Common Core Anchor Standard (RI.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.	MAIN ACADEMIC DEMAND *Analyze Impact of Word Choice*
Common Core Grade Kindergarten Standard (RI.K.4): With prompting and support, ask and answer questions about unknown words in a text.	GRADE LEVEL ACADEMIC DEMAND *Ask and Answer Questions about Unknown Words*

5 Levels of Language Development	**Entering** (Beginner)	**Emerging** (Low Intermediate)	**Transitioning** (High Intermediate)	**Expanding** (Advanced)	**Commanding** (Proficient)
	When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:				
RECEPTIVE — Oracy and Literacy Links	Select *illustrated, pretaught words* and place them on a *partially completed semantic web,* during/after a read aloud, shared reading or independent reading time	Select *illustrated, preidentified words* and place them on a *partially completed semantic web* during/after a read aloud, shared reading or independent reading time	Select *illustrated words from a bank* and place them on a *partially completed semantic web,* during/after a read aloud, shared reading or independent reading time	Select *illustrated words from a bank* and place them on a *semantic web, after teacher modeling,* during/after a read aloud, shared reading or independent reading time	Select *illustrated words from a bank* and *independently* place them on a *semantic web,* during/after a read aloud, shared reading or independent reading time
PRODUCTIVE — Oracy and Literacy Links	Use *illustrated, pretaught words* to complete sentence *starters* that ask and answer questions about unfamiliar words, during/after a read aloud, shared reading or independent reading time	Use *illustrated, preidentified words to complete sentence starters* that ask and answer questions about unfamiliar words, during/after a read aloud, shared reading or independent reading time	Use a *bank of illustrated words* to ask and answer questions about unfamiliar words, during/after a read aloud, shared reading or independent reading time	Use a *previously completed semantic web* to ask and answer questions about unfamiliar words, *after teacher modeling,* during/after a read aloud, shared reading or independent reading time	Use a *previously completed semantic web to independently* ask and answer questions about unfamiliar words, during/after a read aloud, shared reading or independent reading time
	in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

Common Core Grade Kindergarten Standard (RI.K.4): With prompting and support, ask and answer questions about unknown words in a text.	Grade Level Academic Demand *Ask and Answer Questions about Unknown Words*

Linguistic Demands: The following are examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in the new and/or home language.

- Use words, phrases and question forms (e.g., What does ___ mean?) to ask questions about unknown words in a text.
- Use sentence structures that use context clues (e.g., I think it can mean ___.) to find the meaning of words.

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
Starfish live in the sea. *Starfish* live deep down in the sea. *Starfish* live in pools by the sea. Some *starfish* are purple. Some *starfish* are pink. This is the sunflower *starfish*. It is the biggest of all. *Starfish* have many arms. The arms are called **rays.** *Starfish* have arms, but no legs. Hurd, E.T. (2000). *Starfish*. [R. Brickman, Illus.]. New York: HarperCollins. (From Appendix B, CCSS, p. 30.)	In a whole class/small group conversation, ask and answer questions about unknown words in the text: - Use words, phrases, and question forms (e.g., What does ___ mean?) to ask questions about unknown words in a text (**bold**) (e.g., **starfish**, **rays**). - Use sentence structures (e.g., I think it can mean ___) that use context clues (*italics*) to find the meaning of words: in this case, repetition of *"starfish live"* and also consider components of long words (e.g., star/fish).