

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.				Main Academic Demand <i>Analyze Impact of Word Choice</i>		
Common Core Grade 11–12 Standard (RI.11–12.4): Determine the meanings of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meanings of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No.10).				Grade Level Academic Demand <i>Analyze Author Use of Meanings of Key Terms over the Course of a Text</i>		
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:						
RECEPTIVE	Oracy and Literacy Links	Listening-Centered Activity: Categorize <i>pretaught words on a semantic web</i> to determine the figurative, connotative and technical meanings of words and phrases, as the text is read aloud in class or in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Categorize <i>preidentified words and phrases on a semantic web</i> to determine the figurative, connotative and technical meanings of words and phrases as the text is read aloud in class or in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Categorize <i>words and phrases on a partially completed semantic web</i> to determine the figurative, connotative and technical meanings of words and phrases as the text is read aloud in class or in <i>partnership, small group and/or whole class discussions</i>	Listening-Centered Activity: Categorize <i>words and phrases on a semantic web</i> after teacher modeling to determine the figurative, connotative and technical meanings of words and phrases, as the text is read aloud in class or in <i>partnership, small group and/or whole class discussions</i>	Listening-Centered Activity: Categorize <i>words and phrases on a self-created semantic web</i> to determine the figurative, connotative and technical meanings of words and phrases, independently, as the text is read aloud in class or in <i>partnership, small group and/or whole class discussions</i>
		Reading-Centered Activity: Organize <i>two or more pretaught words in a double-entry journal</i> to analyze how an author uses and refines the meanings of key terms over the course of a text	Reading-Centered Activity: Organize <i>two or more preidentified words and phrases in a double-entry journal</i> to analyze how an author uses and refines the meanings of key terms over the course of a text	Reading-Centered Activity: Organize <i>two or more phrases and sentences in a partially completed double-entry journal</i> to analyze how an author uses and refines the meanings of key terms over the course of a text	Reading-Centered Activity: Organize <i>multiple examples in a double-entry journal</i> to analyze how an author uses and refines the meanings of key terms over the course of a text, after teacher modeling,	Reading-Centered Activity: Organize <i>knowledge of figurative, connotative and technical meanings to independently</i> analyze how an author uses and refines the meanings of key terms over the course of a text
		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> .

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 <i>pretaught words</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that analyze an author's use of the meanings of key terms and the impact of word choice over the course of a text in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use <i>preidentified phrases and sentences</i> and the <i>previously completed graphic organizers</i> to analyze an author's use of the meanings of key terms and the impact of word choice over the course of a text in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to analyze an author's use of the meanings of key terms and the impact of word choice over the course of a text in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use a <i>glossary</i> to analyze an author's use of the meanings of key terms and the impact of word choice over the course of a text in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>knowledge of figurative, connotative and technical meanings, independently</i> , to analyze an author's use of key terms and the impact of word choice over the course of the text in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words</i> to complete <i>cloze paragraphs</i> that reflect the appropriate use of figurative, connotative and technical meanings of words and phrases	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to complete <i>cloze paragraphs</i> that reflect the appropriate use of figurative, connotative and technical meanings of words and phrases	Writing-Centered Activity: Use a <i>word bank</i> to develop an essay that reflects the appropriate use of figurative, connotative and technical meanings of words and phrases	Writing-Centered Activity: Use <i>teacher-provided samples</i> to develop a <i>multi-paragraph essay</i> that reflects the appropriate use of figurative, connotative and technical meanings of words and phrases	Writing-Centered Activity: Use <i>knowledge of figurative, connotative and technical meanings of words and phrases to write, independently, a multi-page essay</i> that reflects their appropriate use
		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 11–12 Standard (RI.11–12.4): Determine the meanings of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meanings of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No.10).

GRADE LEVEL ACADEMIC DEMAND
Analyze Author Use of Meanings of Key Terms over the Course of a Text

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., curing the mischief, remedy, disease).
- Identify words and phrases that have a positive or negative or technical connotation in the text (e.g., impulse of passion has a negative connotation in the text excerpt).
- Identify words and phrases that have a technical meaning in the text (e.g., majority and minority are technical, political terms in the text).
- Identify words and phrases that are repeated and refined over the course of the text (e.g., Madison defines *faction* and adds to the meaning throughout the text).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>By a <u>faction</u>, I understand a number of citizens, whether amounting to a <u>majority</u> or a <u>minority</u> of the whole, who are united and actuated by some common <i>impulse of passion</i>, or of interest, adverse to the rights of other citizens, or to the permanent and aggregate interests of the community.</p> <p>There are two methods of curing the mischiefs of <u>faction</u>: the one, by removing its causes; the other, by controlling its effects.</p> <p>There are again two methods of removing the causes of <u>faction</u>: the one, by destroying the liberty which is essential to its existence; the other, by giving to every citizen the same opinions, the same passions, and the same interests.</p> <p>It could never be more truly said than of the first remedy, that it was worse than the disease. Liberty is to <u>faction</u> what air is to fire, an <i>aliment</i> without which it instantly expires. But it could not be less folly to abolish liberty, which is essential to political life, because it nourishes <u>faction</u>, than it would be to wish the annihilation of air, which is essential to animal life, because it imparts to fire its destructive agency.</p> <p>Madison, J. (1787, November). The utility of the union as a safeguard against domestic faction and insurrection. The <i>Federalist</i> No. 10. <i>Daily Advertiser</i>. Retrieved from www.constitution.org/fed/federa10.htm</p>	<p>Analyze in a whole group or whole class the different meanings of words and phrases and how specific words are refined throughout the text:</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., curing the mischiefs, remedy and disease). Identify words and phrases (<i>italics</i>) that have a positive or negative connotation in the text (e.g., <i>impulse of passion</i> has a negative connotation in the text excerpt). Identify words and phrases (<u>underline</u>) that have a technical meaning in the text (e.g., <u>majority</u> and <u>minority</u> are technical, political terms in the text). Identify words and phrases (<u>wavy underline</u>) that are repeated and refined over the course of the text (e.g., Madison defines <u>faction</u> and adds to its meaning throughout the text).