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**Read all about it, a message from your Literacy Coach,**

**Lupe McNally**

**December and January’s Literacy Best Practice:**

**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 language of a court opinion differs from that of a newspaper). (RI, 9-10.1.4).

What students are asked to do are in bold (Verbs) and what students must know, the key concepts (important nouns and noun phrases), are underlined.

**December and January’s Language best practice continues to be capitalization and usage. I.e. subject/verb agreement, fragments, parallel structure, with the addition of punctuation, i.e. apostrophes, semi-colon, colon, hyphen, etc. (C+U+P)**

**How does it relate to Marzano’s Art and Science of Teaching Framework?**

**DQ2 Helping students interact with new knowledge**

* **Identifying Critical Content**
* **Helping Students Elaborate New Content**
* **Helping Students Record and Represent Knowledge**

**Breakin’ it Down:**

* **Students must be able to analyze specific words and phrases in the text to determine both their figurative and connotative meanings, as well as how they contribute to the text’s tone and meaning as a whole.**
* **This standard also considers multiple-meaning words and vivid language.**
* **As with writers of fiction and poetry, authors of informational texts can use figurative language and other language techniques to enliven their works.**
* **Students will understand that authors choose words intentionally to evoke a response from the reader.**
* **Students will understand that authors make choices about words and that those choices influence meaning and tone in various forms of text.**
* **Students will understand that authors use figurative and connotative language to manipulate the interpretations of a text.**
* **Students will understand that authors choose specific technical meanings to provide clear and concise ideas in text for readers to gain knowledge.**

|  |  |
| --- | --- |
| **Know****Declarative knowledge: Students will know and understand** | **Do****Procedural knowledge: Skills, Strategies, and Processes that are transferable to other contexts** |
| **Students will know…*** **Figurative meanings (nonliteral)**
* **Connotative/Connotation**

**(cultural or emotional associations with a word)*** **Analyze/Analysis (a collection of conclusions drawn from the text)**
* **Impact (influence, effect)**
* **Meaning (how readers interpret overall message)**
* **Tone (author’s attitude toward the subject/topic)**
 | **Retrieval*** **Students can define and use academic vocabulary.**
* **Students can recognize the difference between denotative meanings and connotative meanings.**
* **Students can recognize the difference between figurative and literal meaning.**
* **Students can identify the type of figurative language in a text.**
* **Students can use a graphic organizer to monitor their understanding of words in text.**

**Comprehension*** **Students can describe how meaning of words and phrases develop the text.**
* **Students can identify positive, negative, or neutral words as they are used within the text.**
* **Students can use appropriate graphic organizers to explain meaning of words and phrases.**
* **Students can describe the effects of specific word choices on meaning or tone of text.**

**Analysis*** **Students can evaluate how specific word choices build upon one another to create a cumulative impact on the overall meaning and tone of a text.**

**Knowledge Utilization*** **Students can change the meaning and tone of a text by manipulating word choice.**
* **Students can research how authors use different word choices on a similar topic in order to decide which author presented the topic the best and why.**
 |

**Prerequisite skills: What prior knowledge do students need to have mastered to be successful with this standard?**

* **Recognize multiple types of figurative language**
* **Context clues (definition, punctuation, synonym, antonym, example, contrast, general sense)**
* **Word analysis (syllabication, morphemic analysis)**
* **How to ask questions that lead to inference**
* **Know the difference between literal an nonliteral language**
* **Know how to summarize, paraphrase, and quote information**
* **Denotative meaning of words**
* **Mood (How the author uses words to set the tone, which in turn, determines the mood of the reader.)**

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**Big Idea – Analyzing words and phrases**

**Essential Vocabulary:**

* **Analyze**
* **Connotative meaning**
* **Context clues**
* **Figurative meaning**
* **Specific word choice**
* **Technical meaning**
* **Tone**

**Types of figurative language and examples:**

**Metaphor**

When you use a metaphor, you make a statement that doesn’t make sense literally, like “time is a thief.” It only makes sense when the similarities between the two things become apparent or someone understands the connection between the two words.

Examples include:

* The world is my oyster.
* You are a couch potato.
* Time is money.
* He has a heart of stone.
* America is a melting pot.
* You are my sunshine.

**Simile**

A simile compares two things like a metaphor; but, a simile uses the words “like” and “as.” Examples include:

* Busy as a bee.
* Clean as a whistle.
* Brave as a lion.
* He stood out like a sore thumb.
* It was as easy as shooting fish in a barrel.
* My mouth was as dry as a bone.
* It was as funny as a barrel of monkeys.
* They fought like cats and dogs.
* It was like watching grass grow.

**Personification**

Personification gives human characteristics to inanimate objects, animals, or ideas. This can really affect the way the reader imagines things. This type of figurative language is often used in children’s books, poetry, and fictional literature. Examples include:

* Opportunity knocked on the door.
* The sun greeted me this morning.
* The sky was full of dancing stars.
* The vines wove their fingers together to form a braid.
* The radio stopped singing and stared at me.
* The sun played hide and seek with the clouds.

**Hyperbole**

A hyperbole is an outrageous exaggeration that emphasizes a point, and can be ridiculous or funny. Hyperboles can be added to fiction to add color and depth to a character. Examples are:

* You snore louder than a freight train.
* She is so dumb, she thinks Taco Bell is a Mexican phone company.
* I had to walk 15 miles to school in the snow, uphill.
* You could have knocked me over with a feather.

**Symbolism**

Symbolism occurs when a word which has meaning in itself but is used to represent something entirely different. Examples are:

* Using an image of the American flag to represent patriotism and a love for one’s country.
* Using an apple pie to represent an American lifestyle.
* Using an apple to represent education.
* Using a Rolex to represent wealth.

**Alliteration**

Alliteration is a sound device. It is the repetition of the first consonant sounds in several words. Some good examples are:

* wide-eyed and wondering while we wait for others to waken
* Betty bought butter but the butter was bitter, so Betty bought better butter to make the bitter butter better.

**Onomatopoeia**

Onomatopoeia is also a sound device. It uses words that sound like their meaning, or mimic sounds. They add a level of fun and reality to writing. Here are some examples:

* The burning wood hissed and crackled.
* The words: beep, whirr, click, whoosh, swish, zap, zing, ping, clang, bong, hum, boom, munch, gobble, crunch, POW, smash, wham, quack, meow, oink, and tweet.

**Allusion**

Allusion is an indirect reference to a well-know person, place, thing, or event. When an allusion is used in writing, it can call p relevant associations

* Romeo calls up the image of a lover.
* Cupid calls up the image of a matchmaker.
* Pinocchio calls up the image of a liar.
* Scrooge calls up the image of someone that is stingy.

**Euphemism**

A euphemism is a word or a phrase that uses inoffensive language to express something offensive or unpleasant. For example. If you were to use the phrase “rest room in place of “toilet,” you would be using a euphemism.

* She was less favored by beauty than her sister
* Someone borrowed money from my locker without asking me.
* I just bought a pre‐owned car yesterday.
* I just won a lunch reservation from Mr. Simon.
* I got in a bit of trouble for stretching the truth about the broken lamp.
* I’m headed for the correctional facility again.
* Where do I work? Actually, I’m between jobs at the moment.

**What might LAFS.9-10.RI 2.4 look like on the FSA Exam?**

**Cite and explain the author’s use of hyperbole in the excerpt’s final paragraph.**

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**Which word provides the best synonym for “drummed” as it is used in paragraph 1?**

1. **cracked**
2. **battled**
3. **thundered**
4. **bounced**

**Based on the context clues in paragraph 1, what is the most likely definition of *agnosia?***

1. **complete blindness**
2. **impairment of visual recognition**
3. **the part of the brain responsible for visual processing**
4. **brain damage**

**Based on the excerpt, distinguish between agnosia and prosopagnosia. Point out the context clues that led you to your answer.**

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**Reread paragraph 10. Which of the following most accurately paraphrases the figurative language of the final sentence as it relates to the passage?**

**In this essay, Thoreau focuses on the concept of solitude. Trace at least two benefits Thoreau sees in the practice of solitude. Cite evidence from the text as support.**

**Question Stems:**

* What is the meaning of the figurative language used?
* What effect does this figurative language have on the text?
* Within the context of the text, what is the connotation of the key words?
* What effect does the use of the word have on the text?
* What is the tone of the text? What words or phrases give you this feeling?

**Strategies and Graphic Organizers:**

* **Two-column Notes**
* **Word Web**
* **Frayer Model**

**Strategies:**

* **Close Reading (multiple interaction with text for a specific purpose)**
* **Word Identification strategies (context clues, morphemic analysis (prefixes, suffixes and roots)**



**Figurative Language Graphic Organizer**

|  |  |  |
| --- | --- | --- |
| **Words or Phrases** | **Type of Figurative Language****Simile, Metaphor, Personification, etc.** | **Effect Created** |
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**Context Clues**

Context Clues are hints that the author gives to help define a difficult or unusual word. The clue may appear within the same sentence as the word in which it refers, or it may follow in a preceding sentence. Because most of our vocabulary is gained through reading, it is important that students be able to recognize and take advantage of context clues.

This acronym helps students remember their context clue tools…

PAGERS

**P = Punctuation**

 Watch for authors to use punctuation to give you the meaning of the word.

* Parenthesis: The lair, (habitat), of the wolf was underground.
* Comma, or \_\_\_\_,He was bloviating, or lecturing,

That is, \_\_\_\_ She was ready, that is, prepared for the test. Dashes – She was superfluous – unnecessary to him.

**A = Antonym**

An Antonym is a word that means the ***opposite******of*** another word. Antonyms are often signaled by words such as however, but, yet, on the other hand, and in *contrast.*

Example: In formal communication, be sure to avoid **obscure** language. Clear language prevents misinterpretation.

**G = General Sense of the Word**

Common sense tells you the meaning of the unknown word or phrase. You figure it out. The **words surrounding** an unknown word or phrase will give you clues to the meaning of the unknown word or phrase. Use those clues!

Example: The runner didn’t like the ***frigid*** weather as he was not wearing a coat, scarf or gloves. Can you figure out from the general sense of the word that frigid means cold?

**E = Examples and Definition**

 Examples help suggest the meaning of an unknown word or definition.

 Example: The adverse effects of this drug, *including* dizziness, nausea,

 and headaches, have caused it to be withdrawn from the market.

**R = Roots, Prefixes, and Suffixes**

Thorough instruction of prefixes, suffixes and root words helps students be able to find the meaning of unfamiliar words by identifying the meaning of specific parts of the word.

**S = Synonyms**

A synonym is a word that means the same or almost the same as another word.

Example: The doctor assuaged the patient with medicine to soothe the pain and she rested quietly. (Assuage means the same as soothe)

Please see last April’s Message from the Literacy Coach for more on vocabulary.

That’s it for December and January. Please let me know if I can be of any further assistance! Remember, the month of December has us giving the “gift” of literacy!

