Common Core Anchor Standard (RL.4): 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.	MAIN ACADEMIC DEMAND *Interpret Meaning of Words and Phrases*
Common Core Grade 8 Standard (RL.8.4): Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	GRADE LEVEL ACADEMIC DEMAND *Determine Meanings of Words and Phrases and Analyze Analogies or Allusions to Other Texts*

5 Levels of Language Development	**Entering** (Beginner)	**Emerging** (Low Intermediate)	**Transitioning** (High Intermediate)	**Expanding** (Advanced)	**Commanding** (Proficient)

When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:

		Entering (Beginner)	**Emerging** (Low Intermediate)	**Transitioning** (High Intermediate)	**Expanding** (Advanced)	**Commanding** (Proficient)
RECEPTIVE	**Oracy and Literacy Links**	**Listening-Centered Activity:** Organize *pretaught words and phrases on a semantic web* to determine the meanings of words and phrases, as the text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a semantic web* to determine the meanings of words and phrases, as the text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed semantic web* to determine the meanings of words and phrases, as the text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a semantic web* to determine the meanings of words and phrases, as the text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information in a note-taking guide, independently,* to determine the meanings of words and phrases, as the text is read aloud in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught figurative and connotative words and phrases on a semantic web graphic organizer* to determine the impact of word choices, including analogies or allusions to other texts, on meaning and tone	**Reading-Centered Activity:** Organize *preidentified figurative and connotative words and phrases on a semantic web graphic organizer* to determine the impact of word choices, including analogies or allusions to other texts, on meaning and tone	**Reading-Centered Activity:** Organize *figurative and connotative words and phrases on a partially completed semantic web graphic organizer* to determine the impact of word choices, including analogies or allusions to other texts, on meaning and tone	**Reading-Centered Activity:** Organize *figurative and connotative words and phrases on a semantic web, after teacher modeling,* to determine the impact of word choices, including analogies or allusions to other texts, on meaning and tone	**Reading-Centered Activity:** Organize *figurative and connotative words and phrases in a note-taking guide, independently,* to determine the impact of word choices, including analogies or allusions to other texts, on meaning and tone
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

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

Common Core Grade 8 Standard (RL.8.4): Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	GRADE LEVEL ACADEMIC DEMAND *Determine Meanings of Words and Phrases and Analyze Analogies or Allusions to Other Texts*

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 words and phrases that have a figurative meaning in the text (words that produce an image in the reader's mind; e.g., So dawn goes down to day/Nothing gold can stay).
- Identify words and phrases that have a connotative meaning in a text (e.g., gold, hold).

- Identify the impact of a specific word that is repeated throughout the poem (e.g., leaf).
- Identify the allusions to other texts (e.g., the Bible—Eden).

Examples to Address the Linguistic Demands

Text Excerpt	Teacher Directions
Nothing Gold Can Stay Nature's first green is *gold*, Her hardest hue to *hold*, Her early leaf's a flower; But only so an hour. Then leaf **subsides** to leaf. So Eden sank to grief, **So dawn goes down to day** **Nothing gold can stay**. Frost, R. (1923). Nothing gold can stay. Retrieved from www.poets.org/viewmedia.php/prmMID/19977	In a mini lesson, small group or whole class, discuss the different allusions and imagery presented in this text: - Identify words and phrases that have a figurative meaning (**bold**) in the text (words that produce an image in the reader's mind) (e.g., **So dawn goes down to day/Nothing gold can stay**). - Identify words and phrases that have a connotative meaning (*italics*) in a text (e.g., *gold*, meaning the leaves that change color; *hold*, meaning that it doesn't last). - Identify the impact of a specific word that is repeated throughout the poem (underline) (e.g., leaf). - Identify the allusions to other texts (wavy underline) (e.g., the Bible—Eden).