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| 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 <i>Analyze the Impact of Word Choice</i> | | | |
| Common Core Grade Prekindergarten Standard (RI.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 Vocabulary</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 | Select <i>illustrated, pretaught words</i> and place them on a <i>partially completed semantic web</i> , during/after a read aloud, shared reading or independent reading time | Select <i>illustrated, preidentified words</i> and place them on a <i>partially completed semantic web</i> , during/after a read aloud, shared reading or independent reading time | Select <i>illustrated, preidentified words and phrases</i> and place them on a <i>partially completed semantic web</i> , during/after a read aloud, shared reading or independent reading time | Select <i>illustrated, preidentified words and phrases</i> and place them on a <i>semantic web</i> , after <i>teacher modeling</i> , during/after a read aloud, shared reading or independent reading time |
| | | Use <i>illustrated, pretaught words to complete sentence starters</i> that ask questions about unfamiliar words, during/after read aloud, shared reading or independent reading time | Use <i>illustrated, preidentified words to complete sentence starters</i> that ask questions about unfamiliar words, during/after read aloud, shared reading or independent reading time | Use a <i>bank of illustrated words and phrases</i> to ask questions about unfamiliar words, during/after read aloud, shared reading or independent reading time | Use a <i>previously completed semantic web</i> , after <i>teacher modeling</i> , to ask questions about unfamiliar words, during/after read aloud, shared reading or independent reading time |
| PRODUCTIVE | | in the <i>new and/or home language</i> . | in the <i>new and/or home language</i> . | in the <i>new and, occasionally, in the home language</i> . | in the <i>new language</i> . |

Common Core Grade Prekindergarten Standard (RI.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 Vocabulary

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?) to ask questions about new vocabulary.

Example to Address the Linguistic Demands

Text Excerpt

What do you do with a nose like this? If you're a **platypus**, you use your nose to dig in the mud.

If you're a hyena, you find your next meal with your nose.

If you're an elephant, you use your nose to give yourself a bath.

If you're a mole, you use your nose to find your way **underground**.

If you're an alligator, you breathe through your nose while hiding in the water.

Jenkins, S., & Page, R. (2003). *What do you do with a tail like this?* Orlando: Houghton Mifflin. (From Appendix B, CCSS, p. 33.)

Teacher Directions

In a mini lesson/small group ask and answer questions about new vocabulary: Use words and phrases (e.g., What does ____ mean?) to ask questions about new vocabulary (**bold**) (e.g., **platypus**).