

**Vertical Progression:**

<p><b>7<sup>th</sup> Grade</b></p>	<p><b>RL 7.4</b> 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>
<p><b>8<sup>th</sup> Grade</b></p>	<p><b>RL 8.4</b> 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><b>9<sup>th</sup>-10<sup>th</sup> Grade</b></p>	<p><b>RL 9-10.4</b> 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><b>11<sup>th</sup>-12<sup>th</sup> Grade</b></p>	<p><b>RL 11-12.4</b> 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>

**Students will demonstrate command of the Standard by:**

- Determining figurative and connotative meaning
- Identifying cumulative impact of word choice
- Determining formal vs. informal tone
- Reading and re-reading sentences, paragraphs, and nonlinguistic images in the text to identify context clues and 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
- Analyzing how specific language choices have a cumulative effect on meaning and tone in literary texts

**Vocabulary:**

- Analyze
- Connotative
- Denotation

- Engaging
- Evoke
- Figurative
- Figure of speech
- 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.

#### 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.

#### Sample Instructional/Assessment Tasks:

##### 1. PARCC – [9th Grade Practice Test Items](#)

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

In paragraph 9, what does the phrase **a desire not to appear green** suggest about George?

- A. that he wants to appear healthy and energetic
- B. that he wants other people to think he is clever and mature
- C. that he wants to be well-mannered throughout his trip
- D. that he wants other people to learn from his high moral standards

**Correct Answer: B**

◆ **Question 4 - Part A** ([link](#))      **Passage** ([link](#))

What does the term **endless drudgeries** mean as it is used in paragraph 37?

- A. ongoing personal needs
- B. continuous deep poverty
- C. constant unpleasant chores
- D. unresolved family conflicts

**Correct Answer: C**

◆ **Question 25 - Part A** ([link](#))      **Passage** ([link](#))

In paragraph 6, what is the impact of the phrase **an object of suspicion** on the tone of the story?

- A. It helps create a cynical tone.
- B. It helps create a frightening tone.
- C. It helps create a jovial tone.
- D. It helps create a hopeless tone.

**Correct Answer: A**

2. **Achieve the Core – [Grade 10 Literature Mini-Assessment](#)**

◆ **Question 1**

Read the following lines from Act III, Scene ii of *Julius Caesar*.

Look, in this place ran Cassius' dagger through:  
See what a rent the envious Casca made:  
Through this the well-beloved Brutus stabb'd;  
And as he pluck'd his cursed steel away,  
Mark how the blood of Caesar follow'd it,  
A rushing out of doors,

Based on these lines, what is the meaning of **rent** as used in this excerpt?

- A. unspeakable atrocity
- B. poor decision
- C. long-lasting impression
- D. tear in a piece of cloth

**Correct Answer: D**

◆ **Question 4**

What does Antony mean when he refers to Brutus as **Caesar's angel**?

- A. Caesar showed favoritism toward Brutus.
- B. Brutus had protected Caesar from danger.
- C. Caesar wanted Brutus to rise up as a ruler.
- D. Brutus loved Caesar despite his character flaws.

**Correct Answer: A**

◆ **Question 6**

What is Antony’s intention when he refers to Brutus and others as “honourable men”?

- A. He is encouraging the crowd to show respect to the Roman leaders.
- B. He is saying one thing while meaning the opposite.
- C. He is establishing himself as a good judge of character.
- D. He is calming the crowd by using purposeful word choice.

**Correct Answer: B**

3. **PSAT – [Practice Test #1 Items](#)**

◆ **Question 5**

As used in line 26, “directed” most nearly means

- A. trained.
- B. aimed.
- C. guided.
- D. addressed.

**Correct Answer: C**

◆ **Question 6**

As used in line 54, “want” most nearly means

- A. desire.
- B. lack.
- C. requirement.
- D. request.

**Correct Answer: B**