

Vertical Progression:

5th Grade	<p>RL 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>
6th Grade	<p>RL 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>
7th Grade	<p>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>
8th Grade	<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>

Students will demonstrate command of the Standard by:

- Reading and re-reading other sentences, paragraphs, and non-linguistic images (e.g., illustrations) 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
- 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 (e.g., mood and tone)
- Analyzing how specific language choices impact meaning and tone
- Analyzing the impact of rhymes and other repetitions of sounds on a specific verse or stanza or a poem or section of a story or drama

Vocabulary:

- Alliteration
- Allusion
- Analyze
- Association
- Biblical
- Connotation
- Connotative
- Definition
- Denotation

- | | | |
|--------------------|----------------|----------|
| • Distinguish | • Meaning | • Stanza |
| • Drama | • Mythological | • Story |
| • Figurative | • Poem | • Text |
| • Figure of speech | • Repetition | • Tone |
| • Impact | • Rhyme | • Verse |
| • Interpret | • Similar | |
| • Literary | • Sound | |

Question Stems:

- What does the word/phrase _____ mean in this selection?
- The word/phrase is an example of _____.
- Without changing the meaning of the sentence, what word can best be used to replace the underlined part?
- How does the author’s use of repetition of sounds impact the tone of the text?
- According to this passage, an _____ is like a _____ because both _____.
- The author uses connotation to _____.
- What is the meaning of _____ in paragraph _____?
- Which words help the reader understand the meaning of _____ in paragraph _____?
- What is meant by the phrase, “_____,” in paragraph _____?
- What is the effect of using the word _____ in paragraph _____?
- What is the impact of the repetition of the word _____ in the _____ stanza?
- How does the use of the word “_____” rather than “_____” impact the image the author is creating of the main character?
- What is the most likely reason the author used the rhyme scheme he/she does?
- What is the effect of the alliteration in the _____ paragraph?
- How does the use of the phrase _____ rather than _____ impact the author’s tone?”

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 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.

Sample Instructional/Assessment Tasks:

1. PARCC – [7th Grade Practice Test Items](#)

- ◆ **Question 1 - Part A** ([link](#)) **Passage** ([link](#))

What is the meaning of **recurrence** as it is used in paragraph 16 of *The Count of Monte Cristo*?

- A. a desire for something hard to obtain
- B. an instance of something happening again
- C. a way of thinking about something important
- D. an understanding of something previously unknown

Correct Answer: B

◆ **Question 4 – Part A** ([link](#))

Passage ([link](#))

What is the meaning of **scale** as it is used in speech 7 of the scene from *Blessings*?

- A. to remove in layers
- B. to increase or reduce in size
- C. to climb up or over something
- D. to create according to certain proportions

Correct Answer: C

◆ **Question 24 – Part A** ([link](#))

Passage ([link](#))

As used in paragraph 19, what is the meaning of the word **resolutely**?

- A. acting with determination
- B. hesitating to act
- C. producing results
- D. proceeding cautiously

Correct Answer: A

2. **Achieve the Core – [Grade 7 Literature Mini-Assessment](#)**

◆ **Question 1** ([link](#))

Passage ([link](#))

In line 9, what is the meaning of the word “**poise**”?

- A. to pause before moving
- B. to lift carefully
- C. to hover above
- D. to distribute evenly

Correct Answer: D

◆ **Question 3** ([link](#))

Passage ([link](#))

How does Gunn’s use of rhyme impact the poem?

- A. The rhyming scheme is used to illustrate the natural elegance of the waves.
- B. The rhyming scheme is used to show that waves are isolated events.
- C. The single syllable rhyming words signify that waves are simplistic.
- D. The alternating rhyming lines mirror the action of waves.

Correct Answer: D