Common Core Anchor Standard (RL.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.	MAIN ACADEMIC DEMAND *Interpret Meanings of Words and Phrases*
Common Core Grade 11–12 Standard (RL.11–12.4): Determine the meaning of words and phrases as they are used in a 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.)	GRADE LEVEL ACADEMIC DEMAND *Determine Connotative, Figurative, and Multiple Meanings of Words and Analyze Beautiful and Engaging Language*

5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
	When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:				

		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
RECEPTIVE	**Oracy and Literacy Links**	**Listening-Centered Activity:** Organize *pretaught words and phrases on a semantic web* to determine connotative, figurative and multiple meanings or words, as the text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a semantic web* to determine connotative, figurative and multiple meanings or words, as the text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed semantic web* to determine connotative, figurative and multiple meanings or words, as the text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a semantic web* to determine connotative, figurative and multiple meanings or words, as the text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information in a note-taking guide, independently,* to determine connotative, figurative and multiple meanings or words, as the text is read aloud in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on a vocabulary map* to determine the impact of word choices, including beautiful and engaging language, on meaning and tone	**Reading-Centered Activity:** Organize *preidentified words and phrases on a vocabulary map* to determine the impact of word choices, including beautiful and engaging language, on meaning and tone	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed vocabulary map* to determine the impact of word choices, including beautiful and engaging language, on meaning and tone	**Reading-Centered Activity:** Organize *information on a vocabulary map, after teacher modeling,* to determine the impact of word choices, including beautiful and engaging language, on meaning and tone	**Reading-Centered Activity:** Organize *information in a note-taking guide, independently,* to determine the impact of word choices, including beautiful and engaging language, on meaning and tone
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE — **Oracy and Literacy Links**	**Speaking-Centered Activity:** Use *pretaught words and phrases* and the *previously completed graphic organizers to complete sentence starters* that explore how word choice affects meaning and tone, when speaking about a text in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* that explore how word choice affects meaning and tone, when speaking about a text in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to explore how word choice affects meaning and tone, when speaking about a text in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to explore how word choice affects meaning and tone, when speaking about a text in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to explore how word choice affects meaning and tone, when speaking about a text in *partnership, small group and/or whole class settings*
	Writing-Centered Activity: Use *pretaught figurative, connotative and multiple meaning words and phrases to complete a cloze paragraph* that presents beautiful and engaging language	**Writing-Centered Activity:** Use *preidentified figurative, connotative and multiple meaning words and phrases to write two or more paragraphs* that present beautiful and engaging language	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that includes figurative, connotative and multiple meaning words and phrases and uses beautiful and engaging language	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that includes figurative, connotative and multiple meaning words and phrases and uses beautiful and engaging language	**Writing-Centered Activity:** Use *information to develop a multiple paragraph essay, independently,* that includes figurative, connotative and multiple meaning words and phrases and uses beautiful and engaging language
	in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

Common Core Grade 11–12 Standard (RL.11–12.4): Determine the meaning of words and phrases as they are used in a 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.)	GRADE LEVEL ACADEMIC DEMAND *Determine Connotative, Figurative, and Multiple Meanings of Words and Analyze Beautiful and Engaging Language*

Linguistic Demands: 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 figurative language structures (similes that use like and as; e.g., In this way, my poems would be scorned, like old men who talk too much).
- Identify words with multiple meanings (e.g., capture—If I could capture in my writing how beautiful your eyes are).

- Identify the specific impact of words and phrases in the overall text (e.g., the author makes reference to the future in various forms—who in the future, decades from now—to convey that no one will believe how beautiful she was).

Example to Address the Linguistic Demands

Text Excerpt		Teacher Directions
Sonnet 17 **William Shakespeare** Who will believe my verse in time to come If it were filled with your most high deserts? Though yet heav'n knows it is but as a tomb Which hides your life and shows not half your parts. If I could write the beauty of your eyes And in fresh numbers number all your graces, The age to come would say, "This poet lies— Such heavenly touches ne'er touched earthly faces." So should my papers, yellowed with their age, Be scorned, like old men of less truth than tongue, And your true rights be termed a poet's rage And stretchèd meter of an ántique song; But were some child of yours alive that time, You should live twice: in it and in my rhyme. Shakespeare, W. (1609/2005). Sonnet 17. In *The sonnets*. DigiReads Paperback.	**Modern text** Who in the future will ever believe my poetry if I praise you as you deserve? Though, I have to admit, **my poetry is like a tomb** that actually hides what you are really like and doesn't manage to show even half of your true qualities. If I could *capture* in my writing how beautiful your eyes are and create new verses to list all of your wonderful attributes, decades from now people would say, "This poet lies. No human face was ever so divine." In this way, **my poems** (yellowed with age), **would be scorned**, **like old men who talk too much without saying anything true**, and what is really your due would be dismissed as a poet's madness, [like] the false verses of an old song. But if some child of yours were still alive then, you would live twice: in the child, and in my poetry. Retrieved from Shakespeare's sonnets http://nfs. sparknotes.com/sonnets/sonnet_17.html	In a mini lesson, small group or whole class discussion, analyze words and phrases as they are used in the modern version of this sonnet: - Identify figurative language structures (**bold**) (similes that use like and as) (e.g., **my poetry is like a tomb**; **my poems would be scorned**, **like old men who talk too much without saying anything true**). - Identify words with multiple meanings (*italics*) (e.g., capture—If I could *capture* in my writing how beautiful your eyes are). - Identify the specific impact of words and phrases in the overall text (underline) (e.g., Who in the future, decades from now, yellowed with age, some child of yours were still alive then).