

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 <i>Analyze the Meaning and Impact of Word Choice</i>	
Common Core Grade 1 Standard (RI.1.4): Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.				GRADE LEVEL ACADEMIC DEMAND <i>Determine Meaning of Words and Phrases</i>	
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:					
RECEPTIVE	Oracy and Literacy Links	<b>Listening-Centered Activity:</b> Organize <i>pretaught words on a partially completed semantic web</i> , to determine or clarify their meaning, as a teacher reads aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a partially completed semantic web</i> , to determine or clarify their meaning, as a teacher reads aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>words and phrases from a bank on a partially completed semantic web</i> , to determine or clarify their meaning, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>words and phrases from a bank on a semantic web</i> , after <i>teacher modeling</i> , to determine or clarify their meaning, 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</i> in a text and <i>associate them with cognates (if possible) and/or images</i> , to determine or clarify their meaning	<b>Reading-Centered Activity:</b> Highlight <i>preidentified words and phrases</i> in a text and <i>associate them with cognates (if possible) and/or short definitions</i> , to determine or clarify their meaning	<b>Reading-Centered Activity:</b> Highlight <i>preidentified words and phrases</i> in a text and <i>associate them with cognates (if possible) and/or create short definitions</i> , to determine or clarify their meaning	<b>Reading-Centered Activity:</b> Highlight <i>unfamiliar words and phrases</i> in a text and <i>independently create a glossary</i> , to determine or clarify their meaning
		<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 words to complete sentence starters</i> that ask and answer questions about words in a text, in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases to complete sentence starters</i> that ask and answer questions about words and phrases in a text, in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>bank of words and phrases</i> and a <i>previously completed semantic web</i> to ask and answer questions about words and phrases in a text, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>previously completed semantic web</i> to ask and answer questions about words and phrases in a text, <i>after teacher modeling</i> , in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>previously completed semantic web</i> to <i>independently</i> ask and answer questions about words and phrases in a text, in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words to complete cloze sentences</i> where newly learned words are used appropriately	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to complete cloze sentences</i> where newly learned words and phrases are used appropriately	<b>Writing-Centered Activity:</b> Use a <i>bank of words and phrases to develop sentences</i> where newly learned words and phrases are used appropriately	<b>Writing-Centered Activity:</b> Use a <i>previously completed semantic web to develop a short paragraph</i> where newly learned words and phrases are used appropriately	<b>Writing-Centered Activity:</b> Use a <i>previously completed semantic web, independently, to develop a paragraph</i> where newly learned words and phrases are used appropriately
		in the <i>new and/or the home language</i> .	in the <i>new and/or the home language</i> .	in the <i>new and, occasionally, in the home language</i> .	in the <i>new language</i> .	in the <i>new language</i> .

**Common Core Grade 1 Standard (RI.1.4):** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**GRADE LEVEL ACADEMIC DEMAND**  
*Determine Meanings of Words and Phrases*

**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
Wind is air on the move. See what wind can do. Wind can <b>whip up</b> some fun! Wind starts with the sun. The sun warms land and water. The air above warms up too. Warm air rises. Cooler air <b>rushes in</b> . <i>That moving air</i> is wind. Wind is <b>energy</b> . It can <i>push</i> a sailboat. Look at the <b>windmills</b> <i>spin</i> ! They turn wind energy into electricity. What else can wind do?  Wind power. (2009, November/December). <i>National Geographic Young Explorers</i> . (From Appendix B, CCSS, p. 31.)	In a mini lesson and small group/whole class conversations, model how a reader can determine the meaning of words and phrases by asking questions: <ul style="list-style-type: none"><li>• Use words, phrases and question forms (e.g., What does ____ mean?) to ask questions about unknown words (<b>bold</b>) in a text (e.g., <b>whip up</b>, <b>rushes in</b>, <b>energy</b>, <b>windmills</b>).</li><li>• Use sentence structures that use context clues (<i>italics</i>) to find the meaning of words (e.g., I think it can mean ____; <i>That moving air</i> in reference to <b>rushes in</b>; <i>push</i> in reference to <b>energy</b>; <i>spin</i> in reference to <b>windmills</b>).</li></ul>