

CRAFT AND STRUCTURE

ANCHOR 4

English Language Arts Standards Reading: Literature **ANCHOR 4**

Reading Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

K	First	Second	Third	Fourth	Fifth
Ask and answer questions about unknown words in a text.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Demonstration 55

Collaborative Engagement 66

Independent Application 68

Decision Tree for **Reading: Literature** ANCHOR 4

Do my students need focused instruction in relation to Reading Anchor 4?

Anchor 4 requires that students *determine and interpret the meanings of key words and phrases* in text. (Refer to your grade-level standards for specific details.)

When some or all of your students could use support in this area, it is recommended that you start the process by implementing three types of instruction in sequence over the course of about a week:



Demonstration
Page 55



Collaborative Engagement
Page 66



Independent Application
Page 68

The initial demonstration requires just one session (to be repeated as needed), leaving one or two days for collaborative engagement and one or two days to begin the independent applications, which become ongoing as you choose. If you find during any phase of the instruction that some or all of your students could use intensified support, it is recommended that you move to the lessons for intensifying the instruction.



Do my students need intensified support with vocabulary-learning strategies?

When students do not have a strong repertoire of strategies for dealing with unfamiliar words, they can benefit from the vocabulary-learning strategy lessons. We often see this need in students who do not pause at critical words or take action even though they clearly do not know their meaning. See page 59.



Do my students need intensified support to develop vocabulary?

Vocabulary studies are used to help develop students' comprehension and content knowledge in relation to the texts they are reading. English learners especially can benefit from this extra boost in vocabulary instruction. See page 60.

Demonstration

Anchor 4 requires that students *determine and interpret the meanings of key words and phrases* in text. It is widely recommended that instruction related to word meanings be steeped in an effort to develop a *word consciousness*—an awareness of and an interest in learning and using new words. Word consciousness is not only critical for vocabulary growth, it also extends reading comprehension (Graves and Watts-Taffe 2008; Scott and Nagy 2004; Tompkins 2011).

The present lesson is designed to help you support your students in developing their word consciousness and building their vocabularies. It may be implemented several times over the course of the year, using different texts that are read aloud.

The lesson requires planning ahead in two areas. First, have your specific focus for vocabulary instruction in mind beforehand. Check your grade level standards for guidance. For example, is it time to address the importance of asking questions about unknown words? Do your students need help distinguishing literal from non-literal language? Would they benefit from support considering the phenomenon of metaphors and similes? Your chosen focus will shape the lesson. Second, determine whether to use the lesson as the frame for creating or adding to a word wall or chart. Through this lesson, you may create a variety of word wall *types* (see Sidebar).

WORD WALL TYPES

Synonyms
Homonyms
Onomatopoeic words
Words with multiple meanings
Feeling words
Five-sense words
Contractions
Tricky words
Interesting verbs
Interesting adjectives
Science words
Math words
Social studies words
Words that sound good
Words related to the books
the class reads together

1. **Choose the text.** Choose a text that could be used to achieve your lesson goals.
2. **Introduce the text and the concept.** Let students know that you will be showing them some words you found to be interesting, confusing, or particularly important—and that you will want them to help you interpret their meanings. Because rich vocabulary instruction takes time, short word lists for any one lesson are recommended (Gersten et al. 2007).
3. **Demonstrate and discuss the concept.** Read the whole text through once before backing up to discuss the words and phrases of interest. On a first read, students generally benefit from focusing on making meaning from the whole. On a second read, they are generally more ready to attend to word-level specifics.

When reading through the text the second time, pause to discuss and show how you think about the key words and phrases you (and the students) have noted. If you are working with a word wall or chart, be prepared to write the key words on note cards and place them on the wall. Figure RL 4.1 offers a starter set of prompts designed to guide your discussion.

READING ANCHOR 4: Prompts to Support Teacher-Led Modeling and Discussion

Kindergarten and First Grade

We are going to look back through the text to talk about some of the interesting words. (We will be putting some of these words on our word wall.)

I noticed _____. What do you think it means? I think it means _____ because _____.

Did you have any questions about words? Let's listen again . . .

Let's listen for words that tell us about feelings.

Let's listen for words that make us use our senses.

What do you feel when I read this word/these words? What do you see in your mind?

Figure RL 4.2 offers a template for students to record words.

Second Through Fifth Grades

We are going to think together about how this author uses words in special ways. I've chosen a text with interesting (rhymes, alliteration, imagery, repetition, beats, onomatopoeia, metaphors, similes, nonliteral language, word meanings). I want to point out some of this language and discuss what it means. I also want you to draw our attention to any interesting words you notice. (We will be putting some of the language on our word wall.)

I noticed _____. What do you think it means? I think it means _____ because _____.

What questions do you have about the words in this text? What are some ways we could answer these questions? (Use the surrounding context; break the words into meaningful parts; use a dictionary; discuss with others.)

Figure RL 4.3 offers a template for students to record words and meanings, as well as noting any specific characteristics such as similes, metaphors, or alliteration.