

<p><b>Common Core Anchor Standard (RI.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.</p>		<p><b>MAIN ACADEMIC DEMAND</b> <i>Analyze the Meaning and Impact of Word Choice</i></p>				
<p><b>Common Core Grade 8 Standard (RI.8.4):</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>		<p><b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Determine Figurative, Connotative and Technical Meanings of Words and Phrases</i> <i>Analyze Analogies and Allusions to Texts and Impact of Word Choices on Meaning and Tone</i></p>				
<p><b>5 Levels of Language Development</b></p>	<p><b>Entering (Beginner)</b></p>	<p><b>Emerging (Low Intermediate)</b></p>	<p><b>Transitioning (High Intermediate)</b></p>	<p><b>Expanding (Advanced)</b></p>	<p><b>Commanding (Proficient)</b></p>	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words on a semantic web</i> to determine the meanings of figurative, connotative and technical words, as a teacher reads aloud in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a semantic web</i> to determine the meanings of figurative, connotative and technical words and phrases, as a teacher reads aloud in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize a <i>bank of words and phrases on a semantic web</i> to determine the meanings of figurative, connotative and technical words and phrases, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>words and phrases independently on a partially completed semantic web</i> to determine the meanings of figurative, connotative and technical words and phrases, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words on a three-column chart</i> (Column 1: Specific sentence from the text; Column 2: Same sentence using different words; Column 3: How do your changes alter the meaning and tone of the text?) to analyze the impact of a specific word choice on meaning and tone</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words on a three-column chart</i> (Column 1: Specific sentence from the text; Column 2: Same sentence using different words; Column 3: How do your changes alter the meaning and tone of the text?) to analyze the impact of a specific word choice on meaning and tone</p>	<p><b>Reading-Centered Activity:</b> Organize a <i>bank of words on a three-column chart</i> (Column 1: Specific sentence from the text; Column 2: Same sentence using different words; Column 3: How do your changes alter the meaning and tone of the text?) to analyze the impact of a specific word choice on meaning and tone</p>	<p><b>Reading-Centered Activity:</b> Organize <i>words independently on a partially completed three-column chart</i> (Column 1: Specific sentence from the text; Column 2: Same sentence using different words; Column 3: How do your changes alter the meaning and tone of the text?) to analyze the impact of a specific word choice on meaning and tone</p>	<p><b>Reading-Centered Activity:</b> Organize <i>words independently on a three-column chart</i> (Column 1: Specific sentence from the text; Column 2: Same sentence using different words; Column 3: How do your changes alter the meaning and tone of the text?) to analyze the impact of a specific word choice on meaning and tone</p>
		<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and, occasionally, in the home language.</i></p>	<p><i>in the new language.</i></p>	<p><i>in the new language.</i></p>

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 the previously completed graphic organizers to complete sentence starters</i> that explain the impact of analogies or allusions to other texts, in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases and the previously completed graphic organizers to complete sentence starters</i> that explain the impact of analogies or allusions to other texts, in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>bank of phrases and short sentences and the previously completed graphic organizers to explain the impact of analogies or allusions to other texts</i> , in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>glossary and the previously completed graphic organizers to explain the impact of analogies or allusions to other texts</i> , in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers to independently explain the impact of analogies or allusions to other texts</i> , in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words to complete cloze paragraphs</i> in which specific words are chosen to have an impact on meaning and tone, including analogies or allusions to texts	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases and the previously completed graphic organizers to write two or more paragraphs</i> in which specific words are chosen to have an impact on meaning and tone, including analogies or allusions to texts	<b>Writing-Centered Activity:</b> Use a <i>bank of phrases and short sentences and the previously completed graphic organizers to write a short essay</i> in which specific words are chosen to have an impact on meaning and tone, including analogies or allusions to texts	<b>Writing-Centered Activity:</b> Use a <i>glossary and the previously completed graphic organizers to write an essay</i> in which specific words are chosen to have an impact on meaning and tone, including analogies or allusions to texts	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers to independently write an essay</i> in which specific words are chosen to have an impact on meaning and tone, including analogies or allusions to texts
		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 8 Standard (RI.8.4):** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**GRADE LEVEL ACADEMIC DEMAND**  
*Determine Figurative, Connotative and Technical Meanings of Words and Phrases*  
*Analyze Analogies and Allusions to Texts and Impact of Word Choices on Meaning and 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 words and phrases that have a figurative meaning in the text (words that produce an image in the reader’s mind; e.g., where there is so much racket there must be something out of kilter).
- Identify words and phrases that have a connotative meaning in a text (e.g., women’s rights in the text has a positive connotation).
- Identify allusions to other texts (e.g., the Bible).

**Example to Address the Linguistic Demands**

Text Excerpt	Teacher Directions
<p>Well, children, <b>where there is so much racket there must be something out of kilter</b>. I think that ‘twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a <i>fix</i> pretty soon. But what’s all this here talking about?</p> <p>That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain’t I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could <b>head</b> me! And ain’t I a woman? I could work as much and eat as much as a man—when I could get it—and bear the lash as well! And ain’t I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother’s grief, none <i>but Jesus heard me!</i> And ain’t I a woman?</p> <p>Then they talk about this thing in the head; what’s this they call it? [member of audience whispers, “<i>intellect</i>”] That’s it, honey. What’s that got to do with <i>women’s rights</i> or negroes’ rights? <b>If my cup won’t hold but a pint, and yours holds a quart, wouldn’t you be mean not to let me have my little half measure full?</b></p> <p>Then that little man in black there, he says women can’t have as much rights as men, ‘cause <u>Christ wasn’t a woman!</u> Where did your <u>Christ come from?</u> Where did your <u>Christ come from?</u> <u>From God and a woman!</u> Man had nothing to do with Him. If the first woman God ever made was strong enough to turn the world upside down all <i>alone</i>, these women together ought to be able to <i>turn it back</i>, and get it <i>right side up again!</i> And now they is asking to do it, the men better let them.</p> <p>Obliged to you for hearing me, and now old Sojourner ain’t got nothing more to say.</p> <p>Sojourner, T. (1851). <i>Ain’t I a woman?</i> Speech delivered at 1851 Women’s Convention, Ohio. Retrieved from <a href="http://www.fordham.edu/halsall/mod/sojtruth-woman.asp">http://www.fordham.edu/halsall/mod/sojtruth-woman.asp</a></p>	<p>In a mini lesson and small group or whole class conversations, analyze how understanding the figurative, connotative and technical words in a text enables comprehension:</p> <ul style="list-style-type: none"> <li>Identify words and phrases (<b>bold</b>) that have a figurative meaning in the text: words that create an image in the reader’s mind. (e.g., <b>where there is so much racket there must be something out of kilter</b>, meaning something must not be right).</li> <li>Identify words and phrases (<i>italics</i>) that have a connotative meaning in the text: words can gather a positive or negative connotation based on the context in which they are used (e.g., <i>women’s rights</i> in the text has a positive connotation; <i>alone</i>, <i>turn it back</i>, <i>right side up again</i> have a positive implication in this text; <i>intellect</i> has a negative one).</li> <li>Identify allusions to other texts (<u>underline</u>) (e.g., ‘<u>cause Christ wasn’t a woman!</u>). In this example the text is referring to the Bible.</li> </ul>