

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
		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</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> .

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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		Teacher Directions
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], <i>Read-aloud rhymes for the very young</i> [M. Brown. Illus.]. New York: Knopf. (From Appendix B, CCSS, p. 17.)		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).