



# R.I.D.E Summer Program

Grade 9 ELA

## Week 1: Analyzing Connotative Meaning

### Standard(s):

- 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).
- NJSLA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

### Goal

- To use connotation to identify the effect of a specific word choice

### Objectives

- Students will read a persuasive text and identify words with strong connotative meaning.
- Students will record the words they find in a graphic organizer and determine the meaning of the words in context.
- Students will use metacognitive strategies to complete their graphic organizer and reflect on the overall meaning of the text.

### Materials

- Google Slide presentation on connotation and denotation\*
- Connotation Practice Worksheet\*
- Connotation Chart\*
- Internet access/computer

\*Materials will be linked in purchased version

### Student Activities:

- **Step 1:** Check out this Google Slide presentation that reviews connotation and denotation.
- **Step 2:** Use <https://www.thesaurus.com/> to complete the Connotation Practice Worksheet.
- **Step 3:** Read [“Life Isn’t Fair- Deal with It” by Mike Myatt](#) and complete the Connotation Chart.

### Extension Activities:

- Go back to the [“Life Isn’t Fair” document](#). Complete the text-dependent questions and discussion questions.
- Read [“Do Juvenile Killers Deserve Life Behind Bars?”](#) Identify any words that have connotative meanings. Answer the text-dependent questions and discussion questions.