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 *Interpret Meaning of Words and Phrases*
Common Core Grade 3 Standard (RL.3.4): Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	GRADE LEVEL ACADEMIC DEMAND *Determine the Meanings of Words and Phrases in Text, Differentiating between Literal and Nonliteral Language*

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 *pretaught words and phrases on a word web* to determine the literal and nonliteral meanings of words and phrases in a text, as the text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a word web* to determine the literal and nonliteral meanings of words and phrases in a text, as the text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed word web* to determine the literal and nonliteral meanings of words and phrases in a text, as the text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *sentences on a word web* to determine the literal and nonliteral meanings of words and phrases in a text, as the text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a self-created word web, independently,* to determine the literal and nonliteral meanings of words and phrases in a text, as the text is read aloud in *partnership, small group and/or whole class settings*
	Reading-Centered Activity: Organize *pretaught words and phrases on a T-chart* to differentiate between literal and nonliteral language	**Reading-Centered Activity:** Organize *preidentified words and phrases on a T-chart* to differentiate between literal and nonliteral language	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed T-chart* to differentiate between literal and nonliteral language	**Reading-Centered Activity:** Organize *sentences on a T-chart, after teacher modeling,* to differentiate between literal and nonliteral language	**Reading-Centered Activity:** Organize *information on a self-created T-chart, independently,* to differentiate between literal and nonliteral language
	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 and phrases* and the *previously completed graphic organizers to complete sentence starters* that explain the differences between literal and nonliteral language, when speaking about text in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* that explain the differences between literal and nonliteral language, when speaking about text in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to explain the differences between literal and nonliteral language, when speaking about text in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to explain the differences between literal and nonliteral language, when speaking about text in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to explain the differences between literal and nonliteral language, when speaking about text in *partnership, small group and/or whole class settings*
	Writing-Centered Activity: Use *pretaught words and phrases to complete a cloze paragraph* that explains the meanings of words and phrases in a text and describes the difference between literal and nonliteral language	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that explain the meanings of words and phrases in a text and describe the difference between literal and nonliteral language	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that explains the meanings of words and phrases in a text and describes the difference between literal and nonliteral language	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that explains the meanings of words and phrases in a text and describes the difference between literal and nonliteral language	**Writing-Centered Activity:** Use *information to develop a multiple paragraph essay, independently,* that explains the meanings of words and phrases in a text and describes the difference between literal and nonliteral language
	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 3 Standard (RL.3.4): Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	GRADE LEVEL ACADEMIC DEMAND *Determine the Meaning of Words and Phrases in Text, Differentiating between Literal and Nonliteral Language*

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 have literal meanings (a defined, everyday meaning; e.g., cold—meaning chilly)
- Identify words and phrases that have a nonliteral meaning (or a multiple meaning; e.g., cold—meaning aggressive and/or distant).

Examples to Address the Linguistic Demands

Text Excerpt	Teacher Directions
Once upon a time, in a *gloomy castle* on a *lonely hill*, where there were thirteen clocks that wouldn't go, there lived a *cold aggressive Duke,* and his niece, the Princess Saralinda. She was *warm in every wind and weather,* but he was *always cold.* His hands *were as cold as his smile and almost as cold as his heart.* He **wore** gloves when he was asleep, and he **wore** gloves when he was **awake**, which made it difficult for him to pick up pins or coins or kernels of nuts, or to tear the wings from nightingales. He was six feet four, and forty-six, *and even colder than he thought he was.* Thurber, J. (2008). *The thirteen clocks*. [M. Simont, Illus.]. New York: New York Review Children's Collection. (From Appendix B, CCSS, p. 46.)	In a mini lesson and small group/whole class conversations, discuss the difference between words and phrases that are used literally and nonliterally: • Identify words and phrases (**bold**) that have literal meanings (a defined, everyday meaning) (e.g., **wore**). • Identify words and phrases (*italics*) that have a nonliteral meaning (or multiple meanings) (e.g., *gloomy castle*/or a sad castle; on a *lonely hill*/the only hill, in an isolated place; *cold, aggressive Duke*/with no feelings; She was *warm in every wind and weather,* but he was *always cold**/she was always nice and sweet but he was always aggressive; His hands *were as cold as his smile and almost as cold as his heart*/he had no feelings or empathy for others). *Note that some phrases such as *"cold Duke"* and *"She was warm in every wind and weather"* are meant both literally and nonliterally.