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 5 Standard (RL.5.4): Determine the meanings of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	GRADE LEVEL ACADEMIC DEMAND *Determine the Meanings of Words and Phrases in Text, Including Figurative 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 meanings of words and phrases in a text, including figurative language, as the text is read aloud in *partnership and/or teacher-led small group*s	**Listening-Centered Activity:** Organize *preidentified words and phrases on a word web* to determine the meanings of words and phrases in a text, including figurative language, as the text is read aloud in *partnership and/or small group*s	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed word web* to determine the meanings of words and phrases in a text, including figurative language, 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 meanings of words and phrases in a text, including figurative language, 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 meanings of words and phrases in a text, including figurative language, 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 context-clue graphic organizer* to interpret the meanings of words and phrases in a text, including figurative language	**Reading-Centered Activity:** Organize *preidentified words and phrases on a context-clue graphic organizer* to interpret the meanings of words and phrases in a text, including figurative language	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed context-clue graphic organizer* to interpret the meanings of words and phrases in a text, including figurative language	**Reading-Centered Activity:** Organize *sentences on a context-clue graphic organizer, after teacher modeling,* to interpret the meanings of words and phrases in a text, including figurative language	**Reading-Centered Activity:** Organize *information on a self-created context-clue graphic organizer, independently,* to interpret the meanings of words and phrases in a text, including figurative 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 meanings of words and phrases in a text, including figurative language, when speaking in *partnership and/or teacher-led small group*s	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* that explain the meanings of words and phrases in a text, including figurative language, when speaking in *partnership and/or small group*s	**Speaking-Centered Activity:** Use a *word bank* to explain the meanings of words and phrases in a text, including figurative language, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to explain the meanings of words and phrases in a text, including figurative language, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to explain the meanings of words and phrases in a text, including figurative language, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to complete a cloze paragraph* that includes words and phrases from a text, including figurative language	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that include words and phrases from a text, including figurative language	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that includes words and phrases from a text, including figurative language	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher provided models to develop an essay* that includes words and phrases from a text, including figurative language	**Writing-Centered Activity:** Use *information, independently, to develop a multiple paragraph essay* that includes words and phrases from a text, including figurative 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 5 Standard (RL.5.4): Determine the meanings of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	GRADE LEVEL ACADEMIC DEMAND *Determine the Meanings of Words and Phrases in Text, Including Figurative 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 similes based on sentence structure (use of like or as; e.g., The lagoon water moved like sparkling crescents).

- Identify metaphors (descriptive phrases that convey a comparison not using like or as) and determine the meaning (e.g., Only the sweet call of a solitary white-throated sparrow pierced the cool of the woods beyond).

Examples to Address the Linguistic Demands

Text Excerpt	Teacher Directions
She was named Omakayas, or Little Frog, because her first step was a hop. She grew into a nimble young girl of seven winters, a thoughtful girl with shining brown eyes and a wide grin, only missing her two top front teeth. She touched her upper lip. She wasn't used to those teeth gone, and was impatient for new, grown-up teeth to complete her smile. Just like her namesake, Omakayas now stared long at a silky patch of bog before she gathered herself and jumped. One hummock. Safety. Omakayas sprang wide again. This time she landed on the very tip-top of a pointed old stump. She balanced there, looking all around. **The lagoon water moved like sparkling crescents**. Thick swales of swamp grass rippled. Mud turtles napped in the sun. *The world was so calm that Omakayas could hear herself blink*. *Only the sweet call of a solitary white-throated sparrow pierced the cool of the woods beyond.* All of a sudden Grandma yelled. "I found it!" Startled, Omakayas *slipped and spun her arms in wheels*. She teetered, but somehow kept her balance. Two big, skipping hops, another leap, and she was on dry land. She stepped over spongy leaves and moss, into the woods where the *sparrows sang nesting songs in delicate relays*. Erdrich, L. (1999). *The birchbark house*. New York: Hyperion. (From Appendix B, CCSS, p. 65.)	Analyze in small group/whole class discussions how to determine the meanings of words and phrases as they are used in a text, including figurative language: - Identify similes (**bold**) based on sentence structure (use of *like* or *as*) (e.g., **The lagoon water moved like sparkling crescents**). - Identify metaphors (descriptive phrases that convey a comparison not using like or as) and determine the meaning (*italics*) (e.g., *Only the sweet call of a solitary white-throated sparrow pierced the cool of the woods beyond*).