

Reading Toolkit: Grade 5 Objective 3.A.7.b

Standard 3.0 Comprehension of Literary Text

Topic A. Comprehension of Literary Text

Indicator 7. Identify and describe the author's use of language

Objective b. Identify and explain specific words and phrases that contribute to meaning

Assessment Limits:

Significant words and phrases with a specific effect on meaning

Denotations of above-grade-level words used in context

Connotations of grade-appropriate words and phrases in context

Multiple meaning words

Table of Contents

Objective 3.A.7.b Tools

- Advanced/Gifted and Talented
- Lesson Seeds
- Sample Item #1 - Brief Constructed Response (BCR)
 - Annotated Student Responses

Indicator 3.A.7 Tools

- Clarification

Scoring Rubric

- Rubric - Brief Constructed Response

Handouts

- Strongest of All

Advanced/Gifted and Talented Reading Grade 5 Objective 3.A.7.b

Other Objectives Addressed

- a. Identify and explain how the use of dialogue contributes to a story
- d. Identify and explain figurative language that contributes to meaning
- e. Identify and explain language that appeals to the senses and feelings

Instructional Task

The students will identify and describe the author's use of language in historical fiction. The students will assume the roles of lexicographers and create an historical fiction dictionary of language that contributes to the authenticity of the historical time period in the text. Students will share their dictionaries with other students to use when they are reading that same text (authentic product).

Development of Task

1. Students will read a selection of historical fiction at an appropriate level of complexity, such as *Johnny Tremain* by Esther Forbes.
2. The teacher will model how the author's use of language contributes to the authenticity of the historical setting. For example, the author may use idioms such as "hold your tongue" to make the character's dialogue sound historically authentic.
3. The students will identify examples of the author's use of language including dialect, idioms, colloquialisms, figurative language, words that create mood, and historical allusions. Students may use the chart "Author's Use of Language in Historical Fiction" to organize their ideas (Objectives a,b,d,e). Students will explain how each example contributes to understanding the historical period (analysis).
4. The teacher will introduce the concept of lexicography, the editing or making of a dictionary. Students may want to read about America's first lexicographer, Noah Webster, who published his *Compendious Dictionary of the English Language* in 1806 (verbal-linguistic intelligence).
5. Students will review a current dictionary in order to identify the organizational pattern and the parts of a dictionary entry.
6. Students will decide which examples of the author's use of language are most effective in creating the historical authenticity of the text (evaluation).
7. Students will create a dictionary of historical terms to include in their own "compendious" dictionaries of the English language (synthesis).

Author's Use of Language in Historical Fiction

Author's Use of Language	Example in story	How does this add to my understanding of the historical period?
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dialect idioms colloquialisms figurative language words that create mood symbolism historical allusion		
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Lesson Seeds

Reading Grade 5 Objective 3.A.7.b

Activities

Students should read a literary text (Suggestion: Amelia Bedelia) where multiple meanings of words create idioms. Prior to reading, the teacher will point out these idioms to students. After reading is complete, teacher and students will discuss how Amelia Bedelia's misunderstanding of phrases created comedy. Students should be able to detail what the character actually did and what she was told to do.

Prior to reading a literary text which contains dialect, students should work in small groups to translate samples of dialect into Standard English. (Example: "I reckon them taters will be right for pickin'. I guess the potatoes are ripe.") As students read the text, they should record any examples of dialect that enable them to understand the character or the plot. After reading is complete, students and teacher should discuss the effect of the story speculating about the contribution of the dialect to authenticity.

Students will read a literary text where the teacher has selected words that have multiple meanings. After students have read the text, they will focus on the selected words. The teacher will show students multiple sentences using a selected word. Then they should choose the sentence where the word is used in the same way as the text. Students will justify their chosen meaning using text support. Finally they will determine how knowledge of that word helps a reader understand the text.

Prior to students reading a literary text, the teacher will ascertain that students know that style is how authors use language. Three particular elements students should be aware of as they read is the author's word choice, the author's sentence structure and length of sentences, and how or if the author uses figurative language, repetition, dialogue, and/or imagery. After students have read a portion of the text, they and the teacher will review that portion noting any of the elements listed above. Next, students should draw a conclusion about that author's style. Following that, they should read another portion of text to determine if their conclusion about author's style is correct.

Clarification

Reading Grade 5 Indicator 3.A.7

To show proficiency of the skills stated in this indicator, a reader will be able to identify, describe, analyze, and evaluate 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, figurative language, and literary devices. These words and phrases are purposeful and appeal to the emotions, the intellect, and the senses. When used with other text elements, they assist readers in constructing meaning of an entire text.

To identify and explain how dialogue contributes to a narrative, a reader should know that one way character is revealed is by what a character says and what other characters say about him/her. Those words an author selects for a character to say or have said about him/her are part of the development of that character. Since characters move the plot of a narrative or are moved by the plot, the growth of that character through dialogue also directly affects the movement of the plot.

To identify, explain, and analyze the role of specific words and phrases that contribute to meaning and create style in a literary text, a reader should be aware of the different types of specific words and word groupings in texts or portions of texts that establish tone, develop character, and create style. A reader can use these specific words and phrases to construct meaning from a text by clarifying their purpose and examining their implications.

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|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| • Significant Words | words that are necessary to a reader's understanding of a text |
| • Denotation | literal, dictionary meaning of a word |
| • Connotation | idea or feeling associated with a word in addition to its literal meaning |
| • Multiple Meanings | words that have acquired additional meanings over a period of time |
| • Idiom | phrase 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. |
| • Dialect | a form of language spoken in a particular place by a particular group of people |
| • Word/Phrase Patterns | patterns of words and phrases involving how something is said that supersedes what is said. These word patterns or phrases joined with word choice create style such as humorous, serious, mysterious etc... |

To identify, explain, analyze, and evaluate words and phrases that create tone in a literary text, a reader must first know that tone expresses an author's attitude toward his or her subject.

"Listen to me!" yelled Cory. "I thought of something, but I need your help." Elisa wiped the tears from her face. "I'm going to lie down on the ice and try to crawl to Minnie. You lie down behind me and hold my ankles. Don't let go, no matter what, and don't stand up. Understand?" Elisa nodded sniffing.

from "The River" by Yetti Frenkel

The underlined words help a reader determine the urgent tone of this text.

Many readers use the words tone and mood interchangeably. However, mood refers to the atmosphere of a text.

Outside Eric's bedroom window the January blizzard raged. Treetops swayed dangerously as gusting winds sculpted snow into huge drifts.

from "Sierra Oscar Sierra" by Lynn Murray

The underlined words help a reader determine the perilous mood of this text.

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. For example, in a comic text about a mistaken identity, an author may point out a ludicrous appearance or behaviors of a character to create a light-hearted tone. Once those words have been identified, a reader can tell why those words create a specific tone. Ultimately a reader can examine how an author chooses specific words to create a specific tone. A critical reader evaluates the language choices, the intent of the author, and the purpose of the text to determine the quality of tone.

To identify, explain, analyze, and evaluate figurative language in a literary text, a reader must first know different types of figurative language in texts or portions of texts. In simpler texts figurative language can clarify or intensify descriptions. In more complex texts figurative language can create style, establish symbolism, and allow critical readers to view people, settings, and ideas in new ways. A close reading of a complex text involving attention to figurative language and its effect on meaning helps a reader to understand a text from the literal to the critical.

- 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 not using the words like or as
- Personification
stating that an inanimate object has lifelike characteristics
- Onomatopoeia
words whose sound suggest their meaning

To identify, explain, and analyze sensory language that contributes to meaning in a literary text, readers must identify those words and phrases in a text that appeal to the senses of sight, smell, hearing, taste, and touch. Next, readers must explain how sensory language evokes those particular senses and makes a story or description become real. From this a critical reader can discern how sensory language assists a reader in having a clear picture of characters and settings which, in turn, allows a reader to understand a text fully. In more

complex texts sensory language is a component of style. For example, language that evokes the senses could be how an author relays his/her story or theme. The use of symbolism, irony, and allusion in a literary text adds layers of meaning to a text.

- Symbolism

using a person, place, object, or action that stands for something other than itself

- Irony

the contrast between what is expected will be said or done and what actually is said or done

- Allusion

a reference to a famous person, place, event, or work of literature

Symbolism, verbal and situational irony, and literary allusion can be composed with sensory language. An author's choice of language creates tone, and those language choices could include symbolism, irony, and allusion. A critical reader notes the use of sensory language, determines its use in a narrative, and is able to judge its effect on the meaning of a literary text.

To identify, explain, and analyze elements of style and their contribution to the meaning of a literary text, a reader must understand the elements that create style. Since style is the way an author expresses him/herself, use of these elements creates a unique means of expression.

• Repetition	technique where a sound, word, or phrase is repeated for effect
• Hyperbole	statement where truth is exaggerated for effect
• Alliteration	repetition of consonant sound at the beginning of a word
• Understatement	technique where what is said is intentionally less than what is complete or true
• Rhetorical Question	question asked for effect where no answer is expected

A critical reader notes the types of stylistic elements an author employs and determines a purpose for their use. Through stylistic elements, a reader's attention is drawn to certain statements or ideas which assist in constructing meaning of a literary text.

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

Question

Read the article 'Strongest of All'. Then answer the following.

Read this sentence from paragraph 3.

"We are the greatest."

Is the word "greatest" a good way for Whale to describe herself and Elephant? In your response, use details and examples from the story that support your explanation. Write your answer on your answer document.

Annotated Student Responses

In paragraph three
 it says "we are the
 greatest" it is in a
 good way. The way I
 know that it is good
 because the Whale
 said to Brother Elephant
 that he should rule sea
 and Brother Elephant
 should rule land. That's
 how I know the it
 was in a good way.

Annotation: The student responds that "'we are the greatest' it is in a good way." The student substantiates his/her answer from the text with "Whale said to Brother Elephant that he should rule sea and Brother Elephant should rule land" relating greatness with ruling or being in charge. To improve this response the student should detail those qualities that create greatness and connect more firmly greatness with being in power. Finally the student should relay what is good about being the greatest.

No, because the elephant fell
for a trick like the whale.
Also there are some animals
wise, and an elephant is scared of
a mouse. Also they were too
dumb to know rabbit tricked
them.

Annotation: The student responds "No" because both animals "fell for a trick." Next, non-text based support is offered. The student concludes with text support that "they were too dumb to know rabbit tricked them." To improve this response, the student should explain how whale and elephant were tricked and why being tricked should prevent someone from being described as great.

No it is not a good way to describe them.
 both because neither of them are the greatest.
 They weren't the greatest because Rabbit had
 out-witted them with a trick which ^{means} they
 weren't the greatest at cleverness. For example,
 when Rabbit made-up the fake story
 about his made-up milk-cow, they
 believed him and ended hurting themselves.
 So, if there not the best at cleverness, then there
 not the greatest at everything, so they're not the
 greatest at all.

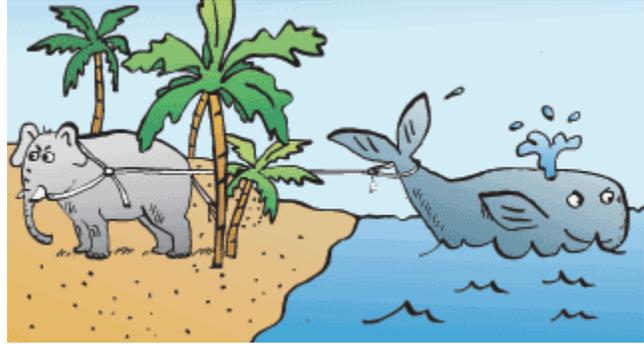
Annotation: The student responds that the description is not correct "because neither of them are the greatest." The student offers text support that both were "out-witted" which shows "they weren't the greatest at cleverness." Next the student gives details about the trick where they "ended hurting themselves." The student concludes that "if there not the best at cleverness...they're not the greatest of all." The student answers the question, supports the answer from the text, and then draws the conclusion from the text that because there is a flaw neither animal can achieve the superlative "greatest."

Handouts

Strongest of All

By Pleasant DeSpain

One day long ago, clever Rabbit was walking along the seashore. Hearing voices, he stopped to listen. Elephant and Whale were having a conversation. He wanted to hear every word.



"Sister Whale," said Elephant, "you are the largest, strongest, and most beautiful animal of the sea. Naturally, I'm the largest, strongest, and most beautiful animal on the land. We two should rule over all the animals, birds, and fish on the earth."

"Yes, it's true, Brother Elephant," said Whale. "We are the greatest. You should rule the land. I'll be happy to rule the sea."

⁴Rabbit decided to play a trick on these two behemoths.

"I'm twice as smart as both of them," he said. "All I need is a long, strong rope and my jungle drum."

Later that afternoon Rabbit found Elephant in the woods and said, "Hello, Powerful Ruler of All the Animals that Walk and All the Birds that Fly. I'm in need of a small favor."

Elephant liked Rabbit's compliment and was willing to listen.

"What can I do for you, my little friend?" he trumpeted.

"My milk-cow is stuck in the sand on the beach. I'm not big enough to pull her out. Let me tie one end of this rope around you and the other end around my cow. When you hear me beat my drum, you'll know it's time to pull hard, really hard."

"It's a good plan," said Elephant. "You are wise to come to me as I'm the strongest friend you have."

"Thank you, Elephant. Wait for the drum!"

So saying, Rabbit ran to the beach and found Whale sunning herself near the shore.

"Hello, Friend Whale. My, but you look sleek and powerful today," said Rabbit.

Whale smiled and replied, "Yes, Rabbit, I'm strong today and every day. I rule all the creatures of the sea."

"Of course," responded Rabbit. "That's why I've come to you with my small problem."

"What can I do to help?" asked Whale.

"It's my milk-cow. She's mired deep in the bayou-mud way up in the woods. I can't get her out. I'd like to tie one end of this rope around your tail and the other end around my cow. I'll beat my drum so you'll know when to pull."

"Of course I'll help," said Whale.

She swam closer to shore so that he could tie the long rope to her massive tail.

"Pull hard when you hear my signal," said Rabbit as he ran back into the woods.

He found his drum and pounded hard and loud. Boom! Boom! Boom! The sounds carried to both Elephant in the forest and Whale in the sea.

They both began to pull, each against the other, and were shocked at the resistance. Elephant tugged so hard that Whale hit the sand in the shallow water. Whale pulled back so hard that Elephant was being dragged out of the woods.

"That cow must be stuck in the sand up to her neck," bellowed Elephant.

"That cow must be buried in the mud up to her nose," cried Whale.

Next thing they knew the rope snapped! One end flew back and stung Elephant on the ear.

"Ouch!" he cried.

The other end smacked Whale on the tail.

"Ouch!" she cried.

Rabbit began to laugh. His laughter carried deep into the woods and far out to sea. Elephant and Whale realized that they had been tricked. They also discovered that when it came to cleverness, Rabbit was the strongest of all.

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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