

<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.			<b>MAIN ACADEMIC DEMAND</b> <i>Analyze the Meaning and Impact of Word Choices</i>		
<b>Common Core Grade 7 Standard (RI.7.4):</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.			<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Determine Figurative, Connotative and Technical Meanings of Words and Phrases</i> <i>Analyze Meaning and Tone of a Specific Word Choice</i>		
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
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 on a word association chart</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>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a word association chart</i> to determine the meanings of figurative, connotative and technical words, as a teacher reads aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize a <i>bank of words and phrases on a word association chart</i> to determine the meanings of figurative, connotative and technical words, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>words and phrases on a partially completed word association chart</i> to determine the meanings of figurative, connotative and technical words, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pre-identified 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	<b>Reading-Centered Activity:</b> Organize <i>pre-identified 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	<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	<b>Reading-Centered Activity:</b> Organize <i>words 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
		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> .

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<b>Speaking-Centered Activity:</b> Use <i>pretaught words</i> and the <i>previously completed charts</i> to <i>complete sentence starters</i> that analyze the meaning of words and phrases in a text and the impact of word choice, 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 charts</i> to <i>complete sentence starters</i> that analyze the meaning of words and phrases in a text and the impact of word choice, in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and the <i>previously completed charts</i> to analyze the meaning of words and phrases in a text and the impact of word choice, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed charts</i> to analyze the meaning of words and phrases in a text and the impact of word choice, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed charts</i> to <i>independently analyze</i> the meaning of words and phrases in a text and the impact of word choice, in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words</i> to <i>complete cloze paragraphs</i> in which specific words are selected to have an impact on meaning and tone	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed charts</i> to <i>write two or more paragraphs</i> in which specific words are selected to have an impact on meaning and tone	<b>Writing-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and the <i>previously completed charts</i> to <i>write a short essay</i> in which specific words are selected to have an impact on meaning and tone	<b>Writing-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed charts</i> to <i>write an essay</i> in which specific words are selected to have an impact on meaning and tone	<b>Writing-Centered Activity:</b> Use the <i>previously completed charts</i> to <i>independently write an essay</i> in which specific words are selected to have an impact on meaning and 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 7 Standard (RI.7.4):** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.

**GRADE LEVEL ACADEMIC DEMAND**  
*Determine Figurative, Connotative and Technical 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; similes that use like or as—e.g., folded over their coffee cups like ferns).
- Identify words and phrases that have a connotative meaning in a text (e.g., laconic grunts and early rising men have negative connotations in the text excerpt).
- Identify words and phrases that have a technical meaning in the text (e.g., taciturnity).
- Identify the impact of a specific word that is repeated throughout the text (e.g., breakfast).

### Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>I soon discovered that if a <i>wayfaring stranger</i> wishes to eavesdrop on a local population the places for him to <b>slip</b> in and <b>hold his peace</b> are bars and churches. But some New England towns don’t have bars, and church is only on Sunday. A good alternative is the <i>roadside restaurant</i> where men gather for <u>breakfast</u> before going to work or going hunting. To find these places <u>inhabited</u> one must get up very early. And there is a drawback even to this. <u>Early-rising men</u> not only do not talk much to strangers, they barely talk to one another. <u>Breakfast</u> conversation is limited to a series of <b>laconic grunts</b>. The natural New England <i>taciturnity</i> reaches its <b>glorious perfection at breakfast</b>.</p> <p>I am not normally a <u>breakfast</u> eater, but here I had to be or I wouldn’t see anybody unless I stopped for gas. At the first <i>lighted roadside restaurant</i> I pulled in and took my seat at a counter. The customers were <b>folded over their coffee cups like ferns</b>. A normal conversation is as follows:</p> <p>WAITRESS: “Same?”  CUSTOMER: “Yep.”  WAITRESS: “Cold enough for you?”  CUSTOMER: “Yep.”  (Ten minutes.)  WAITRESS: “Refill?”  CUSTOMER: “Yep.”</p> <p>This is a <b>really talkative customer</b>.</p> <p>Steinbeck, J. (1962). <i>Travels with Charley: In search of America</i>. New York: Penguin.</p>	<p>In a mini lesson and small group/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 produce an image in the reader’s mind; e.g., <b>laconic grunts</b>; <b>glorious perfection at breakfast</b>. The text provides a simile: <b>folded over their coffee cups like ferns</b>).</li> <li>Identify words and phrases (<i>italics</i>) that have a technical meaning in the text. The text doesn’t offer technical words, but <i>wayfaring stranger</i>, <i>lighted roadside restaurant</i>, and <i>taciturnity</i> can be considered such in the text.</li> <li>Identify words and phrases (<u>underline</u>) that have a connotative meaning in a text (e.g., <u>laconic grunts</u> and <u>early-rising men</u> have negative connotations in the text excerpt).</li> <li>Identify the impact of a specific word (<u>wavy underline</u>) that is repeated throughout the text (e.g., <u>breakfast</u>).</li> </ul>