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 *Analyze Impact of Word Choice*
Common Core Grade 9–10 Standard (RL.9–10.4): Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	GRADE LEVEL ACADEMIC DEMAND *Determine Meaning of Words and Phrases and Analyze Cumulative Impact of Specific Word Choices*

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 word map* to determine the meaning of words and phrases, including figurative, connotative and technical meanings, as text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a word map* to determine the meaning of words and phrases, including figurative, connotative and technical meanings, as text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed word map* to determine the meaning of words and phrases, including figurative, connotative and technical meanings, as text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a word map* to determine the meaning of words and phrases, including figurative, connotative and technical meanings, as 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 meaning of words and phrases, including figurative, connotative and technical meanings, as text is read aloud in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on a semantic matrix* that connects examples to cumulative impact and overall tone to analyze the meaning of two or more figurative, technical or connotative word choices	**Reading-Centered Activity:** Organize *preidentified words and phrases on a semantic matrix* that connects examples to cumulative impact and overall tone to analyze the meaning of two or more figurative, technical or connotative word choices	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed semantic matrix* that connects examples to cumulative impact and overall tone to analyze the meaning of multiple figurative, technical or connotative word choices	**Reading-Centered Activity:** Organize *information on a semantic matrix, after teacher modeling,* that connects examples to cumulative impact and overall tone to analyze the meaning of multiple figurative, technical or connotative word choices	**Reading-Centered Activity:** Organize *information, independently, in a note-taking guide,* that connects examples to cumulative impact and overall tone to analyze the meaning of multiple figurative, technical or connotative word choices
		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 describe the cumulative impact of specific word choices on meaning and tone, 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 describe the cumulative impact of specific word choices on meaning and tone, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to describe the cumulative impact of specific word choices on meaning and tone, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to describe the cumulative impact of specific word choices on meaning and tone, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to describe the cumulative impact of specific word choices on meaning and tone, when speaking in *partnership, small group and/or whole class settings*
	Writing-Centered Activity: Use *pretaught words and phrases to complete cloze paragraphs* that include figurative and connotative words and phrases	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that include figurative and connotative words and phrases	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to compose a short essay* that includes figurative and connotative words and phrases	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher provided models to compose an essay* that includes figurative and connotative words and phrases	**Writing-Centered Activity:** Use *information to compose a multiple page essay, independently,* that includes figurative and connotative words and phrases
	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 9–10 Standard (RI.9–10.4): Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	GRADE LEVEL ACADEMIC DEMAND *Determine Meaning of Words and Phrases and Analyze Cumulative Impact of Specific Word Choices*

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., until one's cheeks burned—meaning that the character was ashamed).
- Identify words and phrases that have a connotative meaning in a text (words that have multiple meanings within the text; e.g., bulldozing—meaning pressing).

- Identify the cumulative meanings of phrases (e.g., one dollar and eighty seven cents is repeated throughout the excerpt, conveying a sense of urgency).

Examples to Address the Linguistic Demands

Text Excerpt	Teacher Directions
One dollar and eighty seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by *bulldozing* the grocer and the vegetable man and the butcher **until one's cheeks burned** with the silent imputation of parsimony that such close dealing implied. One dollar and eighty seven cents. And the next day would be Christmas. Henry, O. (2008). *The gift of the magi*. Somerville, MA: Candlewick.	In a small group or whole class setting: • 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., **until one's cheeks burned**—meaning that the character was ashamed). • Identify words and phrases that have a connotative meaning (*italics*) in a text (words that have multiple meanings within the text; e.g., *bulldozing*—meaning pressing). • Identify the cumulative meanings of phrases (underline) (e.g., one dollar and eighty seven cents is repeated throughout the excerpt, conveying a sense of urgency; saved, burned, and imputation describe how the character felt about saving this money).