

<b>Common Core Anchor Standard (RL.4):</b> 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.		<b>MAIN ACADEMIC DEMAND</b> <i>Interpret Meaning of Words and Phrases</i>				
<b>Common Core Grade 6 Standard (RL.6.4):</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Determine Figurative and Connotative Word Meanings and Their Impact on Tone</i>				
<b>5 Levels of Language Development</b>	<b>Entering (Beginner)</b>	<b>Emerging (Low Intermediate)</b>	<b>Transitioning (High Intermediate)</b>	<b>Expanding (Advanced)</b>	<b>Commanding (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a semantic web</i> to determine the meaning of words and phrases, including figurative and connotative meanings, as a text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a semantic web</i> to determine the meaning of words and phrases, including figurative and connotative meanings, as a text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed semantic web</i> to determine the meaning of words and phrases, including figurative and connotative meanings, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a semantic web</i> to determine the meaning of words and phrases, including figurative and connotative meanings, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to determine the meaning of words and phrases, including figurative and connotative meanings, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a word choice graphic organizer</i> to determine the impact of a specific word choice and their impact on meaning and tone	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a word choice graphic organizer</i> to determine the impact of a specific word choice and their impact on meaning and tone	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed word choice graphic organizer</i> to determine the impact of a specific word choice and their impact on meaning and tone	<b>Reading-Centered Activity:</b> Organize <i>information on a word choice graphic organizer, after teacher modeling</i> , to determine the impact of a specific word choice and their impact on meaning and tone	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to determine the impact of a specific word choice and their impact on meaning and tone
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that explain the meanings of words and phrases and their impact on meaning and tone, when speaking about a text in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that explain the meanings of words and phrases and their impact on meaning and tone, when speaking about a text in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to explain the meanings of words and phrases and their impact on meaning and tone, when speaking about a text in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to explain the meanings of words and phrases and their impact on meaning and tone, when speaking about a text in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to explain the meanings of words and phrases and their impact on meaning and tone, when speaking about a text in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that include figurative and connotative words and phrases, and analyze their impact on tone	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that include figurative and connotative words and phrases, and analyze their impact on tone	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that includes figurative and connotative words and phrases, and analyzes their impact on tone	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher provided models to develop an essay</i> that includes figurative and connotative words and phrases, and analyzes their impact on tone	<b>Writing-Centered Activity:</b> Use <i>information to develop a multiple paragraph essay, independently</i> , that includes figurative and connotative words and phrases, and analyzes their impact on tone
		in the <i>new and/or the home language.</i>	in the <i>new and/or the home language.</i>	in the <i>new and, occasionally, in the home language.</i>	in the <i>new language.</i>	in the <i>new language.</i>

**Common Core Grade 6 Standard (RL.6.4):** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

**GRADE LEVEL ACADEMIC DEMAND**  
*Determine Figurative and Connotative Word Meanings and Their Impact on Tone*

**Linguistic Demands:** The following are examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in the new and/or home language.

- Identify similes based on sentence structure (use of like or as; e.g., My skin sun-mixed like basic earth).
- Identify metaphors (descriptive phrases that convey a comparison not using like or as; e.g., my voice having tones of thunder).
- Identify the impact of a specific word in a simile or metaphor (e.g., the connotative meaning of thunder in the previous metaphor means a strong voice).

### Examples to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p style="text-align: center;">It Seems I Test People</p> <p style="text-align: center;"><b>My skin sun-mixed like basic earth</b>  <i>my voice having tones of <u>thunder</u></i>  my laughter working all of me as I laugh  my walk motioning strong swings  it seems I <u>test</u> people</p> <p style="text-align: center;">Always awaiting a move  waiting always to recreate my view  <i>my eyes <u>packed</u> with hellos behind them</i>  my arrival bringing departures  it seems I <u>test</u> people</p> <p>Berry, J. (2008). It seems I test people. In <i>Language of literature (grade 6)</i>. Phoenix, AZ: McDougal Littell.</p>	<p>In a mini lesson and small group/whole class conversations, model how to analyze word choice and figurative language and its impact on meaning and tone:</p> <ul style="list-style-type: none"> <li>• Identify similes (<b>bold</b>) based on sentence structure (use of like or as) (e.g., <b>My skin sun-mixed like basic earth</b>).</li> <li>• Identify metaphors (descriptive phrases that convey a comparison not using like or as) (<i>italics</i>) (e.g., <i>my voice having tones of <u>thunder</u></i>; <i>my eyes <u>packed</u> with hellos behind them</i>).</li> <li>• Identify the impact of a specific word in a simile or metaphor (<u>underline</u>) (e.g., the connotative meaning of <u>thunder</u> in the previous metaphor means a strong voice; <u>test</u> meaning to try people; <u>packed</u> meaning full).</li> <li>• Identify connotative word meanings (emotions and associations attached to the word): analyze the additional meanings that words such as thunder (strong, forceful), test (to try people), and packed (full) have in the sentences in which they appear.</li> </ul>