

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.			MAIN ACADEMIC DEMAND <i>Interpret Meaning of Words and Phrases</i>		
Common Core Grade 2 Standard (RL.2.4): Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.			GRADE LEVEL ACADEMIC DEMAND <i>Describe How Characteristics of Words and Phrases in a Story Create Rhythm and Meaning</i>		
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	Listening-Centered Activity: Organize <i>pretaught words and phrases on a semantic web</i> to identify how characteristics of words and phrases in a story create rhythm and meaning, as the text is read aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a semantic web</i> to identify how characteristics of words and phrases in a story create rhythm and meaning, as the text is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed semantic web</i> to identify how characteristics of words and phrases in a story create rhythm and meaning, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>sentences on a semantic web</i> to identify how characteristics of words and phrases in a story create rhythm and meaning, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a literary devices graphic organizer</i> to analyze how words and phrases create rhythm and meaning in a text	Reading-Centered Activity: Organize <i>preidentified words and phrases on a literary devices graphic organizer</i> to analyze how words and phrases create rhythm and meaning in a text	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed literary devices graphic organizer</i> to analyze how words and phrases create rhythm and meaning in a text	Reading-Centered Activity: Organize <i>sentences on a literary devices graphic organizer, after teacher modeling</i> , to analyze how words and phrases create rhythm and meaning in a text
		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> .

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that describe how characteristics of words and phrases in a text create rhythm and meaning, when speaking in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that describe how characteristics of words and phrases in a text create rhythm and meaning, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to describe how characteristics of words and phrases in a text create rhythm and meaning, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to describe how characteristics of words and phrases in a text create rhythm and meaning, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to describe how characteristics of words and phrases in a text create rhythm and meaning, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete a cloze paragraph</i> that includes words with rhythm and adds meaning to the story	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>complete cloze paragraphs</i> that include words with rhythm and add meaning to the story	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that includes words with rhythm and adds meaning to the story	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that includes words with rhythm and adds meaning to the story	Writing-Centered Activity: Use <i>information to develop a multiple paragraph essay, independently</i> , that includes words with rhythm and adds meaning to the story
		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 2 Standard (RL.2.4): Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.

GRADE LEVEL ACADEMIC DEMAND
Describe How Characteristics of Words and Phrases in a Story Create Rhythm and Meaning

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 words and phrases that add rhythm in a text (e.g., and the looking/ and the calling/ and the fear).
- Identify repeated lines in a text (e.g., They ate breakfast at the same time; They ate supper at the same time).
- Identify regular beats in a text (e.g., Hey diddle, diddle/The cat and the fiddle),
- Identify alliterations in a text (repetition of initial sounds) (e.g., cat/cow).

Example to Address the Linguistic Demands

Text Excerpts	Teacher Directions
<p>Text 1 <i>Every day when Henry woke up, he saw Mudge's big head. And every day when Mudge woke up, he saw Henry's small face. They ate breakfast at the same time; they ate supper at the same time.</i> <u>And when</u> Henry was at school, Mudge just lay around and waited. Mudge never went for a walk without Henry again. <u>And</u> Henry never worried that Mudge would leave. Because sometimes, in their dreams, they saw long silent roads, big wide fields, deep streams, and pine trees. In those dreams, Mudge <i>was alone</i> and Henry <i>was alone</i>. <u>So when</u> Mudge <i>woke up and knew</i> Henry was <i>with him</i>, <i>he remembered the dream</i> and stayed closer. <u>And when</u> Henry <i>woke up and knew</i> Mudge was <i>with him</i>, <i>he remembered the dream</i> and the looking and the calling and the fear and he knew he would never lose Mudge again.</p> <p>Text 2 <u>Hey diddle, diddle,</u> <u>The cat and the fiddle,</u> <u>The cow</u> jumped over the moon; The little dog laughed To see such sport, And the dish ran away with the spoon.</p> <p>Text 1: Rylant, C. (1987). <i>Henry and Mudge: The first book of their adventures</i>. [S. Stevenson, Illus.]. New York: Atheneum. (From Appendix B, CCSS, p. 39.)</p> <p>Text 2: Traditional nursery rhyme. Retrieved from http://www.poetryfoundation.org/poem/176328</p>	<p>In a mini lesson and small group/whole class conversation analyze the following:</p> <ul style="list-style-type: none">• Identify words and phrases (bold) that add rhythm in a text (e.g., in text 1: and the looking/and the calling/ and the fear).• Identify repeated lines (<i>italics</i>) in text 1 (e.g., <i>Every day; they ate breakfast at the same time; they ate supper at the same time</i>).• Identify regular beats in a text (<u>underline</u>) (e.g., in text 1: <u>and when</u>, <u>so when</u>); in text 2: <u>Hey diddle, diddle</u>/<u>The cat and the fiddle</u>),• Identify alliterations in a text (repetition of initial sounds) (<u>wavy underline</u>) (e.g., <u>cat</u>, <u>cow</u>).