

<p>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.</p>	<p>MAIN ACADEMIC DEMAND <i>Analyze the Meaning and Impact of Word Choice</i></p>
<p>Common Core Grade 5 Standard (RI.5.4): Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>	<p>GRADE LEVEL ACADEMIC DEMAND <i>Determine Meaning of Academic and Domain-Specific Words and Phrases in Text</i></p>

5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
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When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:

RECEPTIVE	Oracy and Literacy Links	<p>Listening-Centered Activity: Connect <i>pretaught words with cognates (if possible), images and/or synonyms on a semantic web</i> to determine the meaning of academic and domain-specific words, as a teacher reads aloud in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Connect <i>preidentified words and phrases with cognates (if possible), short definitions and/or synonyms on a semantic web</i> to determine the meaning of academic and domain-specific words and phrases, as a teacher reads aloud in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Connect a <i>bank of words and phrases with cognates (if possible), short definitions, synonyms and/or antonyms on a semantic web</i> to determine the meaning of academic and domain-specific words and phrases, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Connect <i>unfamiliar words and phrases from the text with cognates (if possible), definitions, synonyms and/or antonyms on a partially completed semantic web</i> to determine the meaning of academic and domain-specific words and phrases, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Connect <i>unfamiliar words and phrases from the text with cognates (if possible), definitions, synonyms and/or antonyms on a self-created semantic web, independently</i>, to determine the meaning of academic and domain-specific words and phrases, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i></p>
		<p>Reading-Centered Activity: Highlight <i>pretaught words</i> in a text and <i>associate them with cognates (if possible), images and/or synonyms</i>, to determine the meaning of academic and domain-specific words</p>	<p>Reading-Centered Activity: Highlight <i>preidentified words and phrases</i> in a text and <i>associate them with cognates (if possible) and/or short definitions</i>, to determine the meaning of academic and domain-specific words and phrases</p>	<p>Reading-Centered Activity: Highlight a <i>bank of words and phrases</i> in a text and <i>associate them with cognates (if possible) and/or create short definitions</i>, to determine the meaning of academic and domain-specific words and phrases</p>	<p>Reading-Centered Activity: Highlight <i>unfamiliar words and phrases</i> in a text and <i>create a glossary, after teacher modeling</i>, to determine the meaning of academic and domain-specific words and phrases</p>	<p>Reading-Centered Activity: Highlight <i>unfamiliar words and phrases</i> in a text and <i>independently create a glossary</i>, to determine the meaning of academic and domain-specific words and phrases</p>
		<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and, occasionally, in the home language.</i></p>	<p><i>in the new language.</i></p>	<p><i>in the new language.</i></p>

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 <i>pretaught word to complete sentence starters</i> that make use of new words from the text, in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use <i>preidentified words and phrases to complete sentence starters</i> that make use of new words and phrases from the text, in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>bank of words and phrases</i> and the <i>previously completed semantic web</i> to make use of new words and phrases from the text, in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed semantic web</i> to make use of new words and phrases from the text, <i>after teacher modeling</i> , in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed semantic web to independently make use of new words and phrases from the text</i> , in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words to complete cloze paragraphs</i> where new words from the text are used appropriately	Writing-Centered Activity: Use <i>preidentified words and phrases to complete cloze paragraphs</i> where new words and phrases from the text are used appropriately	Writing-Centered Activity: Use a <i>bank of words and phrases</i> and <i>sentence starters to write a short essay</i> where new words and phrases from the text are used appropriately	Writing-Centered Activity: Use the <i>previously completed semantic web</i> and a <i>teacher-provided sample to write an essay</i> where new words and phrases from the text are used appropriately	Writing-Centered Activity: Use the <i>previously completed semantic web to independently write an essay</i> where new words and phrases from the text are used appropriately
		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>	in the <i>new language.</i>

Common Core Grade 5 Standard (RI.5.4): Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

GRADE LEVEL ACADEMIC DEMAND
Determine Meaning of Academic and Domain-Specific Words and Phrases in Text

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 tier 1 (words found in everyday conversations; e.g., world, place), tier 2 (words found in writing but seldom in conversations and that can have multiple meanings; e.g., discovered, vanished) and tier 3 (technical words; e.g., colony collapse disorder) words in a text.

Example to Address the Linguistic Demands

Text Excerpt

Without **honeybees** the **world** would be a very different **place**. There would be no **sweet**, delicious **honey**, no beeswax for **creams** and **candles**, and worst of all—barely a **fruit**, **nut**, or **vegetable** to eat.

So just **imagine** *beekeeper* Dave Hackenbury's *horror* when, in 2006, he *discovered* twenty million of his *buzzing charges* had *vanished* without a *trace*. Those missing bees became the first *reported casualties* of a *mysterious scourge* that continues to *plague* honey bee *populations* today.

Bee scientists across the **country** have been **working** to **understand** colony collapse disorder, or CCD.

Burns, L.G. (2010). *The hive detectors: Chronicle of a honey bee catastrophe (Scientists in the field)*. New York: Houghton Mifflin.

Teacher Directions

In a mini lesson and small group/whole class conversations, model how to determine the meaning of general academic and domain-specific words and phrases:

- Tier 1 words (**bold**): words found in everyday conversations (e.g., **world**, **place**, **sweet**, **honey**).
- Tier 2 words (*italics*): words found in writing but seldom in conversations and that have multiple meanings (e.g., *discovered* [found]; *vanished* [disappeared]; *reported* [said, told]).
- Tier 3 words (underline): technical words (e.g., casualties [deaths]; scientists [experts]).