

Vertical Progression:

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| 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> |
| 9th-10th Grade | <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> |

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 domain-specific terms
- Identifying and interpreting figurative language and literary devices
- Explaining how figurative language enhances and extends meaning
- Explaining the impact of specific language choices by the author
- Explaining how authors use language choices to create an effect
- Analyzing how specific language choices impact meaning and tone, including analogies or allusions to other texts

Vocabulary:

- Allusion
- Analogy
- Analyze
- Association
- Connotation
- Connotative
- Definition
- Denotation
- Distinguish

- Figurative
- Figure of speech
- Impact
- Interpret
- Meaning
- Pun
- Similar
- Text
- Tone
- Verbal irony

Question Stems:

- What does the word/phrase _____ mean in this selection?
- 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 the analogy _____?
- What does _____ allude 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 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 tone of the story? Which words and phrases does the author use to create that tone?
- What is the impact of using the word _____ in the second scene of the play? How does that word contribute to the meaning of the story?
- What is the impact of comparing the main character to _____?
- How does the analogy _____ help the reader understand the _____ of the poem?

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 analogies or allusions to other texts.

Sample Instructional/Assessment Tasks:

1. PARCC – 8th Grade Practice Test Items

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

What is the meaning of the word sarcasm as it is used in paragraph 18 of the passage from Confetti Girl?

- A. a remark indicating mockery and annoyance
- B. a response that is meant to be taken literally
- C. an answer that indicates confusion or skepticism
- D. an observation that is silly and childish

Correct Answer: A

- ◆ **Question 3 - Part A** ([link](#)) **Passage** ([link](#))
How do the phrases **stormed off**, **float far**, and **invisible nothing** in paragraph 35 contribute to the tone of the passage?
- A. They call attention to the narrator's feelings of guilt and disappointment.
 - B. They emphasize the narrator's growing sense of hopelessness.
 - C. They reflect the narrator's escape into comforting daydreams.
 - D. They highlight the narrator's strong sense of independence.

Correct Answer: B

2. Achieve the Core – [Grade 8 Literature Mini-Assessment](#)

- ◆ **Question 3** ([link](#)) **Passage** ([link](#))
How does the description of the songs as “strong” in Line 3 of Text 1 impact the meaning of the poem?
- A. It emphasizes the greatness of America, created through individual workers.
 - B. It highlights the joy that American laborers feel as they complete their daily tasks.
 - C. It reveals the belief that America is only powerful as long as each worker contributes.
 - D. It demonstrates a hope for a brighter future, felt by American laborers when they finish their work.

Correct Answer: A

- ◆ **Question 4** ([link](#)) **Passage** ([link](#))
In Text 1, reread lines 1–2 and 15–18. From these sets of lines, circle 3 words that contribute to a joyous tone.

Correct Answer: Multiple Correct

Singing – “Singing” evokes a celebratory feeling.

Blithe – “Blithe” means happy and without worry.

Party – As with “singing,” “party” suggests a celebratory occasion.

Robust – “Robust” means strong and healthy, impressive and successful, which are all reasons for joy.

Friendly – “Friendly” suggests close, positive relationships.

Melodious – “Melodious” means “pleasant sounding,” which evokes a harmonious feeling.

- ◆ **Question 7** ([link](#)) **Passage** ([link](#))
In Stanza 2 and in Stanza 4 of Hughes’s poem, the speaker uses the word “they.” Who is the “they” that the speaker refers to?
- A. his family and friends
 - B. his enemies and rivals
 - C. people who are different from him
 - D. people who are from other countries

Correct Answer: A