

Diction Alignment

Definition: Diction is word choice intended to convey a certain effect.

Grade 6

Students will be able to:

- define word choice/diction.
- recognize the connection “bridging” word choice/diction from writing to literature.
- identify formal versus casual language.
- identify basic figures of speech (e.g., simile, metaphor, alliteration).
- recognize words and phrases that set a tone (bridge tone to voice).
- develop connotation and denotation.

Grades 7-8

Students will be able to:

- connect word choice to diction.
- explain connotation and denotation.
- identify figures of speech (e.g., hyperbole, onomatopoeia, personification, assonance, consonance).
- analyze the effect of audience on diction (situational diction: tell same story to a variety of audiences).
- use a thesaurus effectively.
- develop understanding of slang, colloquial, euphemism, jargon and dialect.
- understand the appropriate use of levels and types of diction in their writing and speaking (use LEAD to teach/model).
- identify and begin to analyze different types of diction as found in a variety of texts (e.g., dialect, slang, colloquialism, euphemism).

Grades 9-10

Students will be able to:

- use appropriate levels of diction in their own writing and speaking.
- identify concrete and abstract diction.
- use connotation and denotation appropriately.
- recognize how diction affects other literary elements.
- express themselves succinctly.
- use context clues from writers/speakers to deduce meaning.

Grades 11-12

Students will be able to:

- analyze the difference between and the effects of formal and informal language (voice).
- analyze and use all levels of diction.
- analyze the use of connotation and the effect on the reader.
- analyze how concrete images support abstract concepts (what does this mean?).

LEAD

Low or informal diction (dialect, slang, jargon)

Elevated language or formal diction

Abstract and concrete diction

Denotation and connotation