

		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 Prekindergarten Standard (RL.PK.4): Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).				GRADE LEVEL ACADEMIC DEMAND <i>Ask Questions about Unfamiliar Words</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	Organize <i>illustrated, pretaught words on a vocabulary sorting mat</i> , to identify unfamiliar words, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words on a vocabulary sorting mat</i> , to identify unfamiliar words, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases on a vocabulary sorting mat</i> , to identify unfamiliar words, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases on a vocabulary sorting mat</i> , to identify unfamiliar words, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases on a vocabulary sorting mat</i> , to identify unfamiliar words, during/after a teacher read aloud, shared reading or independent reading time
		Use <i>illustrated, pretaught words</i> to ask questions about unfamiliar words, when dictating to a teacher and/or drawing/writing	Use <i>illustrated, preidentified words</i> to ask questions about unfamiliar words, when dictating to a teacher and/or drawing/writing	Use <i>illustrated, preidentified words and phrases from a bank</i> to ask questions about unfamiliar words, when dictating to a teacher and/or drawing/writing	Use <i>illustrated, preidentified words and phrases</i> to ask questions about unfamiliar words, when dictating to a teacher and/or drawing/writing	Use <i>illustrated, preidentified words</i> to ask questions about unfamiliar words, when dictating to a teacher and/or drawing/writing
PRODUCTIVE		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 Prekindergarten Standard (RL.PK.4): Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).

GRADE LEVEL ACADEMIC DEMAND
Ask Questions about Unfamiliar Words

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 new vocabulary.

Example to Address the Linguistic Demands

Text Excerpt

Drinking Fountain

Marchette Chute

When I climb **up**
To get a drink,
It doesn't work
The way you'd think.
I turn it **up**,
The water goes
And hits me right
Upon the nose.
I turn it down
To make it small
And don't get any
Drink at all.

Chute, M. (1986/1957). Drinking fountain. In J. Prelutsky [Selector], *Read-aloud rhymes for the very young* [M. Brown. Illus.]. New York: Knopf. (From Appendix B, CCSS, p. 17.)

Teacher Directions

In a mini lesson/small group, ask and answer questions about new vocabulary: Use words and phrases (e.g., What does ___ mean? What is ___?) to ask questions about new vocabulary (**bold**) (e.g., **drinking fountain, up, upon**).