



Gulfport School District
Language Arts Instructional Strategies



Check Grade Level K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10 X 11 ___ 12 ___

Competency: 1 Develop and apply expansive knowledge of words and word meanings to communicate.

Content Standard(s): a

- a. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships. DOK 2

Vocabulary: Analogy

Teaching Strategy(ies):

- Divide students into pairs.
- Find examples of Dr. Martin Luther King's use of analogy in "Letter from Birmingham Jail."
- Incorporate into groups of four and share examples. Provide feedback: Why is this analogy? Why is it not an analogy? Why do you think Dr. King used this example?
- As a whole class, put responses in Promethean as students dictate; discuss results.
- Individually, students write analogies about current events.

Materials: Text – Dr. Martin Luther King's "Letter from Birmingham Jail"



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Vocabulary: analogy

Teaching Strategy(ies):

-Have students choose a random word (pre-printed by teacher on an index card) or item (teacher places random items in a paper bag). And write analogies that relate to themselves or an interest they have (i.e. sports, music,...)

-Students complete the following analogical statements:

_____ is like _____ because _____.

Example: War is like peanut butter because it just sticks around, and we cannot seem to ourselves of it.

Materials: Text - Dr. Martin Luther King's "Letter from Birmingham Jail"



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Competency: 1 Develop and apply expansive knowledge of words and word meanings to communicate.

Content Standard(s): c

c. Analyze word choice and diction, including formal and informal language, to determine the author’s purpose. DOK 3

Vocabulary: metaphor, simile, hyperbole, personification, oxymoron, etc.

Teaching Strategy(ies):

- Divide students into groups of four.
- Provide students with a list of figurative language terms (teacher chosen).
- Ask each group to find examples of figurative language in “Letter from Birmingham Jail.”
- Share/discuss findings within groups. Why is this example of figurative language? Why is it not a good example? Why do you think Dr. King included it in his letter? What point was he trying to make?
- As a group, decide on five examples and be prepared to discuss the following as a class: “Why might Dr. King have used this example of figurative language in his work?”

Materials: Text – Dr. Martin Luther King’s “Letter from Birmingham Jail”

Competency: 1 Develop and apply expansive knowledge of words and word meanings to communicate.

Content Standard(s): c

c. Analyze word choice and diction, including formal and informal language, to determine the author’s purpose. DOK 3

Vocabulary: metaphor, simile, hyperbole, personification, oxymoron, etc.

Teaching Strategy(ies):

- Using the figurative language elements identified in King’s “Letter from Birmingham Jail,” students create their own poems centered around a chosen theme (i.e. fairness, right vs. wrong, etc.)
- Each poem must include student-created examples of at least four types of figurative language.

Materials: Text – Dr. Martin Luther King’s “Letter from Birmingham Jail”



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Competency: 1 Develop and apply expansive knowledge of words and word meanings to communicate.

Content Standard(s): b

- b. Analyze the author's uses of figurative language (e.g., metaphors, similes, hyperboles, personification, oxymoron, idioms, etc.) in multiple texts in the creation of setting, tone, atmosphere, characterization, and mood. DOK 3

Competency: 2 Comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.

Content Standard(s): a

- a. Apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning. DOK 2

Vocabulary: word choice, diction, formal language, informal language, author's purpose

Teaching Strategy(ies):

-Give students a plain, typed copy of Gwendolyn Brooks' poem *We Real Cool*.

-Based on the author's word choice, have students draw a picture of the person(s) described in the poem. Warning: Do not allow students to see the picture associated with this poem in the *Elements of Literature Textbook*.

-Ask students to write a paragraph or two justifying their drawings by asking themselves questions such as: What word(s) did I see in the poem that influenced my drawing? How do I know that the author meant for readers to picture the characters in the poem this way?

-Finally, ask students to examine the artwork *Waiting Room* by Phoebe Beasley. Then they will make a T-chart to analyze the way in which the art supports the text. On the left side of the chart, write words from the text; and on the right side of the chart, describe the feature of art that supports the text.

Materials: Gwendolyn Brooks' poem *We Real Cool*; paper, colored pencils, markers, or crayons



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Vocabulary: word choice, diction, formal language, informal language, author's purpose

Teaching Strategy(ies):

-After reading *Letter from Birmingham Jail*, ask students to choose three main points that Dr. King makes in his letter to his fellow clergymen.

-Using those three points, ask students to transport themselves back to 1963 and write a letter of support for Dr. King to be published in a local newspaper.

-Reference Dr. King's ideas, but change the diction and use language that reflects the 1963 audience.

Materials: Dr. Martin Luther King's *Letter from Birmingham Jail*



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Competency: 1 Develop and apply expansive knowledge of words and word meanings to communicate.

Content Standard(s): d

- d. Analyze text to determine how the author's purpose for using connotative words reveals and/or affects the purpose of the text. DOK 3

Vocabulary: connotation, denotation, author's purpose

Teaching Strategy(ies):

- Have students silently read *We Real Cool* by Gwendolyn Brooks.
- Discuss the rhyming pattern, and meter in which the stanzas are arranged.
- As a class, read the poem aloud in unison—paying careful attention to the meter.
- Next, on a sheet of paper, write down each separate sentence from the poem.
- Underline any words that have connotative meanings.
- Double underline any words that are meant literally but are powerful statements.
- As a class, discuss the words that students have chosen. Ask why they chose the words and what the author may mean by using them.
- Finally, students rewrite the sentences in a way that conveys the author's purpose.
- To end the lesson, answer the following question: What was the author trying to tell the reader when she wrote this poem? Justify your answer using what you have realized through Brooks' use of connotative and denotative words.

Materials: -Gwendolyn Brooks' poem *We Real Cool*



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Competency: 1 Develop and apply expansive knowledge of words and word meanings to communicate.

Content Standard(s): d

d. Analyze text to determine how the author’s purpose for using connotative words reveals and/or affects the purpose of the text. DOK 3

Vocabulary: connotation, denotation, author’s purpose

Teaching Strategy(ies):

- Begin a discussion with students about the connotative meanings of color words. Example: red /anger; blue / depression; pink and blue are colors that have connotatively been used for boys / girls. Brainstorm a list of color words that have connotative meanings and list them for the class to see.
- Expand the discussion to include other connotative words: home, friend, etc.
- Show students names of sports teams and discuss the connotative meaning of those names. Begin with those who seem to be effectively named (i.e. Seattle Supersonics).
- Next, have students come up with a list of teams that they think may not have been effectively labeled. Have students justify the reasons for the teams they chose and then have them rename the teams using a mascot with a more appropriate connotative meaning.

Materials: list of color words, posters with college team names

Competency: 2 Comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.

Content Standard(s): d & g

- d. Analyze or evaluate texts to synthesize responses for summary, précis, explication, etc. DOK 3
- g. Apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources. DOK 3

Vocabulary: electronic library, electronic text features

Teaching Strategy(ies):

- The teacher will demonstrate the use of electronic sources to research ancient Greek burial practices in conjunction with a study of the Greek drama *Antigone* by Sophocles.
- Students will write a summary / précis of information and justify its relationship to burial as presented in *Antigone*. Students will be able to answer the question: Why was it so important that Antigone provide her brother with a proper burial?
- Finally, students will create a Venn Diagram to compare and contrast ancient Greek burial practices with modern burial practices.

Materials: Internet, text of Sophocles’ *Antigone*



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- d. Analyze or evaluate texts to synthesize responses for summary, précis, explication, etc. DOK 3

- g. Apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources. DOK 3

Vocabulary: electronic library, electronic text features

Teaching Strategy(ies):

- The teacher will demonstrate the use of electronic sources to research Greek gods and goddesses referenced in Sophocles' *Antigone*.

- Students will write a summary of information and justify Sophocles' reference to each of the gods and/or goddesses in the drama *Antigone* by writing an additional paragraph. Students will be able to answer the question: Why did Sophocles include _____ (god or goddess) in the drama?

- Note: Justification paragraphs are written AFTER reading *Antigone*, so the lesson will encompass more than one session.

Materials: Internet, text of Sophocles' *Antigone*



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Competency: 2 Comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.

Content Standard(s): e1

e. Analyze (e.g., interpret, compare, contrast, evaluate etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning. DOK 3

1. Literary Text and Literary Non-fiction

Competency: 3 Produce, analyze, and evaluate effective communication.

Content Standard(s): a & c

a. Utilize, analyze, or evaluate the composing process (planning, drafting, revising, editing, publishing). DOK3

c. Compose responses to literature, position papers, and expository essays in the informative mode, clearly expressing a main idea thoroughly developed by relevant supporting details, which are well-elaborated and sufficient in number. DOK 3

Vocabulary: character, literary foils

Teaching Strategy(ies):

-The teacher will use *A Separate Peace* by John Knowles and *First Lesson* (poem) by Phyllis McGinley to illustrate character development.

-Divide students into pairs and read aloud *First Lesson* by Phyllis McGinley. After reading, pairs of students will construct a Double-Bubble Map (Thinking Maps), analyzing the similarities and differences of fathers and mothers. Since the poem is about fathers, the information about mothers will be extracted from students' prior knowledge. After completing the map, students will answer: How are mother's and father's opposites of one another in many ways? (foils)

-Next, students will construct a "paper-doll" depicting Gene and Finny as literary foils. On one side, students write character traits of Gene; and on the other side of the paper doll students will write character traits of Finny that are exactly opposite of Gene's.

-Finally, students will construct a paragraph supporting the thought that Finny actually embodies the characteristics that Gene lacks (and wishes he had).

Extension: Students write an expository essay responding to the prompt:

How we are often foils of the friends that we choose? What do they embody that we do not, and vice versa.

Materials: Text of *A Separate Peace* by John Knowles, text of *First Lesson* by Phyllis McGinley, construction paper, markers



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Content Standard(s): e1

e. Analyze (e.g., interpret, compare, contrast, evaluate etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning. DOK 3

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c. Compose responses to literature, position papers, and expository essays in the informative mode, clearly expressing a main idea thoroughly developed by relevant supporting details, which are well-elaborated and sufficient in number. DOK 3

Vocabulary: conflict

Teaching Strategy(ies):

-The teacher will utilize the short story *Everyday Use* by Alice Walker and the text article *In Georgia's Swept Yards, A Dying Tradition* to illustrate conflict between characters / people of different generations.

-After reading both selections, students will divide into groups of five and discuss the following:

-What is conflict?

-What is the generational conflict between the characters/people in both excerpts?

-Why is it important to consider the generational conflicts from all points of view?

- How does compromise fit into the big picture?

-What are some compromises that could have been considered between the characters in *Everyday Use*

and those who seem to be forgetting about "swept yards"?

-Students present their group findings orally to the whole class.

Writing extension: Response to Literature Prompt:

Consider the quote by Henry Wadsworth Longfellow, "All things must change to something new, to something strange." How does this quote relate to changes in culture or tradition over time? How do traditions change? Is this change necessarily good or bad? Write a multi-paragraph essay and include specific details and examples in your response.

Materials: Text of *Everyday Use* by Alice Walker, text of *In Georgia's Swept Yards, A Dying Tradition*



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Competency: 2 Comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.

Content Standard(s): e2

- e. Analyze (e.g., interpret, compare, contrast, evaluate etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning. DOK 3
2. Informational Texts

Vocabulary: expository text, non-fiction text, imagery, irony, word choice

Teaching Strategy(ies):

Teaching Strategies:

-Students read *No News from Auschwitz* silently and respond to the text in writing while reading.

-Consider the following guiding questions:

-How does the author use imagery and word choice to make a point?

-How does this imagery evoke emotion?

-How do the exhibits and examples evoke emotion?

-After reading, ask students to choose ONE word that describes their primary feeling regarding the text.

-Next, students make a word collage. Write the chosen word in the center of a sheet of paper or poster-board and choose words or groups of words from the text that demonstrate the author's intended imagery.

Materials: Text of *No News from Auschwitz* by A.M. Rosenthal, poster-board or unlined paper, markers or colored pencils



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Competency: 2 Comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.

Content Standard(s): e1

e. Analyze (e.g., interpret, compare, contrast, evaluate etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning. DOK 3

1. Literary Text and Literary Non-fiction

Competency 3 Produce, analyze, and evaluate effective communication.

Content Standard(s): b

b. Compose a response in the narrative mode clearly relating an event, telling explicitly what happened within a time frame defined by the event. DOK 3

Vocabulary: poetry vocabulary: structure, language, theme, setting, conflict, irony, symbolism, allusion, figurative language, imagery, word choice; writing vocabulary: narrative, time-frame

Teaching Strategy(ies):

1. Literary Analysis:

-Students will read Langston Hughes' poem *Theme for English B*. and use the TPCASTT method for analysis.

T-Title P-Paraphrase C-Connotation A-Attitude of Narrator/Subject

S-Shift in Tone T-Title Revisited T-Theme

-As a whole class, discuss the themes of the poem created by students and formulate one enduring theme. Guiding questions: How does the author try to define who he is as a person through the poem? How can this poem reflect real-life issues? How does one's circumstance determine his or her performance/behavior in a certain situation?

2. Writing:

-Students use the beginning stanza of Langston Hughes' poem *Theme for English B* to write a narrative essay.

*The instructor said,
Go home and write
a page tonight.
And let that page come out of you--
then it will be true.*

Prompt: Think about an incident in your life that has shaped who you are as a person. Write a story about that incident. What truth did it reveal to you?

Materials: Text of Langston Hughes poem *Theme for English B*



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Content Standard(s): e2

f. Analyze (e.g., interpret, compare, contrast, evaluate etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning. DOK 3

2. Informational Texts

Vocabulary: argumentative text, editorial text, point of view, word choice(to enrage, to persuade, to prompt action), figurative language

Teaching Strategy(ies):

-First, teacher chooses editorial and argumentative texts for students to analyze their features through close reading. Guiding questions: What words does the author use to provoke emotions? What words does the author use to persuade?

-Next, have students separate words into categories (i.e. words that enrage, words that evoke sympathy, etc.). Make a separate category for any figurative language that is used. Write a paragraph explaining how word choice guides argumentative text.

-Finally, have students analyze the point of view of the text and write a paragraph explaining how point of view affects the tone of the text.

Materials: Teacher chosen newspaper or magazine editorials



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Content Standard(s): e2

e. Analyze (e.g., interpret, compare, contrast, evaluate etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning. DOK 3

2. Informational Texts

Competency: 3 Produce, analyze, and evaluate effective communication.

Content Standard(s): d

d. Analyze or evaluate texts to synthesize responses for summary, précis, explication, etc. DOK 3

Vocabulary: argumentative text, editorial text, point of view, word choice(to enrage, to persuade, to prompt action), figurative language

Teaching Strategy(ies):

-First, students search a newspapers or news magazine for an editorial on a currently debated issue. The editorial should be contrary to the students' positions. In other words, students should choose an editorial that they disagree with.

-After analyzing word choice and point of view through close reading, students will write a position essay in opposition to their chosen editorials. Essays must be supported using relevant facts and opinions.

Materials: Newspaper editorials, magazines (brought by students)

Competency: 3 Produce, analyze, and evaluate effective communication.

Content Standard(s): e

e. Research a topic comparing and/or contrasting information from a variety of sources to present findings. DOK 4

Vocabulary: plagiarism, valid research sources, compare and contrast

Teaching Strategy(ies):

-Students will use the Internet and the library to find research sources on the conventions of Geek theater and Shakespearean Theater.

-Students will construct a Venn Diagram comparing and contrasting Greek theater and Shakespearean theater.

-Using multiple sources and the results from the Venn Diagram, students will write a mini-research paper in MLA format.

Materials: Internet and library resources



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Competency: 2 Comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.

Content Standard(s): c

- c. Make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose. DOK 3

Vocabulary: Description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution

Teaching Strategy(ies)

-Students will research text structure and create a booklet showcasing each one.

-Include in the book:

- an understandable definition of the text structure
- a completed Thinking Map that illustrates the text structure
- a paragraph written in the appropriate text structure.

Materials: Thinking Maps

Competency: 2 Comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.

Content Standard(s): g

- g. Apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources. DOK 3

Competency: 3 Produce, analyze, and evaluate effective communication.

Content Standard(s): d

- d. Compose persuasive texts for different audiences using facts and opinions. DOK 3

Vocabulary: Fact, opinion

Teaching Strategy(ies):

-Students will use the speeches of Presidents of the United States to identify fact and opinion.

-Students will pick two speeches and compare /contrast each President's use of fact and opinion to persuade an audience. (Venn Diagram, T-Chart, Double-Bubble Map)

-Finally, students will analyze the techniques used in the Presidential speeches to create their own speeches regarding global issues with the world as their audience. (3d)

Materials: Teacher-chosen presidential speeches.



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Content Standard(s): g

g. Apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources. DOK 3

Competency: 3 Produce, analyze, and evaluate effective communication.

Content Standard(s): d

d. Compose persuasive texts for different audiences using facts and opinions. DOK 3

Vocabulary: Television advertisements, billboards, editorials, television commentary, letters-to-the editor, literary non-fiction.

Teaching Strategy(ies):

-Students will create a portfolio that includes the following items:

- A written billboard slogan
- A newspaper editorial
- A letter to the editor
- The written text of a television commercial
- An example of literary non-fiction (newspaper report)

-First, students will highlight sentences within each of the chosen artifacts and label them as fact and opinion.

-Next, students will create one of the following using fact and opinion to include in the portfolio:

- a fictitious television ad / commercial
- a catalog description
- an editorial response (i.e. letter to the editor, "Sound-off")
- a billboard advertisement
- a catalog description

-Finally, the student will include a two paragraph reflection, supported by information gathered in the portfolio that evaluates the use of fact and opinion in different types of media.

Materials: Newspaper artifacts collected by students