



## Nevada Academic Content Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

<b>College and Career Readiness (CCR) Anchor Standard</b>	<b>Standard:</b> RI.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
R.CCR.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.	<p><u>Questions to Focus Learning</u></p> <p>How do authors communicate tone/meaning in a text?</p> <p>The tone or meaning of a text is determined by an author's use of specific words and phrases, including connotations and figurative language.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I can identify figurative language in text such as similes and metaphors. I know words have connotations (associations or secondary meanings) as well as denotations (the dictionary definition of a word) (e.g., refined, respectful, polite, diplomatic, condescending). I know that technical words and phrases are used by the author to clarify specific processes and procedures. I know tone is the author's attitude toward the topic conveyed through words and phrases. I know every text has a tone, and that an author's choice of words and phrases controls the tone of the text.</p> <p><i>Reasoning Targets</i></p> <p>I can determine how the author's use of words and phrases deepens the reader's understanding of the content of the text. I can explain how the author's use of figurative language further illustrates/expands the meaning and tone of the text. I can explain how the author's use of connotative meanings conveys the author's stance/tone within the text. I can explain how the author's use of technical words and phrases clarifies the processes and procedures described in technical text.</p>

Vocabulary

associations  
connotation  
denotation  
figurative language  
stance  
tone

Teacher Tips

Vertical Progression

RI.K.4 - With prompting and support, ask and answer questions about unknown words in a text.  
RI.1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  
RI.2.4 - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  
RI.3.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  
RI.4.4 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.  
RI.5.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  
RI.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  
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.  
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).  
RI.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No.10).

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RI.7.4](#)