

<p>Common Core Anchor Standard (RI.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.</p>	<p>MAIN ACADEMIC DEMAND <i>Analyze the Meaning and Impact of Word Choices</i></p>
<p>Common Core Grade 6 Standard (RI.6.4): Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.</p>	<p>GRADE LEVEL ACADEMIC DEMAND <i>Determine Figurative and Connotative Meanings of Words and Phrases</i> <i>Analyze Meaning and Tone of a Specific Word Choice</i></p>

5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
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When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:

RECEPTIVE	Oracy and Literacy Links	<p>Listening-Centered Activity: Organize <i>pretaught words on a T-chart</i> to determine the meaning of figurative, connotative and technical words and phrases, as teacher reads aloud in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a T-chart</i> to determine the meaning of figurative, connotative and technical words and phrases, as teacher reads aloud in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize a <i>bank of words and phrases on a T-chart</i> to determine the meaning of figurative, connotative and technical words and phrases, as teacher reads aloud in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>words and phrases on a partially completed T-chart</i> to determine the meaning of figurative, connotative and technical words and phrases, as teacher reads aloud in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>words and phrases independently on a self-created T-chart</i> to determine the meaning of figurative, connotative and technical words and phrases, as teacher reads aloud in <i>partnership, small group and/or whole class settings</i></p>
		<p>Reading-Centered Activity: Organize <i>pretaught words on a three-column chart</i> (Column 1: Figurative word and phrases; Column 2: Connotative words and phrases; Column 3: Technical words and phrases) to determine the impact of a specific word choice on meaning and tone</p>	<p>Reading-Centered Activity: Organize <i>preidentified words on a three-column chart</i> (Column 1: Figurative word and phrases; Column 2: Connotative words and phrases; Column 3: Technical words and phrases) to determine the impact of a specific word choice on meaning and tone</p>	<p>Reading-Centered Activity: Organize a <i>bank of words on a three-column chart</i> (Column 1: Figurative word and phrases; Column 2: Connotative words and phrases; Column 3: Technical words and phrases) to determine the impact of a specific word choice on meaning and tone</p>	<p>Reading-Centered Activity: Organize <i>words on a partially completed three-column chart</i> (Column 1: Figurative word and phrases; Column 2: Connotative words and phrases; Column 3: Technical words and phrases) to determine the impact of a specific word choice on meaning and tone</p>	<p>Reading-Centered Activity: Organize <i>words independently on a self-created three-column chart</i> (Column 1: Figurative word and phrases; Column 2: Connotative words and phrases; Column 3: Technical words and phrases) to determine 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)
PRODUCTIVE	Oracy and Literacy Links	<p>Speaking-Centered Activity: Use <i>pretaught words</i> and the <i>previously completed graphic organizers</i> to complete <i>sentence starters</i> that analyze the meaning of figurative, connotative and technical words and phrases in a text, in <i>partnership and/or teacher-led small groups</i></p>	<p>Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to complete <i>sentence starters</i> that analyze the meaning of figurative, connotative and technical words and phrases in a text, in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>bank of words and phrases</i> and the <i>previously completed T-chart</i> to analyze the meaning of figurative, connotative and technical words and phrases in a text, in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use the <i>previously completed T-chart, after teacher modeling</i>, to analyze the meaning of figurative, connotative and technical words and phrases in a text, in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use the <i>previously completed T-chart</i> to independently analyze the meaning of figurative, connotative and technical words and phrases in a text, in <i>partnership, small group and/or whole class settings</i></p>
		<p>Writing-Centered Activity: Use <i>pretaught words</i> to complete <i>cloze paragraphs</i> in which specific figurative, connotative and technical words and phrases are used</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases</i> to complete <i>cloze paragraphs</i> in which specific figurative, connotative and technical words and phrases are used</p>	<p>Writing-Centered Activity: Use a <i>bank of words and phrases</i> to write a <i>short essay</i> in which specific figurative, connotative and technical words and phrases are used</p>	<p>Writing-Centered Activity: Use <i>knowledge of words and phrases</i> and a <i>teacher-provided sample</i> to write an <i>essay</i> in which specific figurative, connotative and technical words and phrases are used</p>	<p>Writing-Centered Activity: Use <i>knowledge of words and phrases</i> to independently write an <i>essay</i> in which specific figurative, connotative and technical words and phrases are used</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

Common Core Grade 6 Standard (RI.6.4): Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and connotative meanings.

GRADE LEVEL ACADEMIC DEMAND
Determine Figurative and Connotative Meanings of Words and Phrases
Analyze Meaning and Tone of a Specific Word Choice

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., self-contained island, segregated ocean).
- Identify words and phrases that have a positive (e.g., intense) or negative (e.g., earsplitting) connotation in the text.
- Identify words and phrases that have a technical meaning in the text (e.g., double-note stop).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>In the early part of the 20th century, the neighborhood known as the Ville, just a few miles north and west of downtown St. Louis and the Mississippi River profoundly changed the lives of all who grew up in it. During its heyday from the early 1920’s to the 1940’s the Ville was a self contained island of Black enterprise and culture in a vast, white, segregated ocean.</p> <p>Chuck Berry was born here. Rock musicians of all ages can trace their roots back to him. He rose to stardom in the 1950’s with music featuring driving beats and catchy guitar <u>riffs</u>—short series of notes that repeat throughout a song. Berry’s groundbreaking sound combined rhythm and blues with country music. As a guitarist, he was known for his <u>phrasing</u>. Aerosmith guitarist Joe Perry described the way Berry grouped notes into quick bursts as “that <u>double-note stop</u>, where you get the two notes against each other and they make that rock & roll sound.” Some people found his music <i>earsplitting</i>; some found it <i>intense</i>.</p> <p>Pegg, B. (2002). <i>Brown eyed handsome man. The life and hard times of Chuck Berry</i>. New York: Routledge.</p>	<p>In a mini lesson and small group/whole class conversations, analyze how understanding the figurative and connotative words and phrases in a text enables comprehension:</p> <ul style="list-style-type: none"> • Identify words and phrases (bold) that have a figurative meaning in the text: words that create an image in the reader’s mind (e.g., trace their roots, groundbreaking, self contained island, enterprise, segregated ocean). • Identify words and phrases (<i>italics</i>) that have a positive or negative connotation in the text (e.g., <i>earsplitting</i> has a negative connotation whereas <i>intense</i> has a positive one in the text). • Identify words and phrases (<u>underline</u>) that have a technical meaning in the text (e.g., <u>riffs</u>, <u>phrasing</u>, <u>double-note stop</u>).