

Grades: 9-12	ESL- Units of Study Semester 1 English Language Arts	Unit 4
Diction & Figurative Language Number of Instructional days: 4 Weeks (1 Week=230 Minutes)		

Overview

Students will read a complex set of American literary works, to analyze how diction (precise, specific language) and figurative language impact meaning and tone. Students will write a creative literary piece that conveys a vivid picture of experiences, events, setting, and/or characters through precise diction and evocative figurative language. Additionally, students will demonstrate command of Standard English grammar while still recognizing that usage can change over time and is sometimes contested. Students, to support this complex understanding of language conventions, will flexibly choose from a range of strategies to verify the meaning of a word or phrase.

To support students' ability to discern meaning through diction and figurative language, they should be exposed to a variety of works that exemplify these techniques. Students should be supported in practicing the implementation of this type of language in their own narrative writings.

This unit is taught at this time of year to emphasize the author's use of language to convey meaning in a text. In addition, students are to demonstrate their command of the English language and reinforce these details to improve their own narratives.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should read texts within the appropriate range of complexity. Students should have the opportunity to read challenging texts with instructor support, as well as texts they can read fluently. Additionally, students should focus on close reading and supporting their analyses with evidence from the text.

Reading Anchor Standard

[CCRA.R.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.](#)

Writing Anchor Standard

[CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.](#)

Speaking and Listening Anchor Standard

No speaking and Listening anchor standard identified in this unit.

Language Anchor Standard

[CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.](#)

[CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.](#)

[CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.](#)

Concepts to Be Learned and Skills to Be Used

- 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.~~)
- 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).
- WRITE **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - USE a variety of **techniques to sequence events** so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - USE **precise words and phrases, telling details, and sensory language**.
 - CONVEY a **vivid picture** of the **experiences, events, setting, and/or characters**.
- DEMONSTRATE **command of the conventions of standard English grammar and usage** when writing or speaking.
 - APPLY the **understanding that usage** is a matter of **convention**, can **change over time**, and is sometimes **contested**.
- DETERMINE or CLARIFY the meaning of **unknown and multiple-meaning words** and phrases based on *grades 11–12 reading and content*.
 - CHOOSING flexibly from a **range of strategies**.
 - VERIFY the preliminary determination of the **meaning** of a word or phrase (e.g., by CHECKING the inferred meaning in context or in a dictionary).
- DEMONSTRATE understanding of **figurative language, word relationships, and nuances** in word meanings.
 - INTERPRET **figures of speech** (e.g., hyperbole, paradox) in context

- ANALYZE their **role** in the text.
- ANALYZE **nuances** in the meaning of words with similar **denotations**.

Essential Questions

- *What impact does diction have on meaning and tone?*
- *How do I tell the difference between figurative and literal language?*
- *How does a writer use language devices, diction, imagery, symbolism, figurative language) for specific effects in their literary work*

Assessment

Task Name: [Analyze the Representation of a Subject in Two Mediums](#)

Written Curriculum

Standards that are the **FOCUS** in the Unit of Study:

Reading Standards for Literature

Craft and Structure

[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. \(Include Shakespeare as well as other authors.\)](#)

- 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).

Reading Standards for Informational Text

Craft and Structure

[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 \(e.g., how Madison defines faction in Federalist No. 10\).](#)

- 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).

Writing Standards Text

Types and Purposes

W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- This standard in grades 9-10 are identical to grade 11-12
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- W.9-10.3 c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.9-10.3 d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Language Standards

Conventions of Standard English

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- This standard in grades 9-10 are identical to grade 11-12
 - a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.9-10.1 a. Use parallel structure.*

Vocabulary Acquisition and Use

[L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 \(9-10\) reading and content, choosing flexibly from a range of strategies.](#)

[d. Verify the preliminary determination of the meaning of a word or phrase \(e.g., by checking the inferred meaning in context or in a dictionary\).](#)

- This standard in grades 9-10 are identical to grade 11-12

[L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.](#)

[a. Interpret figures of speech \(e.g., hyperbole, paradox\) in context and analyze their role in the text.](#)

[b. Analyze nuances in the meaning of words with similar denotations.](#)

- This standard in grades 9-10 are identical to grade 11-12

Standards that **Reinforce/Support** the Unit of Study Focus Standards:

Reading Standards for Literature

Key Ideas and Details

[RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.](#)

- RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading Standards for Informational Text

Key Ideas and Details

[RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.](#)

- RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing Standards

Production and Distribution of Writing

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

- This standard in grades 9-10 are identical to grade 11-12

Standards that **Recur** in the Unit of Study:

Reading Standards for Literature

Range of Reading and Level of Text Complexity

RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

- This standard in grades 9-10 are identical to grade 11-12 (grade appropriate)

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

- This standard in grades 9-10 are identical to grade 11-12 (grade appropriate)

Writing Standards

Range of Writing

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- This standard in grades 9-10 are identical to grade 11-12

Speaking and Listening Standards

Presentation of Knowledge and Ideas

[SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. \(See grades 11–12 \(9-10\) Language standards 1 and 3 on page 54 \[of the full ELA Common Core State Standards document\] for specific expectations.\)](#)

- This standard in grades 9-10 are identical to grade 11-12

Language Standards

Vocabulary Acquisition and Use

[L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.](#)

- This standard in grades 9-10 are identical to grade 11-12

Clarifying the Standards

Key =

RL	Reading Standards for Literature	W	Writing Standards
RI	Reading Standards for Informational Text	SL	Speaking & Listening Standards
RF	Foundational Skills	L	Language Standards

RL 11-12.4 In grade 10, students are expected to relate the figurative and connotative meanings of words and phrases to the text's overall tone and meaning. **In grade 11, this skill will be further developed to include the multiple meanings of specific words and phrases, emphasizing words and phrases that are "fresh, engaging, or beautiful."** This skill will be addressed in further depth in grade 12.

RI 11-12.4 In grade 10, students are expected to relate the figurative, connotative, and technical meanings of words and phrases to the text's overall tone and meaning. **In grade 11-12, this skill will be further developed to address more refined usage of key terms or phrases.**

RF N/A

W 11-12.3 Students at all secondary levels are expected to write narratives that

develop real or imaginary events using effective techniques, details, and sequence of events.

c. In grade 10, students are expected to use a variety of techniques to sequence events so that build on one another and create a coherent whole.

In grade 11, this skill will be further developed by adding an emphasis on creating tone and building towards a particular outcome.

This skill will be addressed in further depth in grade 12.

d. In grade 10, students are expected to use precise words, telling details, and sensory language to create a vivid picture of experiences, events, setting, and/or characters. **In grade 11-12, this skill will be further developed through more practice.**

SL No standards for this unit.

L 11-12.1 Students at all secondary levels are expected to write and speak by correctly utilizing conventions of standard English.

a.) In grade 10, students are expected to master the use of parallel structure.

In grade 11, this skill will be further developed by emphasizing the fluidity of standard conventions. This skill will be addressed in further depth in grade 12.

L 11-12.4 Students at all secondary levels are expected to precisely define unknown words and distinguish between multiple meanings of words.

d.) Students at all secondary levels are expected to verify their initial determination of the meaning of a work by consulting a dictionary or by checking the inferred meaning.

L 11-12.5 Students at all secondary levels will be expected to understand figurative language, word relationships, and nuances in word meanings.

a.) In grade 10, students are expected to interpret and analyze the role that figures of speech in the text, such as oxymoron and euphemism. **In grade 11, this skill will be further developed to include figures of speech such as hyperbole and paradox.** This skill will be addressed in further depth in grade 12.

b.) Students at all secondary levels are expected to analyze nuances in the meaning of words with similar denotations.

Resources: References to Appendices A, B, and C and Other Resources

EDGE Level C

The Journey (poem) Unit 5, pgs. 458-460

Romeo and Juliet (play) Unit 6 pg. 682-693

Sonnet 30 (poem) pg. 695

I am offering this Poem Unit 7 pg.

[Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms](#)

See page 23

Creative Writing beyond Narrative

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

See page 29

Making Appropriate Grammar and Usage Choices in Writing and Speaking

Students must have a strong command of the grammar and usage of spoken and written standard English to succeed academically and professionally. Yet there is great variety in the language and grammar features of spoken and written standard English (Biber, 1991; Krauthamer, 1999), of academic and everyday standard English, and of the language of different disciplines (Schleppegrell, 2001). Furthermore, in the twenty-first century, students must be able to communicate effectively in a wide range of print and digital texts, each of which may require different grammatical and usage choices to be effective. Thus, grammar and usage instruction should acknowledge the many varieties of English that exist and address differences in grammatical structure and usage between these varieties in order to help students make purposeful language choices in their writing and speaking (Fogel & Ehri, 2000; Wheeler & Swords, 2004). Students must also be taught the *purposes* for using particular grammatical features in particular disciplines or texts; if they are taught simply to vary their grammar and language to keep their writing “interesting,” they may actually become more confused about how to make effective language choices (Lefstein, 2009). The Standards encourage this sort of instruction in a number of ways, most directly through a series of grade-specific standards associated with Language CCR standard 3 that, beginning in grade 1, focuses on making students aware of language variety.

[Appendix B: Text Exemplars and Sample Performance Task](#)

Drama, p. 153

Miller, Arthur. *Death of a Salesman*, p. 156

Hansberry, Lorraine. *A Raisin in the Sun*, p. 156

Poetry

Wheatley, Phyllis. “On Being Brought From Africa to America.” p. 158

Whitman, Walt. “Song of Myself.” p. 159

Dickinson, Emily. “Because I Could Not Stop for Death.” p. 160

Eliot, T. S. "The Love Song of J. Alfred Prufrock." p. 160

Frost, Robert. "Mending Wall." p.161

Bishop, Elizabeth. "Sestina." p. 162

Collins, Billy. "Man Listening to Disc." p.163

Appendix C: Samples of Student Writing

Appendix C does not include 11th grade samples.

Terminology:

Key Terms

Connotative

Evocative

Figurative

Challenging Concepts

Identifying and interpreting figurative language is challenging to many students, much less analyzing how the figurative language impacts the work as a whole. One effective teaching strategy is to strip a rich passage of all imagery and compare to the original. Students can then choose which revision is clearer and more aesthetically pleasing.

Online Resources:

<http://www.poets.org>

<http://www.poetry.org>

- Multicultural Resources <http://www.edchange.org/multicultural>
- <http://medialiteracyproject.org/>
- Dual Language: <http://www.dlenm.org/>
- <http://www.aps.edu/academics/common-core-state-standards/ccss-resources-1>

WiDA: <http://www.wida.us/standards/eld.aspx>

Additional Resources

The Bedford Glossary of Critical and Literary Terms

Sound and Sense, Perrine (ed.)

The standards listed below include all the CCSS linked to this Unit of Study. The list does not distinguish among FOCUS, SUPPORTING and RECURRING standards in this Unit of Study.