*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:**

* 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
	+ word choice to develop mood and tone

**Primary SOL:**

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

**7.5 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:**

**6.1, 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, Japanese Internment

## Materials

* Suggested fiction text: “Letter from a Concentration Camp,” by Yoshiko Uchido, or another text **with clear tone that shifts**
* Access to two versions of a trailer for a movie, the original and one that has been recut; For example, the teacher may choose the original theatrical trailer for Frozen and the horror recut version.
* Copies of the attached word choice organizer

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

* Teacher will display a journal that asks students to list everything they can think of about tone.
* Students respond first in writing and then aloud via partner or whole class discussion.
* Teacher will review word choice with students, providing notes if needed. Teacher may also want to distribute a list of tone words, so students can be more concise in their choices.
* Teacher may review a few simple samples, like “Jimmy was fired.” vs. “Jimmy was let-go.” to demonstrate how a word choice can mean the same thing but reflect a whole different attitude.
* Teacher will tell students that they are going to start by analyzing the tone of two videos so that they can see how the choices an author or creator makes ends up determining the tone of a text. Teacher will point out that in a written text, we might find evidence of tone by looking at word choice, sentence structure, rhyme, and repetition, among other things. For a video, word choice will still be important, but we can also examine color choice, music/sound choice, and the pacing or speed of the video.
* Teacher will have students watch the first trailer to try to determine the tone. It may be helpful to have them watch twice, focusing in on evidence the second time.
* Teacher will have students discuss the tone and evidence with a partner, and then have a discussion of what the tone is and what evidence led them to that tone.
* Teacher will show the second trailer and repeat the process.
* Teacher will point out to students that both creators were working with similar characters, settings, and events, but the choices each made based on their attitude toward the topic led to very different results.
* Teacher will display the attached graphic organizer and model tone with an excerpt from a text. Teacher may show several excerpts to allow students to practice if needed.
* Teacher will distribute the graphic organizer and have students reread a text read earlier. Students will work in partners to reread a chunk of text, focusing in on identifying and analyzing the tone.
* 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 display an exit ticket asking students to identify a shift in tone in their text and to explain how they knew using evidence from the text.

## 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 rewrite a portion of a text with a different tone or respond to a character in the text using a specific tone (refer to a list of tone words to decide which tone to write in). Have them highlight the word choice that demonstrates their tone.

## Extensions and Connections (for all students)

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

## Strategies for Differentiation

* Provide a list of tone words with definitions or synonyms.
* Pair readers strategically to provide support for struggling readers.
* Provide sentence stems for writing explanations
	+ The text shifts in tone when \_\_\_\_\_.
	+ One example of a vivid word choice that helps create this tone is \_\_\_\_\_\_.
* 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.*

