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| --- | --- | --- | --- | --- |
| **Standard**  **RI.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. | | | | |
| **Step 1: Identify the key concepts:** (noun or noun phrases).   * Meaning of words and phrases * Figurative * Connotative * Technical | * Word Choices * Tone * Analogies * Allusions | | | |
| **Step 2: Determine the learning target(s):**  (verbs).  Place one learning target per line.   * Determine * Analyze | | | | |
| **Step 3: Identify the Learning Target categories** | Knowledge | Reasoning | Demonstration/  Performance | Product |
| **Determine** | ✓ |  |  |  |
| **Analyze** |  | ✓ |  |  |
| **Step 4: Securely Held Content**   * Determine the meaning of words and phrases as they are used in a text * Figurative and connotative meanings | | | | |
| **Step 5: Clarify terms**  Analyze – To examine carefully and in detail, break apart into essential features in order to construct meaning | | | | |

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|  | **Step 6 : Construct specific skill statements** | | Target Types | Level of Rigor | **Step 7: Identify the types of learning target(s) (K, R, D, and/or P) and the Level of Rigor** |
| **Step 8: Write a learning progression** | (Example: Identify the main idea in a specific piece of text) | | **R** | **Level 2\*** |
| **2** | Describe the difference between literal meaning and figurative meaning | K/D | Level 1 |
| **1** | Create sentences or phrases which exemplify figurative meaning | R/D | Level 2 |
| **3** | Construct an argument that would justify the use of specific words to illustrate how those words are used to provide meaning and context | R/D | Level 3 |
| **4** | Describe how idioms meaning and figurative meaning are interrelated | R/D | Level 2 |

**The Cognitive Demand: Language Arts**

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| **Level I** | **Level II** | **Level III** | **Level IV** | **Level V** |
| **Memorize, Recall** | **Perform Procedures, Explain** | **Generate, Create. Demonstrate** | **Analyze, Investigate** | **Evaluate, Integrate** |
| Reproduce sounds or words | Follow instructions | Create / develop  connections among text,  self, world | Categorize / schematize information | Determine relevance,  coherence, internal  consistency, logic |
| Provide facts, terms,  definitions, conventions | Give examples | Recognize relationships | Distinguish fact and opinion | Assess adequacy,  appropriateness, credibility |
| Locate literal answers in text | Check consistency | Dramatize | Compare and contrast | Test conclusions,  hypotheses |
| Identify relevant information | Summarize | Order, group, outline,  organize ideas | Identify with another's point of view | Synthesize content and  ideas from several sources |
| Describe | Identify purpose, main  ideas, organizational  patterns | Express new ideas (or  express ideas newly) | Make inferences, draw  conclusions | Integrate with other topics and subjects |
|  | Gather information | Develop reasonable  alternatives | Predict probable  consequences | Critique |
|  |  |  | Generalize |  |

**\* The number will vary depending on the taxonomy used.**