

Students **Study Language and Craft** by revisiting the **Concept Vocabulary**, engaging in **Word Study**, and learn more about how language and craft work. Students use brief activities to examine and expand upon the language used in the text, which also supports their reading comprehension and enhances the language they use when speaking and writing.

Routine | Concept Vocabulary

Concept Vocabulary

Why These Words? The vocabulary words relate to longings and requests. For example, when Jerry first sees the older boys, his smile is one of *supplication*, or humble request. Later, desperate for goggles, he *pestered* his mother until she bought them.

craving	supplication	beseeking
insisted	pleading	pestered

PRACTICE Answer the questions and complete the activity.

- How do the concept vocabulary words clarify Jerry's conflicts and motivations in this story?
- Which other words in the selection connect to the concepts of requests and longing?
- Use the concept vocabulary words in a letter that you write from Jerry's point of view. The recipient could be his mother, his friends at home, or another person of your choosing.

Purpose

Students revisit the **Concept Vocabulary** to answer an important question: *Why these words?* Students develop an understanding of the relationships among words, which supports their ability to independently generate the meaning of unfamiliar words. They also learn how word choice affects meaning. Students then practice using the words themselves, securing their new vocabulary knowledge.

Routine | Word Study

Word Study

Denotative and Connotative Meanings A word's **denotative meaning** is its dictionary definition. Its **connotative meaning** is the idea or emotion associated with it. The connotation may be positive or negative, or it may express levels of intensity. For example, the vocabulary words *pleading* and *beseeking* and the word *demanding* share denotations: "requesting in an urgent way." The connotations of both *pleading* and *beseeking* suggest a lack of power on the part of the person making the request. In contrast, the connotation of *demanding* attributes power to the requester. You can analyze context to determine how connotations shape the meaning of a text.

PRACTICE Complete the following items.

- Name a synonym for each concept vocabulary word. Then, describe how the connotation of each synonym differs from the original word.
- Analyze the context of the passage to determine the meanings of the underlined words and to distinguish between their denotations and connotations. Explain their similarities and differences.

Once he decided to train, the boy was resolute. It took great willpower to overcome the discomfort he faced. Nevertheless, the stunt was wildly dangerous. It would be fair to say his actions were more pig-headed than they were steadfast.

Purpose

Word Study develops students' vocabulary knowledge by providing explicit instruction about how words work. Students learn to distinguish connotative and denotative meanings, identify the morphemes that make up words and the meaning they carry, and use context clues, all to develop the skills they need to generate the meanings of unfamiliar words they encounter in texts.

Routine | Craft & Conventions

Pronoun-Antecedent Agreement

A **pronoun** is a word that can take the place of one or more nouns or pronouns—known as the pronoun's **antecedent**. Every pronoun has a grammatical person: first, second, or third. A first-person pronoun refers to the person(s) speaking. A second-person pronoun refers to the person(s) being spoken to. A third-person pronoun refers to the person(s), thing(s), place(s), or idea(s) being spoken about.

Every pronoun also has a number—singular (one) or plural (more than one). Some pronouns are always singular, some are always plural, and some may be either singular or plural, depending on the context.

PERSONAL AND POSSESSIVE PRONOUNS			
	ALWAYS SINGULAR	SINGULAR OR PLURAL	ALWAYS PLURAL
First Person	I, me, my, mine		we, us, our, ours
Second Person		you, your, yours	
Third Person	it, its, she, her, he, him, his	they, them, their, theirs	

A pronoun must agree with its antecedent in person and number. Notice how that rule is applied in the following examples (the antecedents are highlighted).

EXAMPLE

- I bought Mrs. Miranda the ingredients for her pie.
- My two sisters were hungry. I brought them some food.

READ Read the passage from the story. Then, identify and label personal and possessive pronouns and their antecedents.

On the edge of a small cape that marked the side of the bay away from the promontory was a loose scatter of rocks. Above them, some boys were stripping off their clothes. They came running, naked, down to the rocks. The English boy swam toward them, but kept his distance at a stone's throw.

WRITE/EDIT Edit the paragraph shown here to correct errors in pronoun-antecedent agreement.

Jerry was determined to swim through the tunnel despite the danger they posed. He would not let his mother know of their plan. She would certainly not have allowed him to attempt the challenge. Although the risks were great, Jerry conquered it and triumphed over her.

TIP

The word *antecedent* means "someone or something that comes before." In history class, for example, you might learn the antecedent causes of a war. In grammar, however, the antecedent to a pronoun may come after the pronoun in a sentence. For example: *Despite her misgivings, Deirdre decided to campaign for club president.*

Purpose

Reading like writers, students analyze examples of **Craft and Conventions** drawn from the text selection. By analyzing the effect of each, students deepen their comprehension and prepare to write effectively.