



## 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> RL.3.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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>Why do authors use different language in different texts? Why must readers be able to distinguish between different types of language?</p> <p>Authors use words in different ways to convey shades of meaning. A reader must make meaning of different types of language in various ways to understand the nuances of an author's message.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know literal language is words or phrases that express their most common meaning. I know nonliteral language is words or phrases that have to be interpreted by the reader because their meaning is not explicitly stated. I know a phrase is a group of words that have meaning. I know context clues are the words or phrases surrounding an unknown word that can provide hints about the meaning of the word.</p> <p><i>Reasoning Targets</i></p> <p>I can figure out the meaning of literal words and phrases within a text. I can figure out the meaning of nonliteral words and phrases within a text. I can distinguish between literal and nonliteral language. I can use context clues to figure out the meaning of words and phrases within a text. I can use prior knowledge to determine the meaning of words and phrases within a text.</p>

Vocabulary

context clues  
explicit  
literal language  
nonliteral language  
phrase  
prior knowledge

Teacher Tips

[Literal and Nonliteral Translations of Idioms](#) - In this lesson plan, students explore figurative language through read-alouds, teacher modeling, and student-centered activities and primarily focus on the contrast between literal and nonliteral translations of idioms. Students also research the origins of selected idioms and discuss how idioms are related to personal experiences. The lesson includes a link to an online interactive tool where students view literal representations of idioms, determine their metaphorical meaning, and then use the idiom in a sentence. (Source: Read Write Think, International Reading Association, NCTE)

[Similes, Metaphors, and Personification](#) - This lesson plan is for use with students after they have a working knowledge of figurative language, specifically similes, metaphors, and personification. Students learn to identify examples of figurative language and demonstrate mastery through use of the devices in their own writing. The lesson provides a list of books that demonstrate use of similes, metaphors, and personification, and also a list of songs that can be used to teach figurative devices. (Source: Read Write Think, International Reading Association, NCTE)

[Strategies for Literal and Nonliteral Vocabulary](#) - This article gives an overview of effective strategies for vocabulary instruction and some model lessons for developing word consciousness (using animal idioms), word-meaning recall, and contextual analysis. Most strategies are appropriate for third grade and deal with literal or figurative meanings of words in text.

[Word Consciousness](#) - *The Vocabulary-Rich Classroom: Modeling Sophisticated Word Use to Promote Word Consciousness and Vocabulary Growth* provides information for teaching vocabulary and an explanation of what knowing a word really means. The article also provides teaching strategies to support children's growth in knowing words.

Vertical Progression

RL.K.4 - Ask and answer questions about unknown words in a text.

RL.1.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.2.4 - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.4.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL.5.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.8.4 - 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 analogies or allusions to other texts.

RL.9-10.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.11-12.4 - Determine the meaning of words and phrases as they are used in the 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).

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

Direct link for this standard: [RL.3.4](#)