

Vertical Progression:

<p>8th Grade</p>	<p>RL 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
<p>9th-10th Grade</p>	<p>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).</p>
<p>11th-12th Grade</p>	<p>RL 11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>
<p>College and Career Readiness Standard</p>	<p>CCRA.R.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>

Students will demonstrate command of the Standard by:

- Reading and re-reading sentences, paragraphs, and nonlinguistic images in the text to identify context clues
- Using context clues to help unlock the meaning of unknown words/phrases
- Determining the appropriate definition of words that have more than one meaning
- Identifying and interpreting figurative word use
- Identifying and interpreting connotative word use
- Differentiating between literal and non-literal meaning
- Identifying and using genre-specific terms to explain author's language choices
- Identifying and interpreting figurative language and literary devices
- Explaining how figurative language and literary devices enhance and extend meaning
- Explaining the impact of specific language choices by the author
- Explaining how authors use language choices to create an effect, particularly with multiple-meaning words and/or fresh, engaging, or beautiful language

Vocabulary:

- Analyze
- Beautiful
- Connotative
- Denotation
- Engaging
- Figurative

- Figure of speech
- Fresh
- Hyperbole
- Impact
- Interpret
- Language
- Meaning
- Nuance
- Paradox
- Role
- Similar
- Text
- Tone

Question Stems:

- What does the word/phrase _____ mean in this selection?
- How does the author’s use of repetition of _____ impact the tone of the text?
- Which words or phrases specifically impact the meaning or tone?
- What is meant by the phrase, “_____,” in paragraph __?
- How does the use of the word “_____” rather than “_____” impact the image the author is creating of the main character?
- How does the use of the phrase “_____” rather than “_____” change the tone of the scene the author is creating?
- What is the overall tone of the text? How does the author create that tone? Use specific examples to support your analysis.
- How does the author’s word choice impact the story? Use specific examples from the text to support your analysis.
- How does the author’s word choice contribute to the text’s sense of time and place? Use specific examples from the text to support your analysis.
- What is the cumulative impact of the author’s specific word choices on the story’s tone? Use specific examples from the text to support your analysis.
- What is the cumulative impact of the author’s specific word choices on the story’s meaning? Use specific examples from the text to support your analysis.
- Which of the following phrases are figurative?
- Which are the following phrases are connotative?
- How would the meaning change if _____ was replaced with _____?
- What figurative words could be added to change the tone?
- Select three words or phrases and analyze how they represent _____? (fresh, engaging, beauty)
- What impact does _____ have upon the meaning?

PARCC Evidence Statement:

- Demonstrates the ability to determine the **meaning** of words and phrases as they are used in a text (e.g., figurative, connotative) and/or provides an analysis of the impact of specific word choice on meaning and/or tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Sample Instructional/Assessment Tasks:

1. **Achieve the Core – Grade 11 Literature Mini-Assessment**

◆ **Question 1**

What is the best definition of intercept as it is used in paragraph 6 of Text 1, “The Minister’s Black Veil”?

- A. block
- B. enhance
- C. correct
- D. divert

Correct Answer: A

◆ **Question 4**

Throughout Text 1, Hawthorne uses specific language to shift the tone. Three paragraphs are listed below. From the box, select both the tone of the paragraph and the quotation that best reveals that tone. You will not use all tones or supporting quotations.

Paragraph	Tone	Quotation that <u>best</u> Reveals the Tone
Paragraph 1		
Paragraph 2-5		
Paragraph 6		

Potential Tones	Supporting Quotations
<ul style="list-style-type: none"> • The references to the sexton create a reflective tone which adds to the confusion. • The description of the veil creates a bleak tone which heightens the suspense. • The flurry of activity among the villagers creates a positive and hopeful tone. • The lack of movement creates a sense of confusion and misunderstanding. • The explanation of the villager’s actions creates a disappointed tone which builds the tension. • The reference to the sermon create a reverent tone. 	“The sexton stood in the porch of Milford meeting- house pulled lustily at the bell-rope.”
	“Spruce bachelors looked sidelong at the pretty maidens, and fancied that the Sabbath sunshine made them prettier than on week-days.”
	“With one accord they started, expressing more wonder than if some strange minister were coming to dust the cushions of Mr. Hooper’s pulpit.”
	““Of a certainty it is good Mr. Hooper,”” replied the sexton.”
	“The cause of so much amazement may appear sufficiently slight”

	<p>“On a nearer view it seemed to consist of two folds of crape, which entirely concealed his features except the mouth and chin, but probably did not intercept his sight further than to give a darkened aspect to all living and inanimate things.”</p>
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Correct Answer:

Paragraph	Tone	Supporting Quotation
Paragraph 1	<p>The flurry of activity creates a positive and hopeful tone.</p> <p><i>Rationale: The initial paragraph is full of motion and joy, revealing the hope that the villagers felt at the start of a new Sabbath day.</i></p>	<p>“Spruce bachelors looked sidelong at the pretty maidens, and fancied that the Sabbath sunshine made them prettier than on week-days.”</p> <p><i>Rationale: This quotation shows the hope felt by the young men as they admired the young woman. It also reveals the activity, the chance for young people to get together and “admire” one another.</i></p>
Paragraph 2-5	<p>The lack of movement creates a sense of confusion and misunderstanding.</p> <p><i>Rationale: As Reverend Hooper appears, all movement stops. The community members express confusion as to why he has the veil on his face. The tone shifts from positive to more uncertain.</i></p>	<p>“With one accord they started, expressing more wonder than if some strange minister were coming to dust the cushions of Mr. Hooper’s pulpit.”</p> <p><i>Rationale: This quotation reveals the fact that the villagers are acting together (“with one accord”) and feeling great confusion as to the appearance of Parson Hooper.</i></p>
Paragraph 6	<p>The description of the veil creates a bleak tone which heightens the suspense.</p> <p><i>Rationale: In paragraph 6, the tone of the text completely shifts to dark and gloomy. The suspense surrounding the meaning of the veil begins in this paragraph.</i></p>	<p>“On a nearer view it seemed to consist of two folds of crape, which entirely concealed his features except the mouth and chin, but probably did not intercept his sight further than to give a darkened aspect to all living and inanimate things.</p> <p><i>Rationale: This quotation describes the veil. It notes that it gave a “darkened” aspect to Reverend Hooper’s view, and “concealed” his face, building the suspense around the purpose and meaning of the veil.</i></p>

◆ **Question 6**

What does supposition mean in paragraph 1 of Text 2, “The Pit and the Pendulum”?

- A. likely truth
- B. factual understanding
- C. incorrect hypothesis
- D. chance encounter

Correct Answer: C

2. **SAT – [Practice Test #1 Items](#)**

◆ **Question 3**

As used in line 1 and line 65, “directly” most nearly means

- A. frankly.
- B. confidently.
- C. without mediation.
- D. with precision.

Correct Answer: C

◆ **Question 8**

As used in line 2, “form” most nearly means

- A. appearance.
- B. custom.
- C. structure.
- D. nature.

Correct Answer: B

3. **AP English Literature and Composition – [Sample Questions](#)** (use Chrome or Firefox. Internet Explorer will not open the link)

◆ **Question 6**

The reference to “family shoe-buckles” (line 63) serves chiefly to

- (a) minimize the importance that property held for the Dodsons
- (b) emphasize a realistic description of the family’s actual holdings
- (c) satirize the Dodsons’ preoccupation with property
- (d) generalize about the obsessiveness of a particular class of people
- (e) denounce the magnitude of the Dodsons’ material wealth

Correct Answer: C

◆ **Question 17**

The phrase “knuckled grip” (line 20) primarily implies that the jack-pine

- (a) will never really fall from the ledge
- (b) has roots that grasp like a hand
- (c) is very precariously attached to the ledge
- (d) is a rough and inhuman part of nature

(e) is very awkwardly placed

Correct Answer: B