

<p><b>Common Core Anchor Standard (RI.4):</b> 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>		<p><b>MAIN ACADEMIC DEMAND</b> <i>Analyze Impact of Word Choice</i></p>				
<p><b>Common Core Grade 9–10 Standard (RI.9–10.4):</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>		<p><b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Determine Figurative, Connotative and Technical Meanings of Words and Phrases</i> <i>Analyze Cumulative Impact of Specific Word Choices on Meaning and Tone</i></p>				
<p><b>5 Levels of Language Development</b></p>	<p><b>Entering (Beginner)</b></p>	<p><b>Emerging (Low Intermediate)</b></p>	<p><b>Transitioning (High Intermediate)</b></p>	<p><b>Expanding (Advanced)</b></p>	<p><b>Commanding (Proficient)</b></p>	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words on a semantic web</i> to determine the meanings of figurative, connotative and technical words, as a teacher reads aloud in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a semantic web</i> to determine the meanings of figurative, connotative and technical words and phrases, as a teacher reads aloud in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize a <i>bank of words and phrases on a semantic web</i> to determine the meanings of figurative, connotative and technical words and phrases, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>words and phrases independently on a partially completed semantic web</i> to determine the meanings of figurative, connotative and technical words and phrases, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>words and phrases independently on a self-created semantic web</i> to determine the meanings of figurative, connotative and technical words and phrases, as a teacher reads aloud in <i>partnership, small group, and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words on a three-column chart</i> (Column 1: Specific sentences from the text or texts that use the same words; Column 2: Meaning of the specific words within the paragraph or texts; Column 3: How does the meaning of the words affect the meaning and tone of the text?) to analyze the cumulative impact of <i>two or more</i> words</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words on a three-column chart</i> (Column 1: Specific sentences from the text or texts that use the same words; Column 2: Meaning of the specific words within the paragraph or texts; Column 3: How does the meaning of the words affect the meaning and tone of the text?) to analyze the cumulative impact of <i>two or more</i> words</p>	<p><b>Reading-Centered Activity:</b> Organize a <i>bank of words on a three-column chart</i> (Column 1: Specific sentences from the text or texts that use the same words; Column 2: Meaning of the specific words within the paragraph or texts; Column 3: How does the meaning of the words affect the meaning and tone of the text?) to analyze the cumulative impact of <i>multiple</i> words</p>	<p><b>Reading-Centered Activity:</b> Organize <i>words independently on a partially completed three-column chart</i> (Column 1: Specific sentences from the text or texts that use the same words; Column 2: Meaning of the specific words within the paragraph or texts; Column 3: How does the meaning of the words affect the meaning and tone of the text?) to analyze the cumulative impact of <i>multiple</i> words</p>	<p><b>Reading-Centered Activity:</b> Organize <i>words independently on a self-created three-column chart</i> (Column 1: Specific sentences from the text or texts that use the same words; Column 2: Meaning of the specific words within the paragraph or texts; Column 3: How does the meaning of the words affect the meaning and tone of the text?) to analyze the cumulative impact of <i>multiple</i> words</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that explain the cumulative impact of specific words on meaning and tone, in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that explain the cumulative impact of specific words on meaning and tone, in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers to explain the cumulative impact of specific words on meaning and tone</i>, in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed graphic organizers to explain the cumulative impact of specific words on meaning and tone</i>, in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers to independently explain the cumulative impact of specific words on meaning and tone</i>, in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words to complete cloze paragraphs</i> in which specific words are chosen to have a cumulative impact on meaning and tone</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to write two or more paragraphs</i> in which specific words are chosen to have a cumulative impact on meaning and tone</p>	<p><b>Writing-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers to write a short essay</i> in which specific words are chosen to have a cumulative impact on meaning and tone</p>	<p><b>Writing-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed graphic organizers to write an essay</i> in which specific words are chosen to have a cumulative impact on meaning and tone</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers to independently write an essay</i> in which specific words are chosen to have a cumulative impact on meaning and tone</p>
		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 9–10 Standard (RI.9–10.4):** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**GRADE LEVEL ACADEMIC DEMAND**  
*Determine Figurative, Connotative and Technical Meanings of Words and Phrases*  
*Analyze Cumulative Impact of Specific Word Choices on Meaning and Tone*

**Linguistic Demands:** Analyze words, phrases and forms to determine meanings of words and phrases and analyze words that have a cumulative impact in the text. 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., translating is used in the text as a synonym for transforming).
- Identify words and phrases that have a positive or negative connotation in the text (e.g., happy/happier/very happy have a negative connotation in the text related to the economy).
- Identify words and phrases that have a technical meaning in the text (e.g., subjective well being, objective well being).
- Identify words and phrases that gather a cumulative meaning in the text (e.g., in the text happiness is used when speaking about the economy and then social relations).

**Example to Address the Linguistic Demands**

Text Excerpts		Teacher Directions
<p><b>Text excerpt 1</b></p> <p>The U.S. economy may be recovering, but Americans aren’t getting any <i>happier</i>: <u>Only one in three Americans say they’re very happy</u>, according to a recent Harris Poll.</p> <p>The online poll of 2,345 U.S. adults, conducted last month, used a series of questions to determine Americans’ <u>levels of contentment and life satisfaction</u>. Overall, just 33 percent of Americans said that they were <i>very happy</i>, remaining consistent with <i>happiness</i> levels in 2011 <u>but dropping from the 35 percent who reported being very happy in 2008 and 2009</u>.</p>	<p><b>Text excerpt 2</b></p> <p>Argyle begins by discussing how researchers study and measure <i>happiness</i>. In doing so he explains the difference between <u>Subjective Well Being (SWB)</u> and <u>Objective Well Being</u>. Subjective Well Being is a <u>measure of happiness conducted by asking survey respondents how they felt about their life</u>. Objective Well Being is a <u>measure of observable variables, such as life expectancy, that we believe are important for a good life</u>.</p> <p>The distinction is important. We learn that there are no satisfactory objective measures of <i>happiness</i>. Thus any effective measure of well-being needs to include some subjective measures. Argyle elaborates on the many problems of measuring SWB. SWB measures are open to response bias; surveys on cultural differences do not exist for most historical periods and are expensive to conduct.</p>	<p>Analyze in a small group or whole class discussion how to determine the meanings of words and phrases and how to analyze the cumulative impact of word choices:</p> <ul style="list-style-type: none"> <li>• Identify words and phrases (<b>bold</b>) that have a figurative meaning in the text (words that produce an image in the reader’s mind) (e.g., <b>translating</b> is used in text 1 as a synonym for transforming).</li> <li>• Identify words and phrases (<i>italics</i>) that have a positive or negative connotation in the text (e.g., text 1: the words <i>happy/happier/very happy</i> do not have a positive connotation because they are associated with the state of the economy and they gather a negative connotation; text 2: the word <i>happiness</i> has a positive connotation toward the end of the excerpt, when it is associated with social relations).</li> </ul>

“Our happiness index offers insight into what’s on the minds of Americans today and is a reflection of the state of affairs in our country,” Regina Corso, Senior Vice President of the Harris Poll, said in a statement. “While the attitudes on the economy may be improving, we’re seeing that this is not **translating** into an improvement in overall happiness. For certain groups, such as minorities, recent graduates and the disabled, they are actually sub-segments of the American population where ‘happiness’ has trended downward in the last couple years.”

Gregoire, C. (2013, June). *Happiness index: only 1 in 3 Americans are very happy, according to Harris poll*. Huffington Post. Retrieved from [http://www.huffingtonpost.com/2013/06/01/happiness-index-only-1-in\\_n\\_3354524.html](http://www.huffingtonpost.com/2013/06/01/happiness-index-only-1-in_n_3354524.html)

The bulk of the book is spent reviewing a range of topics and their relationship to happiness. There are separate chapters examining the relationship of happiness to humour, social relationships, leisure, work environment and employment, religion, money, and personal characteristics.

There are some important messages. On money Argyle concludes that in prosperous countries, “Making individuals or countries richer has very little effect on their subjective well-being.” Social relationships are described as “perhaps” the “greatest single cause” of happiness.

Tooth, R. (2002). Book review. [Review of the book *Psychology of happiness* (2nd Ed.) by M. Argyle.] In *Policy*, 18, 60, n. 1.

- Identify words and phrases (underline) that have a technical meaning in the text (e.g., text 1: happiness index; text 2: subjective well being; objective well being).
- Identify words and phrases (wavy underline) that gather a cumulative meaning in the text (e.g., in the text happiness is used when speaking about the economy and then social relations).