

Alternate Eligible Content (AEC) Example

Subject: ELA

Grade: 7

AEC Code: E07AV4.1.2a

AEC: Identify the meaning of figurative language in context.

Intent Statement: Use context clues, word knowledge, and/or background knowledge, to find the indirect meaning of a word or phrases.

PA Reporting Category: E07.A Literature Text

PA Core Standards (List all that apply):

- CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.
- CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Assessment Anchor: E07.A-V.4 Vocabulary Acquisition and Use

Descriptor: E07.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content: E07.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

AEC Coded

- KNOW: meaning in context
- DO: Identify
- CONTEXT: of figurative language

Definition Notes:

Figurative language: Language that cannot be taken literally since it was written to create a special effect or feeling.

Original Text: As Luck Would Have It, Readworks: <http://www.readworks.org/books/passages>

Most Complex Level

Content Target: Using modified text, the student will identify the meaning of a figurative phrase based on the context of the passage, by selecting from a field of choices of written definitions that can be read aloud.

Example: Have the student read, or read to the student, the original passage paired with the modified passage, below. Consider building background knowledge by discussing and demonstrating wealth, gold, and luck with connections to students' lives and in stories and history and by sharing a video, such as: <https://www.youtube.com/watch?v=sWcJNvS0J80> or this one with closed captions: <https://www.youtube.com/watch?v=28VOXfnkaN0>. Then ask the student the question, "What does having 'the Midas touch' mean?" Then present the student with the 3 written choices; the student can respond by pointing, selecting with a device, or telling you their choice.

Modified text:

Becky had everything Sarah wanted. A pool in her backyard, lots of friends, and new clothes. Sarah thought that Becky had the Midas touch, which means she is very lucky. She won \$50! She guessed how many jelly beans were in a jar and won all 768 of them. She won every race she entered and was given many awards in school.

What does 'having the Midas touch' mean?

She was very lucky.

She was made out of gold.

She won jelly beans.

Mid Complexity Level

Content Target: Using supports (visuals/objects) with greatly modified text, the student will identify the meaning of a figurative phrase based on the context of the passage, by selecting from a field of choices of pictures paired with written definitions that can be read aloud.

Example: Read the original passage paired with the modified text, or have the student read it. Consider building background knowledge by discussing and demonstrating wealth, gold, and luck with connections to students' lives and in stories and history and by sharing a video, such as: <https://www.youtube.com/watch?v=sWcJNvS0J80> or this one with closed captions: <https://www.youtube.com/watch?v=28VOXfnkaN0>. Then ask the student the question, "What does having 'the Midas touch' mean?" Then present the student with the 3 written and pictorial choices; the student can respond by pointing, selecting with a device, or telling you their choice.

Modified text:

Becky had everything she wanted.
Sarah saw Becky won many things!



She won \$50.



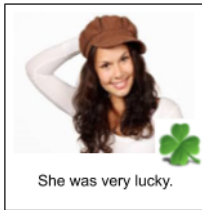
She won the jelly bean contest.



She won races and prizes.

Sarah thought Becky had the Midas touch, which means she is very lucky.

What does having the Midas touch mean?



She was very lucky.



She was made out of gold.



She was stung by a bee.

Least Complex Level

Content Target: Using supports (visuals/objects) with significantly modified text, the student will identify the meaning of a figurative phrase based on the context of the passage, by selecting from a field of choices of pictures or objects paired with words that can be read aloud.

Example: Read to/have student read the original text paired with the modified text below. Consider building background knowledge by discussing and demonstrating wealth, gold, and luck with connections to students' lives and in stories and history and by sharing a video, such as:

<https://www.youtube.com/watch?v=sWcJNvS0J80> or this one with closed captions:

<https://www.youtube.com/watch?v=28VOXfnkaN0>. Then ask the student to tell you or show you which choice illustrates the correct meaning of the term "Midas Touch". Say, "Show me which one means "Midas Touch."

Modified text

Becky had the Midas touch. Becky was very lucky.



Becky won \$50!



Becky won many prizes.

Show me what Midas Touch means.



Sad



Bug



Lucky