

<p>Common Core Anchor Standard (RL.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.</p>		<p>MAIN ACADEMIC DEMAND <i>Interpret Meaning of Words and Phrases</i></p>				
<p>Common Core Grade Kindergarten Standard (RL.K.4): Ask and answer questions about unknown words in a text.</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Ask and Answer Questions about Unknown Words in Text</i></p>				
<p>5 Levels of Language Development</p>	<p>Entering (Beginner)</p>	<p>Emerging (Low Intermediate)</p>	<p>Transitioning (High Intermediate)</p>	<p>Expanding (Advanced)</p>	<p>Commanding (Proficient)</p>	
<p>When acquiring a new language, using grade level texts and appropriate supports, students are able to:</p>						
<p>RECEPTIVE</p>	<p>Oracy and Literacy Links</p>	<p>Use <i>preidentified, illustrated key words</i> to ask and answer questions about unknown words in a text by talking, selecting and/or acting out one or more words during a read aloud, shared reading or independent reading time</p>	<p>Use <i>preidentified, illustrated key phrases</i> to ask and answer questions about unknown words in a text by talking, selecting and/or acting out two or more words during a read aloud, shared reading or independent reading time</p>	<p>Use <i>preidentified, illustrated key sentences</i> to ask and answer questions about unknown words in a text by talking, selecting and/or acting out multiple words during a read aloud, shared reading or independent reading time</p>	<p>Use <i>preidentified, illustrated sentences</i> to ask and answer questions about unknown words in a text by talking, selecting and/or acting out the answer during/after a read aloud, shared reading or independent reading time</p>	<p>Use <i>illustrated sentences</i> to ask and answer questions, about unknown words in a text by selecting or acting out the answer during/after a read aloud, shared reading or independent reading time</p>
		<p>Use <i>preidentified, illustrated key words</i> to ask and answer questions about unknown words in a text when writing, dictating and/or drawing during/after a read aloud</p>	<p>Use <i>preidentified, illustrated key phrases</i> to ask and answer questions about unknown words in a text when writing, dictating and/or drawing during/after a read aloud</p>	<p>Use <i>preidentified, illustrated key sentences</i> to ask and answer questions about unknown words in a text when writing, dictating and/or drawing during/after a read aloud</p>	<p>Use <i>preidentified, illustrated sentences</i> to ask and answer questions about unknown words in a text when writing, dictating and/or drawing during/after a read aloud</p>	<p>Use <i>illustrated sentences</i> to ask and answer questions about unknown words in a text when writing, dictating and/or drawing during/after a read aloud</p>
<p>PRODUCTIVE</p>		<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and, occasionally, in the home language.</i></p>	<p>in the <i>new language.</i></p>	<p>in the <i>new language.</i></p>

Common Core Grade Kindergarten Standard (RL.K.4): Ask and answer questions about unknown words in a text.

GRADE LEVEL ACADEMIC DEMAND
Ask and Answer Questions about Unknown Words 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.

- Use words and phrases (e.g., What does ___ mean? What is ___?) to ask questions about unknown words.
- 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

This is the house that Jack built.
This is the **malt**
That lay in the house that Jack built.
This is the *rat*,
That *ate* the **malt**
That lay in the house that Jack built.
This is the cat,
That killed the rat,
That ate the **malt**
That lay in the house that Jack built.
This is the *dog*,
That **worried** the *cat*,
That killed the rat,
That ate the **malt**
That lay in the house that Jack built.

Simms, T. (2004). *The house that Jack built*. New York: Puffin Books.

Teacher Directions

- In a whole class/small group conversation, ask and answer questions about unknown words in the text:
- Use words and phrases (e.g., What does ___ mean? What is ___?) to ask questions about unknown words (**bold**) (e.g., **malt**, **worried**).
 - Use sentence structures (e.g., I think it can mean ___) that use context clues (*italics*) (e.g., use *rat* and *ate* in reference to **malt**; use *dog* and *cat* in reference to **worried**) to find the meaning of words.