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 the Meaning and Impact of Word Choice*
Common Core Grade 4 Standard (RI.4.4): Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 4 topic or subject area*.	GRADE LEVEL ACADEMIC DEMAND *Determine Meaning of Academic and Domain-Specific Words and Phrases in Text*

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:** Connect *pretaught words with cognates (if possible), images and/or synonyms on a semantic web* to determine the meaning of academic and domain-specific words, as a teacher reads aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Connect *preidentified words and phrases with cognates (if possible), short definitions and/or synonyms on a semantic web* to determine the meaning of academic and domain-specific words and phrases, as a teacher reads aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Connect *words and phrases from a bank with cognates (if possible), short definitions, synonyms and/or antonyms on a partially completed semantic web* to determine the meaning of academic and domain-specific words and phrases, as a teacher reads aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Connect *words and phrases from a bank with cognates (if possible), definitions, synonyms and/or antonyms on a semantic web* to determine the meaning of academic and domain-specific words and phrases, as a teacher reads aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Connect *words and phrases from a bank with cognates (if possible), definitions, synonyms and/or antonyms, independently, on a self-created semantic web,* to determine the meaning of academic and domain-specific words and phrases, as a teacher reads aloud in *partnership, small group and/or whole class settings*
	Reading-Centered Activity: Highlight *pretaught words* in a text and *associate them with cognates (if possible), images and/or synonyms,* to determine the meaning of academic and domain-specific words in a text	**Reading-Centered Activity:** Highlight *preidentified words and phrases* in a text and *associate them with cognates (if possible) and/or short definitions,* to determine the meaning of academic and domain-specific words and phrases in a text	**Reading-Centered Activity:** Highlight *words and phrases from a bank* in a text and *associate them with cognates (if possible) and/or create short definitions,* to determine the meaning of academic and domain-specific words and phrases in a text	**Reading-Centered Activity:** Highlight *unfamiliar words and phrases* in a text and *create a glossary, after teacher modeling,* to determine the meaning of academic and domain-specific words and phrases in a text	**Reading-Centered Activity:** Highlight *unfamiliar words and phrases* in a text and *independently create a glossary,* to determine the meaning of academic and domain-specific words and phrases in a text
	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.*

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 *pretaught words to complete sentence starters* that make use of new words from the text, in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases to complete sentence starters* that make use of new words and phrases from the text, in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *bank of words and phrases* and the *previously completed semantic web* to make use of new words and phrases from the text, in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *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*	**Speaking-Centered Activity:** Use the *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*
		Writing-Centered Activity: Use *pretaught words to complete a cloze paragraph* where new words from the text are used appropriately	**Writing-Centered Activity:** Use *preidentified words and phrases to complete cloze paragraphs* where new words and phrases from the text are used appropriately	**Writing-Centered Activity:** Use a *bank of words and phrases* and *sentence starters to develop a short essay* where new words and phrases from the text are used appropriately	**Writing-Centered Activity:** Use the *previously completed semantic web to develop an essay, based on a teacher-provided sample,* where new words and phrases from the text are used appropriately	**Writing-Centered Activity:** Use the *previously completed semantic web to independently develop an 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.*

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 *pretaught words to complete sentence starters* that make use of new words from the text, in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases to complete sentence starters* that make use of new words and phrases from the text, in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *bank of words and phrases* and the *previously completed semantic web* to make use of new words and phrases from the text, in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *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*	**Speaking-Centered Activity:** Use the *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*
		Writing-Centered Activity: Use *pretaught words to complete a cloze paragraph* where new words from the text are used appropriately	**Writing-Centered Activity:** Use *preidentified words and phrases to complete cloze paragraphs* where new words and phrases from the text are used appropriately	**Writing-Centered Activity:** Use a *bank of words and phrases* and *sentence starters to develop a short essay* where new words and phrases from the text are used appropriately	**Writing-Centered Activity:** Use the *previously completed semantic web to develop an essay, based on a teacher-provided sample,* where new words and phrases from the text are used appropriately	**Writing-Centered Activity:** Use the *previously completed semantic web to independently develop an 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 4 Standard (RI.4.4): Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 4 topic or subject area*.	GRADE LEVEL ACADEMIC DEMAND *Determine Meaning of Academic and Domain-Specific 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., walls, plants, trees), tier 2 (words found in writing but seldom in conversations and that can have multiple meanings; e.g., control, property) and tier 3 (technical words; e.g., Anglo-Saxons) words in a text.

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
Low fences, some of which are thousands of years old, *divide* much of England's countryside. These fences, called <u>hedgerows</u>, were first **built** by the <u>Anglo-Saxons</u>, a group of warriors from Germany and Scandinavia who **arrived** in England around 410 A.D. As they *gained control* of *sections* of land, they *protected* their *property* with **walls made** from wooden stakes and spiny **plants**. Dead <u>hedgerows</u>, as these fences were called, were *eventually* replaced by fences **made** from live bushes and **trees**. Banting, E. (2004). England the land. In *Living fences*. New York: Crabtree. (From Appendix B, CCSS, p. 72.)	In a mini lesson and small group or whole class conversations, model how to determine the meanings of general academic and domain-specific words and phrases: - Tier 1 words (**bold**): words found in everyday conversations (e.g., **walls**, **made**, **built**, **arrived**, **plants**, **trees**). - Tier 2 words (*italics*): words found in writing but seldom in conversations and that can have multiple meanings (e.g., *control* [mastery], *gained* [get], *protected* [take care], *property* [home, real estate], *divide* [break, disconnect], *eventually* [after some time], *sections* [chunk, part]). - Tier 3 words (<u>underline</u>): technical words (e.g., <u>hedgerows</u>, <u>Anglo-Saxons</u>).