Vocabulary Strategies
for Standards RL.4 & RI.4

6th – 12th Grade
Strategies for all Reading Standards Can Be Retrieved
from http://www.isbe.net/common_core/htmls/resources.htm

RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
Word Map. A word map is a visual organizer that promotes vocabulary development. Using a graphic organizer, students will think about vocabulary terms in different ways. (Teachers should model the following steps first). 1. Write the vocabulary word and the page number on the organizer. 2. Copy the phrase or sentence in which the word appears, and predict its meaning. Indicate how the word is used in the sentence. Using a dictionary or Dictionary.com, employ a think-aloud to ask, "Does this make sense based on how the word is used in the text?" Write the correct definition on the graphic organizer. 3. Use the dictionary entry to fill in a synonym for the word. 4. Use the dictionary to fill in an antonym non-example of the word. 5. Sketch an example or association on the back of the word maps. 6. Have each student share his or her sketch with a partner. 7. Create original sentences using context clues using the new word. Click here for a sample of a graphic organizer. (Rosenbaum, 2001) **Word Choice Impact.** This strategy will provide students opportunities to explore word choice and how specific choices impact meaning. 1. Define and demonstrate examples of connotations and denotations. 2. Demonstrate to students how word choice can impact meaning. Show students the sentence, "Jose walked into the room." Volunteers act out ways that the student in the sentence might enter the room and the teacher models revising the sample sentence's verb. 3. Students then suggest other replacements for the verb in the sentence to increase the specificity explore connotation. 4. Students select words with powerful connotations for their own writing.	**Assessment Tip.** "Improvements in learning will depend on how well assessment, curriculum, and instruction are aligned and reinforce a common set of learning goals, and on whether instruction shifts in response to the information gained from assessments" (Pellegrino, Chudowsky, Glaser, 2001). The PARCC assessment will utilize assessment advances in an effort to check for understanding in this key area. For example, for measuring vocabulary within a 6th Grade Narrative Writing task, notice the question contains two parts. Part A asks the student to match the correct meaning to the vocabulary word. Part B asks "which phrase from the passage best helps the reader understand the meaning" of the word. **Assessing Vocabulary in Context.** To assess student knowledge of academic vocabulary within your classroom, add a similar "Part B" to your vocabulary questions. In short, link vocabulary assessments directly to at-grade level text, ask students to define complex words and have them cite specific evidence from the text to support their answer. Doing so will build the ability to use context to determine meaning and simultaneously encourage students to supply evidence for reasoning.

References: Marzano, R. and Pickering, D. (2005). *Building academic vocabulary*: *Teacher's manual*. Alexandria, VA: Association for Supervision and Curriculum Development.

RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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Building Academic Vocabulary. Dr. Robert Marzano describes a six-step process in the instruction of vocabulary. The first three steps are to assist the teacher in direct instruction. The last three steps are to provide the learner with opportunities to practice skills and reinforce their learning. (Marzano, 2005). 1. The teacher gives a description, explanation, or example of the new term. 2. The teacher asks the learner to give a description, explanation, or example of the new term in his/her own words. 3. The teacher asks the learner to draw a picture or symbol, or to locate a graphic to represent the new term. 4. The learner will participate in activities that encourage a deeper understanding of the words in their vocabulary notebooks (graphic organizer). 5. The learner will discuss the term with other learners. 6. The learner will participate in games that provide more reinforcement of the new term. Click here for additional details. **Mapping the Meaning**. The teacher takes a significant word from an essay/article and places the word in the middle of a graphic organizer. Students provide the teacher with images, emotions or feelings (connotations) as well as definitions (denotations) of the word. The class discusses why the author has chosen that specific word and how it changes the meaning and tone of the article/essay. This shows students how word choice is deliberate and impacts the meaning of the text (Adapted from Stahl, 2005). See this link for a web graphic organizer.	**Building Academic Vocabulary**. Students give a description, explanation, or example of the new term in his/her own words. Using an observation checklist, feedback is provided with regards to accuracy in description, explanation, or example given. Students then draw a picture, create a symbol, or locate a graphic to represent the new term. In small groups, students share their picture, symbol, or graphic during a game a charades with their group. Each group will designate a recorder to document the results of the game in the following fashion: **Vocabulary Charades** <table><tr><td>Student name</td><td>Term used</td><td>Description of drawing, symbol or graphic</td><td>Additional information needed (yes or no)</td></tr><tr><td></td><td></td><td></td><td></td></tr></table> Upon completion of the activity, students provide written answers to text dependent questions to display their level of comprehension. The authors of the Common Core State Standards, through Student Achievement Partners, have created a guide for developing text dependent questions. It can be accessed in Appendix A.

References: Marzano, R. and Pickering, D. (2005). *Building academic vocabulary*: *Teacher's manual*. Alexandria, VA: Association for Supervision and Curriculum Development.

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

Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
Note: This standard builds upon the skill areas outlined in previous grade level standards, particularly, figurative and connotative meanings. This strategy is designed to meet the added language that reads: "analyze the impact of rhymes and other repetition of sounds." **Pre-Teaching: Rhyme Scheme, Meter, and Poetic Devices:** The instructor may need to take time to pre-teach or review skill-related concepts. Students should have some skill in recognizing rhyme scheme and meter. **Close Read/Poetic Devices:** Students will conduct a close read of a poem and note the instances in which the poet uses the following devices (the instructor may add more to this list) • **Alliteration**: repetition of consonant sounds at the beginnings of nearby works: "Silent Song," "Great Game," • **Assonance:** repetition of vowel sounds in nearby stressed syllables as in "deep and dreamless. Meet and Greet. "Great State." • **Consonance:** repetition of consonant sounds at the ends of nearby stressed syllables with different vowel sounds. E.g. "Heat of the night" "The dust replaced in hoisted roads" • **Onomatopoeia:** use of words which imitate actual sounds from life such as: bark, fizz, slam, pow bang, screech, etc… **Close Read/Annotation:** The instructor provides a copy of a poem that makes use of the devices listed above, leaving ample room for students to mark the poem itself. Students proceed to highlight, mark, or underline specific words and syllables involved in the poet's use of alliteration. Graphic organizers may be helpful to some students. See Appendix A (Brown, 2007)	**Progression Note.** In coordination with this reading standard, a key progression in the *speaking and listening standards* is the need for students to show competency in delineating a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence (SL.7.3). **Poetic Device Presentation.** Students "present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation" (SL7.4). Emphasis can also be placed on the "inclusion of multimedia components and visual displays to clarify claims and findings and emphasize salient points" (SL.7.5). **Close Reading/Annotation Written Summary.** Students author an argumentative text that justifies their annotation of the poem. Special emphasis is placed on how well they "establish and maintain a formal style" (W.7.1d) and the inclusion of "a concluding statement or section that follows from and supports the argument presented" (W.7.1e).

References: Brown, M. (2007). I'll have mine annotated, please: Helping students make connections with text. *English Journal*. *96* (4), pp. 73-78.

RI.7.4: Determine the meanings of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	
Strategy/Lesson Suggestions	**Assessment FOR Learning Suggestions**
Semantic Feature Analysis The Semantic Feature Analysis strategy engages students in reading assignments by asking them to relate selected vocabulary to key features of the text. This technique uses a matrix to help students discover how one set of things is related to one another. Select a topic or concept from a reading selection for student analysis. Introduce a Semantic Feature Analysis graphic organizer as a tool for recording observations. (Lenski, Wham and Johns, 1999). 1. Students list key vocabulary words down the left hand column of a chart. 2. Next, students list properties of the topic across the top row of a chart. 3. While reading, students place check marks in the appropriate cell when a vocabulary word reinforces one of the properties of the topic. 4. After reading and completing the graphic organizer, students share observations. Discussion about differing results is encouraged. Students identify which vocabulary words best communicate the essential properties of the topic. **K.I.M. Vocabulary Strategy** (Beck, McKeown & Kucan, 2002). Instruct students on the following acronym: • **K** represents the *key* word; students record the word to be learned. • **I** represents *important information*; students record what they have learned about the key word in "their own words." • **M** represents *memory clue or mnemonic* (Drawing, picture or symbol) This helps students synthesize and interpret the new information.	**Text Dependent Vocabulary Quiz.** At a pre-determined interval, students work collaboratively to create an online text dependent vocabulary quiz. This activity will focus on Tier two and three vocabulary located within the text and combine quality text dependent questioning with vocabulary assessment. Students construct the quiz and enter their responses within a Google Docs form. **Exit Slip.** After students make the quiz, they return to the text for further learning analysis or engage in targeted learning activities. After a few days have passed, students complete the "text dependent vocabulary quiz" as an exit slip. Results from the quiz are used to formulate a hinge question to begin the lesson the following day. **Hinge-point questions.** A hinge-point question is a quick check on understanding (Wiliam, 2011). 1. Ideally it takes less than a minute for all students to respond 2. Ideally it takes less than 30 seconds for the teacher to view and interpret the responses

K (Keyword)	I (Important Information)	M (Memory Cue)
Drought	Without water	

References: Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York, NY: Guilford.

Lenski, S. D., Wham, M. A. & Johns, J. L. (1999). *Reading and learning strategies for middle and high school students*. Dubuque, IA: Kendall/Hunt.

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.

Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
The following strategy utilizes a CCSS text exemplar from the 6th-8th grade band. This strategy can be adapted to fit a variety of texts with an aligned level of complexity. *Note: This standard builds upon the skill areas outlined in previous grade level standards, particularly, figurative and connotative meanings. This strategy is designed to meet the added language that reads: "analyze the impact of specific word choices on meaning and tone…" For the foundational skills involved in this standard see previous grade level strategy suggestions.* **Analogies Organizer:** Students should understand that analogies are more complex ways of describing the characteristics of a person, place, thing, or idea. Analogies relate to metaphor and simile in this regard, but can take on a larger role as the central image of a poem or story. For example, In Carl Sandburg's *"Chicago"* the speaker establishes these analogies from the beginning: "Hog Butcher for the World, / Tool Maker, Stacker of Wheat…" Students will use two column notes to identify and then describe the analogies in a poem or story. **Allusion Group Investigation:** Students should be able to recognize when an author uses allusion to enrich an image by juxtaposing it with another text. In this activity, students will identify the allusions for a poem and then research them briefly to provide a greater context for understanding the poem itself. Students will note the different allusions in a poem (e.g. "A Poem for My Librarian, Mrs. Long.") and then conduct brief, group based research on each of these allusions. Students can use what they learn to further their understanding of the text.	**Progression Note.** In coordination with this reading standard, a key progression in the *writing standards* is the need for students to show competency in using narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters (W.8.3b). Students must also effectively 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 (W.8.3c). **Vocabulary.** When checking for understanding of words and phrases, please pay special attention to advances in vocabulary assessment. For example, in PARCC's Grade 6 vocabulary assessment item prototype students are asked a 2-part question to display an understanding of the selected word. Part A is the traditional "What does this mean?" but Part B asks the student "**Which of the phrases from the passage best helps the reader understand the meaning of "regal?"** To further advance the skill of determining meaning from context, embed 2-part vocabulary questions within your curriculum which are extracted directly from appropriately complex texts. Check for understanding by having students respond to these questions while grappling with the text itself. Utilize objective prompting and feedback to keep learning moving forward.
References: Eggen, P.,& Kauchak D. (1996) *Strategies and models for teachers*.(pp.11-113). Boston: MA, Pearson.	

RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.

Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
Impact Colors. Students will identify and color code words and phrases that create a variety of tones within literary nonfiction texts. For example, figurative language may be coded green; connotative language would be coded red; and technical meanings would be coded blue. Students will then note the link between word choice and tone. This process prepares students to: **1.** Analyze multiple texts in which textual references, via analogies or allusions, are present. **2.** Debate the reason for the inclusion of textual references in the whole class discussion. Essential questions for this discussion may be: "Why does the writer relate the text to another through analogy or allusion? What purpose does making this text-to-text connection serve? " **3.** Finally, students should demonstrate mastery of this standard by independently analyzing how a writer chooses words with intent to affect tone and meaning. **Analyzing "everyday text".** In order to take figurative language to the analytical level, students must be given the opportunity to determine the reason for an author's choice of figurative language and its effect on the audience. Have students find a pre-determined number of examples of figurative language in a text (e.g. magazines, advertisements). Ask these questions: • What type of figurative language did you find? • Who is the intended audience? • What affect would this figurative language have on the audience? • What is the author's overall purpose of this ad? The students should share their analysis with others in the class.	**Impact Colors.** Students write an analysis of pre-identified key words or phrases from a text to explain the meaning of the word and the impact of the word on the overall meaning of the selected text. When the analysis is complete, students orally explain the meaning of and the impact of the key words or phrases from the text. **Annotating Text.** Students read and annotate a PDF version of the text by highlighting main ideas and supporting details according to color. To do this within Adobe Reader, students select the "highlighting tool" and then press CTRL+E. This will display "highlighter tool properties" allowing students to quickly change highlighter colors. Begin the assessment by having students highlight the main ideas according to a particular color code. Once that is complete, student return to each main idea and use a similar shade of the main idea color to highlight the details in support of that main idea. They repeat the process until the entire text has been annotated and all main ideas have been supported by details that outline their development over the course of a text. At predetermined intervals, students provide peer-based feedback by posting objective comments on one another's annotated text. The teacher listens intently and uses data from informal assessment to provide targeted learning opportunities. **Analyzing "everyday text".** Students complete a written summary which cohesively answers the questions outlined in the activity. A CCSS aligned assessment rubric is used to establish clear success criteria and pinpoint opportunities for targeted learning.
References: NA	

RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
Diction/Dialect. Students begin the activity by sharing and discussing examples of different types of dialect from varying regions, countries or time periods. The discussion is guided toward readings or writings written in dialect (e.g., John Steinbeck's *The Grapes of Wrath*). The discussion is driven by guiding questions such as; • What can you tell about the narrator by the way he or she speaks? • Where is the narrator from? • Is the narrator educated or uneducated? • How old is the narrator? • What is the narrator's race? How can you tell what his/her race is? Students continue to elaborate on what led them to their conclusions. **Literature Circles:** Students are grouped into small literature circles. Each circle selects a writer and a speaker to present the main points of their discussion to the class. The groups are given 5 minutes to construct a definition for the term "Dialect". After group definitions are shared orally with the class, a timed literature circle discussion begins using guiding questions such as: • Why did the author choose to include lines in dialect? • In what type of dialect is it written? • How does dialect help/hinder your understanding of the characters? • What, if anything, does dialect (or lack thereof) reveal about the characters? (Morretta & Ambrosini, 2000)	*The texts listed within these suggestions are of the grades 9-10 complexity level within the CCSS text exemplars. These strategies can be adapted to fit a variety of texts with an aligned level of complexity.* **Diction/Dialect.** Intent listening should be prevalent throughout the classroom during discussion. Discussion questioning techniques are continually used to check for proficiency. When the allotted discussion time has expired, students complete a written summary regarding the use of dialect in literature including the citing of specific examples from familiar texts. **Success Criteria.** Success criteria are clear indications about what is required to meet a specified learning goal. They are clear indications of what the learner, peers, parents and the teacher are looking for. (Heritage, 2010) **Writing to Analyze:** Students show competency in analyzing by writing an argument, using valid reasoning and relevant and sufficient evidence that discusses the thematic content of a novel as it relates/ is informed by dialect. At various points throughout the writing process, students could color code their drafts providing diagnostic feedback to the teacher with regards to their self-perceived level of competency. The teacher moves learning forward via individual or small group conferences as it related to the feedback received. **These suggestions are also designed to diagnose competency in the following standards;** (W.9-10.1,4,5,9,10) (SL.9-10.1,3,4) (L.9-10.1-6)

References: Heritage, M. (2010). *Formative assessment – Making it happen in the classroom*. (p.47). Thousand Oaks, CA: Corwin.
Morretta, T.M., & Ambrosini, M. (2000). *Experiencing and responding to literature. Practical approaches for teaching reading and writing in middle schools.* (pp. 18–39). Newark, DE: International Reading Association.

RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
Vocabulary Overview Guide. Students record key words from the text on a template that categorizes and provides a contextual clue for each. Include the meaning of the word (Carr, 1985). **Written Comparison and Synthesis of Ideas.** Students conduct a close read of texts such as Martin Luther King's "Letter from Birmingham Jail" and Elie Wiesel's "Hope, Despair and Memory". Words, phrases and sentences which significantly shape the meaning and tone of each text are highlighted as they read. Without the aid of classroom discussion, students independently proceed to complete a *written comparison and synthesis of ideas (CSI)* between the two pieces of text. Students portray a clear analysis of how the texts are similar and how they differ in terms of meaning and tone. **Meaning & Tone Table.** Students work individually or in pairs utilizing a variety of resources to define selected words as well as compare and contrast specific language from within the text. They utilize a graphic organizer such as the meaning and tone table to create word/phrase/sentence alternatives to display an understanding of the cumulative impact word choice has on meaning or tone.	**Meaning and Tone Table.** Students work individually or in pairs utilizing a variety of resources to define selected words as well as compare and contrast specific language from within the text. They use a graphic organizer such as the meaning and tone table to create word/phrase/sentence alternatives to display an understanding of the cumulative impact word choice has on meaning or tone. Objective feedback is ongoing. **Color Coded Competency.** A visible timer is used to establish a time limit for completion of the vocabulary overview guide, the meaning and tone table or a similar activity. When time has elapsed, each student puts a colored mark on their paper corresponding with their level of competency (Blue – good to go, Yellow – fairly comfortable, Red – oh boy, I need some help). Papers are turned in. While students complete a related activity, the teacher meets with students individually, in pairs, or small groups for the purpose of sharing objective feedback around the idea of 'Where to next?' (Hattie, 2012).

Meaning and Tone Table		
Specific sentence from text	Your sentence (underline the word(s), clause(s), and/or phrase(s) you altered)	How do your changes alter the meaning or tone of the text?

These suggestions can also be adapted to diagnose competency in the following standards; (W.9-10.2,4,5,9,10)(SL.9-10.1,3,4)(L.9-10.1,2,3,4)

References: Carr, E.M. (1985). The vocabulary overview guide: A metacognitive strategy to improve vocabulary comprehension and retention. *Journal of Reading, 28*, 684-689. Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.

RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors).

Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
One of the following strategies utilizes a CCSS text exemplar from the 11-12 grade band. These strategies can be adapted to fit a variety of texts with an aligned level of complexity. **Word Choice/Word Charts.** Students choose a set of words that appear with frequency in any text, and then track the changes in the connotative or denotative meanings of the words as well as any changes in the associations or thematic implications of the words. The strategy below uses Shakespeare's *Hamlet* to describe a process that uses "powerful" words. **Powerful Words.** After reading the first act of *Hamlet*, students will isolate a set of "powerful" words that are repeated and/or given special emphasis in Act I. Students are organized into small groups and then come to a consensus on the "four most powerful words" that appear in the first act. Students look for word frequency and word repetition (e.g., In *Hamlet* the words "blood," "death," and "love," among many others, would be relevant to this activity. How do the connotations of the word "death" change depending on *Hamlet's* circumstances?). **Guiding Questions**. ("Folger shakespeare library," 2005) 1. Which words have deepened in meaning? 2. Which words have lost their importance? 3. Which words have disappeared completely? 4. How does this change/develop the themes of the text? **Upgrade.** Students utilize a form within Google Docs to record and track the development of words throughout a text. Students also utilize a spreadsheet within Google Docs to properly cite and sort notations as they navigate the text.	**Progression Note.** In coordination with this reading standard, a key progression in the *speaking and listening* standards is the need for students to show competency initiating and participating effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly and persuasively. Students respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **Word Choice/Word Charts.** After the "four most powerful words" are established, groups are randomly assigned one of the four words and given the task to develop and present a convincing argument as to why *their* word is the most powerful of them all! Students cite specific language from within the text to support their claim. Objective feedback is continually provide to place the focus upon language the author used within the text as well as speaking and listening practices associated with the progression note referenced above. **These suggestions are also designed to diagnose competency in the following standards;** (W.9-10.4,5,9,10) (SL.9-10.1-6) (L.9-10.1-6)
References: *Folger shakespeare library*. (2005). Retrieved from http://www.folger.edu/shakespeare	

RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Strategy/Lesson Suggestions	Assessment FOR Learning Suggestions
Vocabulary Overview Guide. Students record key words from a text on a template that categorizes and provides a contextual clue for each. The meaning of each word is included (Carr, 1985). *The following strategy utilizes a CCSS text exemplar from the 11-12 grade band. This strategy can be adapted to fit a variety of texts with an aligned level of complexity.* **Key Terms Chart/Writing:** Students conduct a close reading of a text such as G.K. Chesterton's "The Fallacy of Success". Students will analyze the development of key words and ideas as they are changed, refined, and clarified over the course of the text. In this case, students will note the development of the term "success" as it is defined by the author and then redefined and clarified by the use of non-examples as well. This graphic organizer can be used as a supplement to the reading, and can also be used as the starting point for a written assessment that settles around a set of central questions such as: • What does success mean to the author in the beginning of the piece? • How does the author use non-examples to add meaning to this idea? • How does the author's use of non-examples add tone and humor to the piece? • How does he develop his central idea, or change it over the course of the text? • How do his ideas about "success" compare to your own?" Students connect their written claims to evidence drawn from the text.	**Meaning and Tone Table.** Students work individually or in pairs using a variety of resources to define selected words as well as compare and contrast specific language from within a text. They use a graphic organizer such as the meaning and tone table to create word/phrase/sentence alternatives to display an understanding of the cumulative impact word choice has on meaning or tone. (See Appendix A) **Color Coded Competency.** Utilize a visible timer to establish a time limit for completion of the vocabulary overview guide, the meaning and tone table or a similar activity. When time has elapsed, each student puts a colored mark on their paper corresponding with their level of competency (Blue – good to go, Yellow – so, so, Red – oh boy, I need some help). Papers are turned in. While students complete a related activity, the teacher meets with students individually, in pairs, or small groups for the purpose of sharing objective feedback centered around the idea of 'Where to next?' (Hattie, 2012). **These suggestions can also be adapted to diagnose competency in the following standards;** (W.9-10.2,4,5,9,10)(SL.9-10.1,3,4)(L.9-10.1,2,3,4)

References: Carr, E.M. (1985). The vocabulary overview guide: A metacognitive strategy to improve vocabulary comprehension and retention. *Journal of Reading, 28*, 684-689. Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.

Appendix A

A Guide to Creating Text Dependent Questions for Close Analytic Reading

Text Dependent Questions: What Are They?

The Common Core State Standards for reading strongly focus on students gathering evidence, knowledge, and insight from what they read. Indeed, eighty to ninety percent of the Reading Standards in each grade *require* text dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text dependent questions.

As the name suggests, a text dependent question specifically asks a question that can only be answered by referring explicitly back to the text being read. It does not rely on any particular background information extraneous to the text nor depend on students having other experiences or knowledge; instead it privileges the text itself and what students can extract from what is before them. For example, in a close analytic reading of Lincoln's "Gettysburg Address," the following would not be text dependent questions:

- *Why did the North fight the civil war?*
- *Have you ever been to a funeral or gravesite?*
- *Lincoln says that the nation is dedicated to the proposition that "all men are created equal." Why is equality an important value to promote?*

The overarching problem with these questions is that they require no familiarity at all with Lincoln's speech in order to answer them. Responding to these sorts of questions instead requires students to go outside the text. Such questions can be tempting to ask because they are likely to get students talking, but they take students away from considering the actual point Lincoln is making. They seek to elicit a personal or general response that relies on individual experience and opinion, and answering them will not move students closer to understanding the text of the "Gettysburg Address."

Good text dependent questions will often linger over specific phrases and sentences to ensure careful comprehension of the text—they help students see something worthwhile that they would not have seen on a more cursory reading. Typical text dependent questions ask students to perform one or more of the following tasks:

- Analyze paragraphs on a sentence by sentence basis and sentences on a word by word basis to determine the role played by individual paragraphs, sentences, phrases, or words
- Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another
- Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole
- Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts
- Question why authors choose to begin and end when they do
- Note and assess patterns of writing and what they achieve
- Consider what the text leaves uncertain or unstated

Longfellow's "Paul Revere's Ride." (1861) *Example only*

Poetic Device	Lines	Explanation/Effect on meaning, tone
Alliteration	"And a huge black hulk, that was magnified"	The "h" sound is repeated here. It emphasizes the surprise in the poet's voice.
Assonance	"Listen, my children, and you shall hear" "Of the midnight ride of Paul Revere,"	The "ea" sound is repeated here. It makes the poem seem more like a song that I can remember after I read.
Consonance	"On the eighteenth of April, in Seventy-five; Hardly a man is now alive"	The "v" sound is repeated here, this time it is a consonant in the middle or end of a word that is repeated, so I know this is not alliteration, but consonance.