

<b>Common Core Anchor Standard (RL.4):</b> 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.		<b>MAIN ACADEMIC DEMAND</b> <i>Interpret Meaning of Words and Phrases</i>				
<b>Common Core Grade 1 Standard (RL.1.4):</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Identify Emotive Words and Phrases in Stories or Poems</i>				
<b>5 Levels of Language Development</b>	<b>Entering (Beginner)</b>	<b>Emerging (Low Intermediate)</b>	<b>Transitioning (High Intermediate)</b>	<b>Expanding (Advanced)</b>	<b>Commanding (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a sensory chart</i> to identify emotive words and phrases, as texts are read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a sensory chart</i> to identify emotive words and phrases, as texts are read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed sensory chart</i> to identify emotive words and phrases, as texts are read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>sentences on a sensory chart</i> to identify emotive words and phrases, as texts are read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a self-created sensory chart, independently</i> , to identify emotive words and phrases, as texts are read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a describing wheel</i> to identify words and phrases in stories or poems that suggest feelings or appeal to the senses	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a describing wheel</i> to identify words and phrases in stories or poems that suggest feelings or appeal to the senses	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed describing wheel</i> to identify words and phrases in stories or poems that suggest feelings or appeal to the senses	<b>Reading-Centered Activity:</b> Organize <i>sentences on a describing wheel, after teacher modeling</i> , to identify words and phrases in stories or poems that suggest feelings or appeal to the senses	<b>Reading-Centered Activity:</b> Organize <i>information on a describing wheel, independently</i> , to identify words and phrases in stories or poems that suggest feelings or appeal to the senses
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that identify emotive words and phrases in stories or poems, when speaking about the texts in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that identify emotive words and phrases in stories or poems, when speaking about the texts in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to identify emotive words and phrases in stories or poems, when speaking about the texts in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to identify emotive words and phrases in stories or poems, when speaking about the texts in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to identify emotive words and phrases in stories or poems, when speaking about the texts in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete a cloze paragraph</i> that includes emotive words and phrases in stories or poems</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to complete cloze paragraphs</i> that includes emotive words and phrases in stories or poems</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that includes emotive words and phrases in stories or poems</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that includes emotive words and phrases in stories or poems</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently</i>, to develop a <i>multiple paragraph essay</i> that includes emotive words and phrases in stories or poems</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**Common Core Grade 1 Standard (RL.1.4):** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**GRADE LEVEL ACADEMIC DEMAND**  
*Identify Emotive Words and Phrases in Stories or Poems*

**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 verbs and adjectives that suggest feelings or appeal to the senses (e.g., mad, surprised, stomped).

**Example to Address the Linguistic Demands**

**Text Excerpt**

**Teacher Directions**

Hi! Fly Guy  
A fly went flying.  
He was looking for something to eat—something *tasty*, something *slimy*.  
A boy went walking  
He was looking for something to catch—something *smart*, something for The Amazing Pet Show.  
They met.  
The boy caught the fly in a jar.  
“A pet!” He said.  
The fly was *mad*.  
He wanted to be free.  
He **stomped** his foot and said—Buzz!  
The boy **was surprised**.  
He said, “You know my name! You are the *smartest* pet in the world!”  
  
Arnold, T. (2006). *Hi! Fly guy*. New York: Scholastic. (From Appendix B, CCSS, p. 17.)

In a mini lesson and small group/whole class conversations: Identify verbs (**bold**) (e.g., **was**, **surprised**, **stomped**) and adjectives (*italics*) (e.g., *tasty*, *slimy*, *mad*, *smart*) that suggest feelings or appeal to the senses.