

<p>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.</p>		<p>MAIN ACADEMIC DEMAND <i>Interpret Meaning of Words and Phrases</i></p>				
<p>Common Core Grade 7 Standard (RL.7.4): Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Determine Meaning of Words and Phrases and the Impact of Rhyme and Repetition on Verses or Sections of a Story</i></p>				
<p>5 Levels of Language Development</p>	<p>Entering (Beginner)</p>	<p>Emerging (Low Intermediate)</p>	<p>Transitioning (High Intermediate)</p>	<p>Expanding (Advanced)</p>	<p>Commanding (Proficient)</p>	
<p>When acquiring a new language, using grade level texts and appropriate supports, students are able to:</p>						
<p>RECEPTIVE</p>	<p>Oracy and Literacy Links</p>	<p>Listening-Centered Activity: Organize <i>pretaught words and phrases on a four-corners-vocabulary graphic organizer</i> to determine the meanings of words and phrases in a text, as the text is read aloud in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a four-corners-vocabulary graphic organizer</i> to determine the meanings of words and phrases in a text, as the text is read aloud in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed four-corners-vocabulary graphic organizer</i> to determine the meanings of words and phrases in a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>information on a four-corners-vocabulary graphic organizer</i> to determine the meanings of words and phrases in a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	
		<p>Reading-Centered Activity: Organize <i>pretaught words and phrases on a literary devices graphic organizer</i> to identify the impact of rhyme and repetition on verses or sections of a story</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a literary devices graphic organizer</i> to identify the impact of rhyme and repetition on verses or sections of a story</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed literary devices graphic organizer</i> to identify the impact of rhyme and repetition on verses or sections of a story</p>	<p>Reading-Centered Activity: Organize <i>information on a literary devices graphic organizer, after teacher modeling,</i> to identify the impact of rhyme and repetition on verses or sections of a story</p>	<p>Reading-Centered Activity: Organize <i>information in a note-taking guide, independently,</i> to identify the impact of rhyme and repetition on verses or sections of a story</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>

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 and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that explain the meanings of figurative and connotative words and phrases and the impact of rhyme and repetition, when speaking about the 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 to complete sentence starters</i> that explain the meanings of figurative and connotative words and phrases and the impact of rhyme and repetition, when speaking about the text in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank</i> to explain the meanings of figurative and connotative words and phrases and the impact of rhyme and repetition, when speaking about the text in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to explain the meanings of figurative and connotative words and phrases and the impact of rhyme and repetition, when speaking about the text in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use <i>information, independently</i>, to explain the meanings of figurative and connotative words and phrases and the impact of rhyme and repetition, when speaking about the text in <i>partnership, small group and/or whole class settings</i></p>
		<p>Writing-Centered Activity: Use <i>pretaught words and phrases to complete cloze paragraphs</i> that include figurative and connotative words and phrases as well as rhyme and repetition</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that include figurative and connotative words and phrases as well as rhyme and repetition</p>	<p>Writing-Centered Activity: 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 as well as rhyme and repetition</p>	<p>Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher provided models to develop an essay</i> that includes figurative and connotative words and phrases as well as rhyme and repetition</p>	<p>Writing-Centered Activity: Use <i>information to develop a multiple paragraph essay, independently</i>, that includes figurative and connotative words and phrases as well as rhyme and repetition</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 7 Standard (RL.7.4): Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

GRADE LEVEL ACADEMIC DEMAND
Determine Meaning of Words and Phrases and the Impact of Rhyme and Repetition on Verses or Sections of a Story

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., metaphors and symbols).
- Identify words and phrases that have a connotative meaning in the text (e.g., forgotten—meaning old and not read any more).
- Identify metaphors (descriptive phrases that convey a comparison not using like or as; e.g., And each separate dying ember wrought its ghost upon the floor).
- Identify alliteration (words that start with the same sound within a poem; e.g., weak and weary).
- Identify rhyming (words with the same ending; e.g., floor, door).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>The Raven (first two stanzas)</p> <p>Once upon a midnight dreary, while I pondered <u>weak</u> and <u>weary</u>, Over many a quaint and curious volume of forgotten lore, While I nodded, nearly <u>napping</u>, suddenly there came a <u>tapping</u>, As of some one gently <u>rapping</u>, <u>rapping</u> at my chamber <u>door</u>. ‘Tis some visitor,’ I muttered, ‘<u>tapping</u> at my chamber <u>door</u> - Only this, and nothing more.’</p> <p>Ah, distinctly I remember it was in the bleak December, <u>And each separate dying ember wrought its ghost upon the floor</u>. Eagerly I wished the <u>morrow</u>; - vainly I had sought to <u>borrow</u> From my books surcease of <u>sorrow</u> - <u>sorrow</u> for the lost <u>Lenore</u> - For the <u>rare</u> and <u>radiant</u> maiden whom the angels name <u>Lenore</u> - Nameless here for <u>evermore</u>.</p> <p>Poe, E.A. (1845/2011). <i>The raven</i>. CreateSpace: Independent Publishing Platform.</p>	<p>In a mini lesson, small group or whole class conversation analyze the impact of words and phrases as follows:</p> <ul style="list-style-type: none"> Identify words and phrases (bold) that have a figurative meaning in the text (words that produce an image in the reader’s mind) (e.g., Once upon a midnight dreary, quaint and curious volume of forgotten, it was in the bleak December). Identify words and phrases (<i>italics</i>) that have a connotative meaning in the text (e.g., <i>dreary</i>, meaning dull and boring—in the text it means that the author was bored in the middle of the night; <i>forgotten</i>, meaning old and not read any more). Identify metaphors (descriptive phrases that convey a comparison not using like or as) (<u>underline</u>) (e.g., <u>And each separate dying ember wrought its ghost upon the floor</u>). Identify alliteration (words that start with the same sound within a poem) (<u>wavy underline</u>) (e.g., <u>weak</u> and <u>weary</u>, <u>rare</u> and <u>radiant</u>). Identify rhyming (words with the same ending) (<u>double underline</u>) (e.g., <u>rapping</u>, <u>tapping</u>, <u>napping</u>; <u>lore</u>, <u>floor</u>, <u>door</u>, <u>more</u>, <u>evermore</u>, <u>Lenore</u>; <u>morrow</u>, <u>borrow</u>, <u>sorrow</u>).