*English Instructional Plan – Analyzing Word Choice in Paired Texts*

**Primary Strand: Reading 6.5, 7.5, 8.5**

**Integrated Strand/s: Communication and Multi-modal Literacies 6.1, 7.1, 8.1 Writing, 6.7, 7.7, 8.7**

**Essential Understanding:**

* understand that imagery and figurative language enrich texts
* recognize an author’s craft as the purposeful choice of vocabulary, sentence formation, voice, and tone.
* Recognize an author’s craft as the purposeful choice of vocabulary, sentence formation, voice, and tone
* Understand that an author’s voice and tone stem from word choice and the stylized use of literary devices

**Essential Knowledge, Skills, and Processes:**

* notice an author’s craft, including use of
	+ language patterns
	+ sentence variety
	+ vocabulary
	+ imagery
	+ figurative language
	+ word choice to develop mood and tone
* analyze elements of an author’s style, including
	+ word choice to develop tone
	+ sentence structure
	+ imagery
	+ contrasting points of view
	+ figurative language
* prose and poetry, including, but not limited to,
	+ word choice
	+ figurative language
	+ symbolism
	+ imagery
	+ rhyme, rhythm, repetition, and sound elements.
* analyze an author’s choice of words and images

**Primary SOL:**

6.5 e Describe how word choice and imagery contribute to the meaning of a text.

* 1. G Describe the impact of word choice, imagery, and literary devices, including figurative language, in an author’s style.

8.5 a Analyze how authors’ development of characters, conflict, point of view, voice, and tone convey meaning.

**Reinforced (Related Standard) SOL:**

**6.5l, 7.5 h, 8.5 g** The student will compare and contrast two or more texts on the same topic or with similar themes.

**SOL: 6.1, 7.1, 8.1** The student will participate in, collaborate in, and report on small-group learning activities.

**SOL: 6.7, 7.7, 8.7** The student will write in a variety of forms, to include narrative, expository, persuasive, and reflective, with an emphasis on narrative and reflective writing.

**Academic Background/Language:** Students will need to be familiar with vocabulary related to the elements of word choice and historical vocabulary related to World War II and the Japanese Internment

## Materials

* Suggested fiction text: “Letter from a Concentration Camp,” by Yoshiko Uchido, or another fiction text with vivid word choice
* Suggested paired text : Speech or transcript (whole or excerpt: TED Talk “Why I love a Country that Betrayed Me,” by George Takei (Text version at [Common Lit Website](https://www.commonlit.org/en/texts/why-i-love-a-country-that-once-betrayed-me))
* Suggested Nonfiction paired text: whole text or excerpt from “Japanese Relocation During World War II” (available at [Common Lit](https://www.commonlit.org/en/texts/japanese-relocation-during-world-war-ii)) or an excerpt chosen from the [Manzanar National Historical Site](https://www.nps.gov/manz/learn/historyculture/index.htm)
* Copies of the attached word choice organizer

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* Teacher will preview “Letter from a Concentration Camp” by giving background information about Japanese Internment, either by eliciting student knowledge on the topic, giving them a brief overview, or watching a brief video.
* Teacher will have students read the story initially focused on a comprehension strategy of the teacher’s choice.
* Teacher will display a journal that requires students to consider two sentences, one with unexciting word choice and one with interesting word choice (For example, “The cat caught the mouse.” vs. “The enormous orange tabby cat pounced furiously on the tiny grey mouse in an instant.” Teacher will ask students to consider what makes the two sentences different for a reader. Students respond first in writing and then aloud via partner or whole class discussion.
* Teacher will review word choice with students, providing notes if `. Below are some examples of reviewing word choice with students:
	+ Types of interesting word choice
	+ **Add an adverb**: The horse jumped over the fence. vs. The horse jumped *gracefully* over the fence.
	+ **Add a few adjectives**: The blanket kept me warm. vs. The *soft, plush* blanket kept me warm.
	+ **Replace a verb with a power verb**: run vs. *sprinted***,** said vs. *exclaimed*
	+ **Replace a noun with a specific noun**: dog vs. *Chihuahua***,** kid vs. *teenager*
	+ **Add in imagery**: The tree swayed in the wind. vs. The *red* and *orange* leaves in the *tall Maple* tree swayed in the wind with a *whoosh***.**
	+ **Add in figurative language** (words or phrases that relate to the five senses): The leaves shifted in the wind. vs. The leaves *danced playfully* in the wind**.**
* Teacher will display the attached graphic organizer and model analyzing word choice with an example from the text.
* Teacher will distribute the graphic organizer and have students reread the text in partners; focusing in on identifying and analyzing vivid word choice.
* Students will reread and complete the graphic organizer in partners. Teacher will circulate, monitor progress, and conference with students as needed.
* Teacher will bring class back together to discuss the graphic organizer, explaining answers as needed.
* Teacher will have students select a text (nonfiction, speech, or allow students to select from a text set) from above and have students read and analyze the word choice.
* Students will reread the new selection and complete the graphic organizer in partners. Teacher will circulate, monitor progress, and conference with students as needed.
* Teacher will bring class back together to discuss the graphic organizer, explaining answers as needed.
* Teacher will lead a discussion having students compare and contrast the word choice of the different genres using prompts like,
	+ What was similar about the word choice in the two texts?
	+ What was different?
	+ Did one author use stronger word choice? Why do you think that is?
	+ Did the authors use the same types of word choice? Why do you think that is?
* Teacher will display an exit ticket asking students to describe which text had the most effective word choice and to explain their reasoning.

## Teacher Assessment (Diagnostic, Formative, Summative)

* Teacher should confer with students as they reread the texts and complete the organizer, coaching them if they struggle.
* Teacher will formatively assess student understanding through discussion and exit ticket explanations.

## Writing Connections:

* Have students write a letter back to the main character of the story (or another response to one of the texts), focusing on word choice as they write.
* Have students return to a recent writing and revise for more interesting word choice.

## Extensions and Connections (for all students)

* Have students identify interesting word choice as they read by using sticky notes within the text to mark and explain their choices.
* Have students highlight interesting word choices as they read in order to later explain to a partner or group.

## Strategies for Differentiation

* Pair readers strategically to provide support for struggling readers.
* Provide sentence stems for writing explanations:
	+ The text with the best word choice is \_\_\_\_\_.
	+ One example of a vivid word choice is \_\_\_\_\_\_, which allows the reader to \_\_\_\_\_\_.
	+ The author’s word choice made the text \_\_\_\_\_\_ because \_\_\_\_\_.
* Target specific groups of students for support during conferencing.
* Work with a select small group of students while rereading and completing the organizer.

*Note: The following page is intended for classroom use for students as a visual aid to learning.*

