultimately a reader can examine the specific words an author uses to create a specific tone. A critical reader examines word choice, punctuation, and content to determine if a particular tone is appropriate to a subject. For example, in an editorial that addresses the aftermath of a natural disaster, the tone would be serious or thoughtful.

To identify, explain, and analyze the effects of repetition in a text, a reader becomes aware of the repeated use of words and phrases in a text. A critical reader notes the portion of a text where repetition occurs and determines why an author draws attention to and what is important about that portion of text. An author may slightly change the repeated words and phrases to draw continued emphasis to the ideas in that portion of text. Finally, a critical reader uses repetition or altered repetition to focus on those ideas that help a reader construct meaning of an entire text.

Sample Item #1 Brief Constructed Response (BCR) Item with Annotated Student Responses

Question

Read the article 'Protecting the Pandas' and answer the following question.

The author says that giant pandas are "special creatures." Explain whether the word special is a good word to use to describe the giant panda. In your response, use information from the article that supports your answer. Write your answer on your answer document.

Annotated Student Responses

Special is a good word
because it makes readers
think that the pandas must
be very important to the
reader & to China and
the people there, & maybe
even the whole world
that we live in. (And lots more)

Annotation: The reader answers the question stating that "special" is a good word because pandas "must be very important." The reader explains that pandas are important "to the reader and to China and the people there, & maybe even the whole world..." To improve this response the reader could have explained how special the pandas are by including the amount of bamboo a panda eats, the high price of a panda's skin, or the reserves established for panda safety.

It's bad cause if they're
special then there's not many
giant pandas in china

Annotation: The reader answers the question stating that it is "bad" to be special because that means that "there's not many giant pandas in china." To improve this response the reader could have used information which shows why their being special has caused them to die out. For example, poachers hunt pandas for their skins, and their diet of bamboo is less available.

I think it is a
good word to use, because
panda is ^{probably} the only animal
that eat bamboo. And they
will be gone soon so that
means that it is rare, and
rare is special. In
the text it says
pandas are in danger and
need help.

Annotation: The reader answers the question stating special "is a good word to use" and explains that because pandas "will be gone soon" they are "rare and rare is special." To improve this response the reader could explain why the pandas are and how eating bamboo makes them special.

Handouts

Protecting the Pandas

By Robin L. Santos

¹The wind whistles down the cold, snowy mountains in China. All is quiet in the bamboo forest below. Suddenly—CRUNCH, SNAP! A bearlike creature appears out of the bamboo. For hours, the animal munches on one bamboo shoot after another. Then slowly, it lumbers over to a hollow tree, squeezes itself in, and falls fast asleep.

Many people recognize this animal by its white and black markings. Do you? It's a giant panda! Giant pandas have lived in the mountains of China for thousands of years. But now these special creatures are in danger of dying out. Some scientists say there are fewer than 1,000 giant pandas left in the wild in China.

Pandas in Danger

Pandas need a lot of food to survive. They sometimes eat fish and small rodents. But their main food is bamboo. A panda can eat up to 85 pounds of bamboo in just one day!

Long ago, finding bamboo was easy for pandas. China had many bamboo forests. But people have cut down more and more of these forests to make room for villages and farms. So pandas are losing their homes and their food. Sometimes the pandas starve.

Another danger for pandas is poachers. Poachers are people who hunt and kill animals, even though it is against the law. Poachers hunt pandas. Then they sell their skins in foreign countries for lots of money.

People Helping Pandas

⁶Many people from around the world are working to help save giant pandas. Some people in China have set up special areas, called reserves, where the pandas can be safe.

⁷On the reserves, workers try to protect pandas from poachers. They also stop villagers from cutting down bamboo forests. Sometimes workers buy land from villagers who live on the reserves. Then they can plant more bamboo for the pandas.

More bamboo forests and fewer poachers should help more pandas survive in the future.

Rubric - Brief Constructed Response (BCR)

Score 3

The response demonstrates an understanding of the complexities of the text.

- Addresses the demands of the question
- Effectively uses text-relevant¹ information to clarify or extend understanding

Score 2

The response demonstrates a general understanding of the text.

- Partially addresses the demands of the question
- Uses text-relevant¹ information to show understanding

Score 1

The response demonstrates a minimal understanding of the text.

- Minimally addresses the demands of the question
- Uses minimal information to show some understanding of the text in relation to the question

Score 0

The response is completely incorrect, irrelevant to the question, or missing.²

Notes:

¹ Text-relevant: This information may or may not be an exact copy (quote) of the text but is clearly related to the text and often shows an analysis and/or interpretation of important ideas. Students may incorporate information to show connections to relevant prior experience as appropriate.

² An exact copy (quote) or paraphrase of the question that provides no new relevant information will receive a score of "0".

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