

<b>Common Core Anchor Standard (RI.4):</b> 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.				<b>MAIN ACADEMIC DEMAND</b> <i>Analyze the Meaning and Impact of Word Choice</i>	
<b>Common Core Grade 2 Standard (RI.2.4):</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .				<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Determine Meaning of Words and Phrases in Text</i>	
<b>5 Levels of Language Development</b>	<b>Entering (Beginner)</b>	<b>Emerging (Low Intermediate)</b>	<b>Transitioning (High Intermediate)</b>	<b>Expanding (Advanced)</b>	<b>Commanding (Proficient)</b>
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:					
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Connect <i>pretaught words with cognates (if possible), images and/or synonyms on a semantic web</i> to determine the meaning of words, as a teacher reads aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Connect <i>preidentified words and phrases with cognates (if possible) and/or synonyms on a semantic web</i> to determine the meaning of words and phrases, as a teacher reads aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Connect <i>words and phrases from a bank with cognates (if possible), synonyms and/or antonyms on a partially completed semantic web</i> to determine the meaning of words and phrases, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Connect <i>words and phrases from a bank with cognates (if possible), synonyms and/or antonyms on a semantic web</i> to determine the meaning of words and phrases, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Highlight <i>pretaught words in a text and associate them with cognates (if possible), images and/or synonyms</i> , to determine the meaning of words in a text	<b>Reading-Centered Activity:</b> Highlight <i>preidentified words and phrases in a text and associate them with cognates (if possible) and/or short definitions</i> , to determine the meaning of words and phrases in a text	<b>Reading-Centered Activity:</b> Highlight <i>words and phrases from a bank in a text and associate them with cognates (if possible) and/or create short definitions</i> , to determine the meaning of words and phrases in a text	<b>Reading-Centered Activity:</b> Highlight <i>unfamiliar words and phrases in a text and create a glossary, after teacher modeling</i> , to determine the meaning of words and phrases in a text
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<b>Speaking-Centered Activity:</b> Use <i>pretaught</i> word to complete sentence starters that make use of new words from the text, in partnership and/or teacher-led small groups	<b>Speaking-Centered Activity:</b> Use <i>preidentified</i> words and phrases to complete sentence starters that make use of new words and phrases from the text, in partnership and/or small groups	<b>Speaking-Centered Activity:</b> Use a bank of words and phrases and a previously completed semantic web to make use of new words and phrases from the text, in partnership, small group and/or whole class settings	<b>Speaking-Centered Activity:</b> Use a previously completed semantic web to make use of new words and phrases from the text, after teacher modeling, in partnership, small group and/or whole class settings	<b>Speaking-Centered Activity:</b> Use a previously completed semantic web to independently make use of new words and phrases from the text, in partnership, small group and/or whole class settings
		<b>Writing-Centered Activity:</b> Use <i>pretaught</i> words to complete a cloze paragraph where new words from the text are used appropriately	<b>Writing-Centered Activity:</b> Use <i>preidentified</i> words and phrases to complete a cloze paragraph where new words and phrases from the text are used appropriately	<b>Writing-Centered Activity:</b> Use a bank of words and phrases and sentence starters to develop a paragraph where new words and phrases from the text are used appropriately	<b>Writing-Centered Activity:</b> Use a previously completed semantic web to develop a paragraph where new words and phrases from the text are used appropriately	<b>Writing-Centered Activity:</b> Use a previously completed semantic web to independently develop a short essay where new words and phrases from the text are used appropriately
		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 2 Standard (RI.2.4):** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

**GRADE LEVEL ACADEMIC DEMAND**  
*Determine Meaning of Words and Phrases in Text*

**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.

- Identify tier 1 (words found in everyday conversations; e.g., you, teeth), tier 2 (words found in writing but seldom in conversations; e.g., characteristics) and tier 3 (technical words; e.g., dinosaurs) words in a text.

**Example to Address the Linguistic Demands**

Text Excerpt	Teacher Directions
<p><b>You</b> can <b>learn a lot</b> about <u>dinosaurs</u> by <b>looking</b> at their <b>bones</b>. Some dinosaurs were very <b>small</b>; others were <b>huge</b>. Some had <b>sharp, pointy teeth</b> for eating meat; most plant eaters had flat, dull <b>teeth</b>. Today <u>scientists</u> have divided <u>dinosaurs</u> into <i>separate</i> orders according to their special <i>characteristics</i>.</p> <p>Aliki. (1985). <i>Dinosaurs are different</i>. New York: Harper Collins Children’s Books.</p>	<p>In a mini lesson and small group or whole class conversations, analyze the meanings of words and phrases in the text:</p> <ul style="list-style-type: none"><li>• Tier 1 words (<b>bold</b>): Words that are used in everyday conversations (e.g., <b>you</b>, <b>learn</b>, <b>looking</b>, <b>bones</b>, <b>teeth</b>).</li><li>• Tier 2 (<i>italics</i>): Words that are usually found in writing (e.g., <i>characteristics</i>).</li><li>• Tier 3 (<u>underline</u>): Technical words specific to the topic or subject (e.g., <u>scientists</u>, <u>dinosaurs</u>).</li></ul>