



Standard #: LAFS.910.RI.2.4

This document was generated on CPALMS - www.cpalms.org

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).

Subject Area: English Language Arts	Grade: 910
Strand: Reading Standards for Informational Text	
Cluster: Craft and Structure	Date Adopted or Revised: 12/10
Content Complexity Rating: Level 3: Strategic Thinking & Complex Reasoning - More Information	Date of Last Rating: 02/14
Status: State Board Approved	

Related Courses

Course Number	Course Title
1008300:	Reading 1 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1008310:	Reading 2 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1008320:	Advanced Reading (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
7910111:	Access English 1/2 (Specifically in versions: 2014 - 2015, 2015 - 2018 (course terminated))
1001310:	English 1 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1001340:	English 2 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
7910115:	Fundamental English 1 (Specifically in versions: 2013 - 2015, 2015 - 2017 (course terminated))
7910120:	Fundamental English 2 (Specifically in versions: 2013 - 2015, 2015 - 2017 (course terminated))
0500300:	Executive Internship 1 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
0500310:	Executive Internship 2 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1006375:	Social Media 1 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1000400:	Intensive Language Arts (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1000410:	Intensive Reading (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1001320:	English Honors 1 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1001350:	English Honors 2 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1700370:	Critical Thinking and Study Skills (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
7910120:	Access English 1 (Specifically in versions: 2017 and beyond (current))
7910125:	Access English 2 (Specifically in versions: 2017 and beyond (current))
1700380:	Career Research and Decision Making (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1001800:	English 1-Preinternational Baccalaureate (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1001810:	English 2-Preinternational Baccalaureate (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1002300:	English 1 Through ESOL (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1800300:	Aerospace Science 1 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1002310:	English 2 Through ESOL (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1800310:	Aerospace Science 2 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1800320:	Aerospace Science 3 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1800330:	Aerospace Science 4: Leadership Development (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1002380:	Developmental Language Arts Through ESOL (MC) (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1002381:	Developmental Language Arts Through ESOL (Reading) (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1800350:	Aerospace Science 4:Transportation (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1800360:	Aerospace Science 4 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1801300:	Leadership Education and Training 1 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1801310:	Leadership Education and Training 2 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1801320:	Leadership Education and Training 3 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1801330:	Leadership Education and Training 4 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1802300:	Naval Science 1 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1802310:	Naval Science 2 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1001315:	English 1 for Credit Recovery (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1803300:	Leadership Education 1 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1001345:	English 2 for Credit Recovery (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1007305:	Speech 1 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1002305:	English 1 Through ESOL for Credit Recovery (Specifically in versions: 2014 - 2015, 2015 and beyond (current))

1002315:	English 2 Through ESOL for Credit Recovery (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1006300:	Journalism 1 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1006310:	Journalism 2 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1006331:	Journalism 5 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
2400300:	Leadership Skills Development (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
2400310:	Leadership Techniques (Specifically in versions: 2014 - 2015, 2015 - 2016, 2016 and beyond (current))
1007300:	Speech 1 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1007330:	Debate 1 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
1007340:	Debate 2 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))

Related Access Points

Access Point

Access Points Number	Access Points Title
LAFS.910.RI.2.AP.4a:	Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings.
LAFS.910.RI.2.AP.4b:	Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.

Related Resources

Lesson Plan

Name	Description
A NanoDegree that Can Get You a Programmer Position with Google? Must Examine with CLOSE Reading!:	In this lesson, students will practice using close reading strategies as they read a high interest New York Times article about new methods companies are using to train and recruit skilled workers for entry-level positions. A vocabulary organizer, text-dependent questions, summative writing exercise, and extension ideas are all included to help students analyze the revolutionary potential of the NanoDegree.
Analyzing the Rhetoric of JFK's Inaugural Address:	Students will identify rhetorical terms and methods, examine the rhetorical devices of JFK's inaugural address, and analyze the effects of the rhetorical devices on the delivered speech.
Cause and Effect Writing: What it Looks Like and Who Reads It:	Students examine the causes and effects presented in a brochure called "Ozone: The Good and the Bad." They also examine the language of the brochure with regard to audience appropriateness. Students then write their own brochures and examine their classmates' brochures for cause and effect and for audience appropriateness.
Emily Dickinson: Poet Extraordinaire of Language, Time, and Space: Part 2:	In this lesson, the second in a three-lesson unit, students will explore Emily Dickinson's style by reading and analyzing a variety of her letters based on the historical context and audience of each. Students will use the letters, along with an Atlantic Monthly article, as sources for the summative assessment, a letter to the editor written in response to one or several of Dickinson's letters or topics.
Ethos, Pathos, and Logos (Part 2): Statement Analysis:	This is the second lesson of a three-lesson unit on rhetoric and persuasion techniques. It is technology intensive.
Exploring Immigration and America (Part 2) through Informational Text- Judge Learned Hand's Speech:	This lesson is the second of a unit comprised of 3 lessons. In this second lesson, students will use Text Coding and small group discussion to analyze informational text, a speech given by Judge Learned Hand entitled "The Spirit of Liberty," in terms of content and persuasive techniques. This lesson will help students to read informational text closely, think critically and write in response to text.
I Declare War: Part I:	In this lesson (part one of a three-part unit), students will use close reading strategies to analyze Abraham Lincoln's Gettysburg Address and complete a written analysis of his speech.
Language of Letters: Analyzing the Change in Diction and Syntax in Civil War Times to the Present:	This lesson includes a close-reading and text-marking activity using two soldiers' letters, one from the Civil War and one from the Afghanistan War. Students will discover by looking at word choice and sentence structure how language styles have changed over time. After the reading lesson, students will write two RAFTs in the style of the times to show their understanding.
Lively Writing Through Professional Models:	This lesson examines a professional model of a definition paper and asks students to analyze and imitate the structures of using anecdotes and cause and effect to elaborate an essay of definition.
Looking Over the Mountaintop: Figures of Speech and Rhetorical Devices:	This lesson is the 2nd part in a 3-part series on Dr. Martin Luther King Jr.'s speech "I've Been to the Mountaintop." This lesson focuses on some of the figures of speech and rhetorical devices used by Dr. King in his speech. The speech has been divided into eight sections. As students read through each section they will analyze some of the figures of speech and rhetorical devices King used, record their answers on a graphic organizer, and analyze how use of the figure of speech or rhetorical device impacted the meaning of that section of the speech. Students will write an extended paragraph using the quotation sandwich method as the summative assessment for the lesson.
Looking Over the Mountaintop: Tone and Perspective:	This lesson is the third lesson in a three-part series on Dr. Martin Luther King, Jr.'s "I've Been to the Mountaintop" speech. In this lesson, students will analyze King's speech, which has been broken up into eight sections, for his perspective and tone. At the end of the lesson, students will respond to a prompt and write an essay based on what they have analyzed throughout the lesson. A graphic organizer, suggested answer key, and writing rubric have been provided.
One rotten apple spoils the bunch! An Argument Analysis of Disney's Guest Assistance Card Program:	In this lesson, students will conduct several close readings of the news article "Parents: Disney Policy Targeting Faux Disabled Punishes Truly Disabled Kids" by Jason Garcia. For the first close reading, students will focus on selected academic vocabulary. In the second reading, students will analyze the claims being made in the article, focusing on the validity of each claim being made. During the final close reading, students will analyze the arguments being presented, choose a side, and participate in a Philosophical Chair discussion. In the summative assessment, students will write a three paragraph argument in the form of a letter to the Disney corporation.

Someone is Always Watching You:	In this lesson, students will read, paraphrase, and summarize an article that explores the benefits as well as the pitfalls of the unblinking, all-seeing basilisk gaze of extraordinary technology.
Swagger: Shakespeare versus Jay Z:	This lesson provides students the opportunity to explore how the word 'swagger' has transformed over centuries through the writings of poets such as Shakespeare and rappers such as Jay Z. Students will read an article from NPR titled "What do Jay Z and Shakespeare Have in Common? Swagger" and thereafter will be asked to analyze vocabulary from the article, respond to text-dependent questions, and complete a summary of the term swagger analyzing its previous and present day definitions. A vocabulary graphic organizer, answer key, text-dependent questions handout and answer key, a learning scale, and a writing rubric have been included with the lesson.
Wear Sunscreen: A Satirical Take on the Time-Honored Graduation Speech:	This close reading lesson focuses on Mary Schmich's comical commencement speech essay, "Advice, like youth, probably just wasted on the young." Students will take an in-depth analysis to discover her powerful satirical style, as well as the power of social nuances. Students will focus on academic vocabulary and answer high-level text-dependent questions as a guide for their comprehension of the essay, evaluating if her choice of words and wisdom remain valid, relative, and sufficient for the youth of today. Graphic organizers and worksheets, along with teacher keys, and a writing rubric have been provided.
What You Say: Language Context Matters:	In this lesson students will analyze three texts (Amy Tan's "Mother Tongue," Richard Rodriguez's "Se Habla Espanol," and Zora Neale Hurston's "How it Feels to be Colored Me") looking at language, tone, and style. Students will be scaffolded through use of graphic organizers and a Socratic Seminar to culminate in an essay about tone.

Original Tutorial

Name	Description
Analyzing Words and Phrases with the Gettysburg Address:	In this tutorial we will review some vocabulary strategies to use when you are unsure about the meaning of words in a text. We will also review the literary term tone. By the end of this tutorial you should be able to apply your skills to determine the meaning of unknown words in Abraham Lincoln's Gettysburg Address. You should also be able to analyze the words and phrases that Lincoln uses in order to determine his tone in the Gettysburg Address.
Exploring and Gathering Vocabulary:	Learn several ways to gather knowledge about an unknown word in order to determine its meaning, ways that include context clues, word parts, and dictionary skills. Determining the meaning of unknown words will help you increase your understanding of texts that you read, and it will also help you use words more accurately in your own writing. The text passages used in this interactive tutorial provide vivid descriptions of Florida.

Unit/Lesson Sequence

Name	Description
Close Reading Exemplar: The Gettysburg Address:	This unit exemplar from Student Achievement Partner web resources has been developed to guide students and instructors in a close reading of Lincoln's Gettysburg Address. The activities and actions follow a carefully developed set of steps that assist students in increasing their familiarity and understanding of Lincoln's speech through a series of text dependent tasks and questions that ultimately develop college and career ready skills identified in the Florida State Standards. This unit can be broken down into three sections of instruction and reflection on the part of students and their teachers, which is followed by additional activities, some designed for history/social studies and some for ELA classrooms.

Worksheet

Name	Description
Reading Comprehension Activity from Read Theory:	This activity provides a reading passage with a Lexile of 1470 and text-dependent questions (with multiple choice answers) that teachers can utilize to give students practice at making inferences based on evidence from the text, examining an author's argument, and determining the meaning of selected academic vocabulary.

Teaching Idea

Name	Description
To Kill A Mockingbird: A Historical Perspective:	This is a 10 day overview from the Library of Congress on a Historical Perspective of the time period surrounding To Kill A Mockingbird. Includes a lot of primary resources and writing activities.

Tutorial

Name	Description
Writer's Tricks: Intended Effects on Readers:	In this tutorial, you will practice close reading by answering a series of questions about how repetition, facts/opinions, rhetorical questions, and emotive language are used by an author to impact readers. You will also have an opportunity to practice a very important skill: how to write using textual support to back up a claim.

Student Resources

Name	Description
Analyzing Words and Phrases with the Gettysburg Address:	In this tutorial we will review some vocabulary strategies to use when you are unsure about the meaning of words in a text. We will also review the literary term tone. By the end of this tutorial you should be able to apply your skills to determine the meaning of unknown words in Abraham Lincoln's Gettysburg Address. You should also be able to analyze the words and phrases that Lincoln uses in order to determine his tone in the Gettysburg Address.
Exploring and Gathering Vocabulary:	Learn several ways to gather knowledge about an unknown word in order to determine its meaning, ways that include context clues, word parts, and dictionary skills. Determining the meaning of unknown words will help you increase your understanding of texts that you read, and it will also help you use words more accurately in your own writing. The text passages used in this interactive tutorial provide vivid descriptions of Florida.

[Writer's Tricks:](#)
[Intended Effects on](#)
[Readers:](#)

In this tutorial, you will practice close reading by answering a series of questions about how repetition, facts/opinions, rhetorical questions, and emotive language are used by an author to impact readers. You will also have an opportunity to practice a very important skill: how to write using textual support to back up a claim.