

Reading Toolkit: Grade 4 Objective 3.A.7.c

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 c. Identify and explain words and punctuation that create tone

Assessment Limits:

Grade-appropriate words that describe the tone of a text or a portion of text

Grade-appropriate words that describe the tone of a text or a portion of text

Tone in the text or portion of the text

Tone in the text or portion of the text

Specific punctuation that contributes to the tone of a text or a portion of the text

Specific punctuation that contributes to the tone of a text or a portion of the text

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Lesson Seeds

Reading Grade 4 Objective 3.A.7.c

Activities

The teacher will share with students a small portion of literary text where the tone has been identified and elements within the text that establish tone have been underlined. During discussion of the text, the teacher will emphasize that tone is the author's attitude toward his/her subject, the tone of the literary piece under discussion, and the words and phrases in the text that support that the identified tone is correct. Next, students will be given another portion of literary text where specific words and phrases that establish tone have been underlined. Through discussion students will identify the tone of the text. Following that, students will be given another short literary text where the tone has been identified. Now students will underline the words and phrases that support that tone and share their findings with the class. Ultimately, the teacher should provide the students with a short literary text where they will establish the tone and identify the words and phrases that create that tone.

The teacher will provide students with a short literary text that has an easily identifiable tone. After reading the text, the teacher will tell students the tone of the text. Small groups of students will be given a limited number of clip-style clothespins with the identified tone written on each clothespin. Students will be instructed to find words or punctuation in the text that support the identified tone and mark them with the clip-style clothespin. Each group will share the words and punctuation they thought supported the tone of the text and will justify its use.

Prior to reading a literary text, the teacher will inform students of the tone of the text. As students read, they should record words and phrases, details of character and setting, details that develop the theme etc...that support the stated tone of the text. After reading is complete, students will share their findings with a partner. In general class discussion, the teacher and students will discuss how each of these narrative elements contributes to the tone of the text and whether the tone is appropriate to the subject of the text. The tone of the text should be emphasized as a deliberate part of the author's craft. If students determine the tone is inappropriate, they and the teacher should discuss the reason for the inappropriateness of the tone. Does the tone create comedy? Does the tone draw attention to the situation of a certain character?

The teacher should place a single tone word on a piece of poster paper. Each paper should display a different tone word, and each paper should be placed in a different place within the classroom. Students should be placed in small groups, and each group should be given a folder containing a variety of short portions of literary works that have distinctive tones. The contents of the folders may vary among each of the groups. As members of the groups read the texts, they should determine the tone of each by citing words, phrases, and punctuation that establish tone. After decisions have been reached on the tone of each text, students should attach them to the poster paper which displays the word that describes the tone of that text. After all texts have been placed, the teacher and students should review each one to determine its correctness.

Clarification

Reading Grade 4 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.