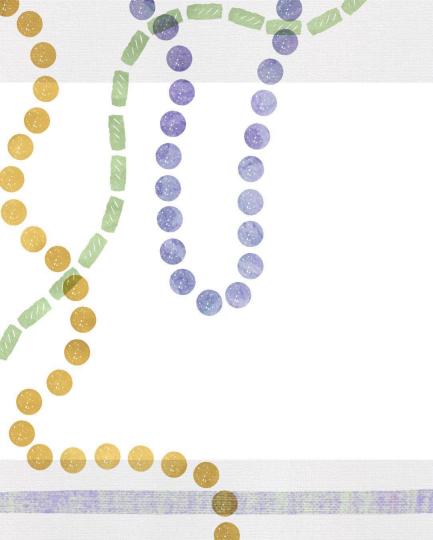


Sheltered English Instruction Course

3. Vocabulary:



BREAK

Agenda

- Review Session 2: 2nd Language Acquisition, Language Objectives
- Vocabulary Concept Development
- Strategy: Tiered Vocabulary (Teacher/Student facing)
- Strategy: Seven-Steps Vocabulary Strategy
- Assignment
- Wrap up



Reconnecting: Table talk/Chatbox

Did you try any of these?

- Anticipation Guide
- Using formula to create language objectives:





Content & English Language Objectives: PWBTA

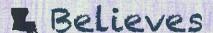
Select appropriate *Tiered* Vocabulary related to a text or concept

 Follow the steps for the 7-Step Vocabulary Strategy

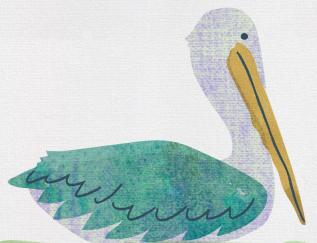
Measureable? Content/Topic related? Open-ended to allow for multiple means of expression?

- Describe one reason that Tiering Vocabulary is good practice using a more precise term such as: helpful, essential, crucial, vital, etc.
- Recount the first step in the 7-Step Vocabulary strategy using synonyms for the first: the initial, the preliminary, the introductory, the opening

New English for the student?
Transferable to other contexts?



Vocabulary Instruction



1:30

A student's vocabulary knowledge in the first grade can predict their reading achievement all the way through to their junior year in high school.

Isabel Beck

Good vocabulary teaching involves a lot of talk and practice using language.

Nonie Leseaux

(To truly KNOW a word we need...) "a rich, decontextualized knowledge of each word's meaning, including its relationship to other words, and its extension to metaphorical use.

Beck and McKeown

Several strategies are especially valuable for ELs, including taking advantage of students' first language if the language shares cognates with English, ensuring that ELs know the meanings of basic words, and providing sufficient review and reinforcement.

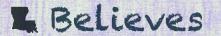
August, Carlo, Dressler, Snow, 2005



What it means to "KNOW" a word

- 1. The ability to define a word (in some capacity)
- 2. The ability to recognize when to use that word
- 3. Knowledge of its multiple meanings (polysemous terms)
- 4. The ability to decode and spell the word a sail/asale/assail produce/produce (word-level stress pattern)

Note: The use of bilingual dictionaries/glossaries, is highly recommended for ELs. Teach ELs how to use these tools for their independent use.

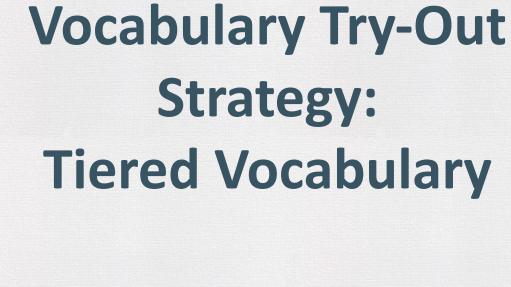


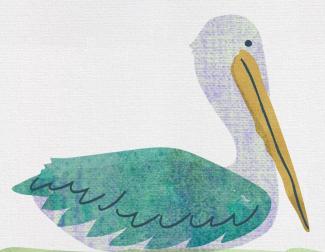
Intentional Vocabulary Instruction: Teachers should...

- 1. Spend more time on planned vocabulary teaching
- 2. Allow more time for ELs to practice vocabulary terms in meaningful contexts (L, S, R, W)
- 3. Carefully choose targeted vocabulary terms (high utility, access and support of content learning and cross content terms) & let ELs choose some words
- 4. Promote deep understanding of words (literal, metaphorical, polysemous)
- 5. Teach word-learning strategies (prefixes, word families, cognates)

Adapted/expanded from Dr. Nonie Lesaux, LINK







What is Tiered Vocabulary?

IT IS:

- A framework for classifying vocabulary (words & phrases)
- Used by teachers in the pre-thinking stage to plan for vocabulary instruction
- Helpful for <u>teachers</u> of ELs (related to TEXTS and TASKS)

IT IS NOT:

 A hierarchy of which words are more appropriate & important or which depending on an EL's ELP level or even grade level; choice of vocabulary is related to access for ELs and suitability for task or purpose.

IT CAN BE: Used by students themselves to support vocabulary development and independent English study

based on work by Beck, McKeown and Keown (2013)



Tier 1: Definitions, Examples & EL factors

- -Tier 1 words are those which are:
 - basic
 - acquired through everyday speech
 - often not explicitly taught
 - -sight words & high freq. connectors
 - -are often concrete (nouns, verbs, adjectives)

-Exs: book, happy, walk, run, first

ELs might:

- -not know these terms
- -need explicit instruction,
- but often showing a picture
- or gesturing
- -need help with the spelling of these terms



Tier 2: Definitions, Examples & EL factors

- -Tier 2 words are those which:
 - appear across all types of texts
- are used in typical school texts & tasks
 - are more precise/nuanced in meaning
 - polysemous (multiple meaning)
 - may be idioms
 - higher frequency for mature users amples: respond, preview, complex.

Examples: respond, preview, complex, stubborn, "all of a sudden"

ELs might:

-know some of these as cognates (or be confused by false cognates)

Note: Tiers don't always transfer between languages. English "comprehend" (tier 2) is "comprender" (Spanish Tier 1). We don't SAVE Tiers 2 & 3 for higher ELP levels.

based on work by Beck, McKeown and Keown (2013) and Calderon (2011)



Tier 3: Definitions, Examples & EL factors

- -Tier 3 words are those which:
 - are content specific
 - are included in textbook glossaries
 - teachers generally address within the context of content lessons.
 - -are normally new to ALL students
- -Examples: dividend, hexagon, onomatopoeia, protagonist, isotope, "The New Deal", carburetor, treble clef, cubism

Note:

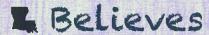
- All ELs, including those at the earliest English proficiency stage, should be exposed to grade-level content terms. They may need support with pronunciation and spelling.
- Some Tier 3 terms are cognates in English, which ELs might need pointing out.

based on work by Beck, McKeown and Keown (2013) and Calderon (2011)



Which ones might you move & why? (answers next slide):30

Tier 1	Т	Tier 3	
chair (a)	perplexed (h)	by chance (m)	lava (r)
brush (b)	empty (i)	require (n)	philosophy (s)
need (c)	then (j)	random (o)	forthcoming
fragrant (d)	arrange (k)	The 13 Colonies (p)	(t)
because (e)	run (operate) (l)	set aside (q)	pneumatics
boat (f)			(u)
run (g)			planet (v)



Did you have these? Others?

Tier 1		Tier 3	
chair (a)	perplexed (h)	by chance (m)	lava (r)
brush (b)	empty (i)	require (n)	philosophy (s)
need (c)	<-then (j)	random (o)	<-forthcoming
fragrant (d)->	arrange (k)	The 13 Colonies (p)->	(t)
because (e)	run	set aside (q)	pneumatics (u)
boat (f)	(operate)(l)		planet (v)
run (g)			



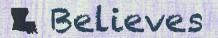
Wentor Text:
Volunteer read

Fossil Found By Student Naturalists Turns Out To Be New Species Of Ancient Giant Penguins

By Karen Levy, Dogonews link OCTOBER 5, 2021 (manual, Appendix A)

When some curious summer campers at the Hamilton Junior Naturalist Club (Junats) set out on an expedition to Kawhia Harbour on New Zealand's North Island, they were just hoping to find some small crustacean fossils. Instead, they discovered a well-preserved skeleton of a new species of a giant penguin that inhabited the area between 27 to 30 million years ago.

The chain of events leading to the amazing discovery dates back to January 2006. Accompanied by Junats fossil expert Chris Templer, the group — aged 10 to 18 — was well into their trek along the majestic harbor when they spotted what looked like an old propeller. However, a closer examination revealed a perfectly preserved penguin skeleton embedded in a block of hardened sandstone. "We were looking for fossil sea urchins, and what we found was a penguin — what a bonus!" Templer told the Waikato Museum.



Team Try-out using Mentor Text

Teams #1-3 paragraph #1

Teams #4-6 paragraph #2

Breakout Room Teams or Chart Paper Teams

LA Tiered Vocabulary Team Interactive Activity

Directions: LINK



Team Try-out using Mentor Text

Mentor Text and Handouts :15 mins

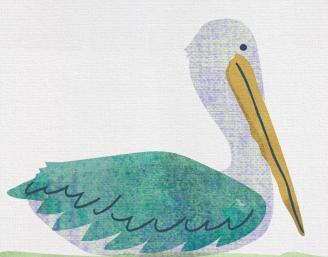
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Tiering Vocabulary: Practice with Mentor Text							
Tier 1 words	Tier 2 words	Tier 3 words					



Vocabulary Try-out Strategy: 7-Step Vocabulary



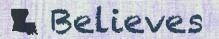
Choosing Vocabulary to Teach

1:00

Consider

- Importance and utility
- Instructional potential
- Conceptual understanding

- 1. Teacher says the word. Students repeat 3 times.
- 2. Teacher states the word in context from the text.
- 3. Teacher provides the dictionary definition(s).
- 4. Teacher explains the meaning using student-friendly definitions.
- 5. Teacher highlights features of the word: polysemous, cognate, tense, prefixes, etc.
- 6. Teacher engages students in oral interaction to develop word/concept knowledge. Students paired for maximum participation. (Timed 1 min student interaction.)
- 7. Teacher reminds and explains to students of how new words will be used. There is NO writing by students at this time.



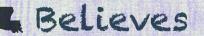
22

7 Steps – 2 or 3 mins. per word maximum!

1:00

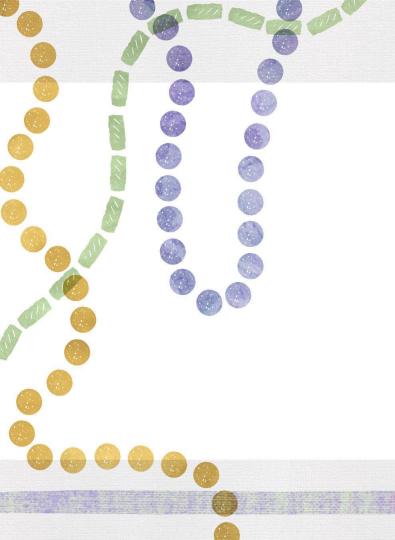
- 1. Teacher says the word. Student repeats 3 times.
- 2. Teacher states the word in context from the mentor text.
- 3. Teacher provides the dictionary definition(s).
- Teacher explains the meaning using student-friendly definitions.

- 1. Teacher: "alarming" Students: "alarming" (repeat 3 times)
- 2. "Now, a group of scientists and beekeepers has teamed up to try to figure out what's causing the alarming collapse of so many colonies"
- 3. (Adjective) causing people to feel danger; to be worried or frightened
- 4. When something is frightening or distressing, we say it is "alarming"



- 5. Teacher highlights features of the word: polysemous, cognate, tense, prefixes, etc.
- 6. Teacher engages students in oral activities (in pairs to have 50% of students at any one time using the word aloud in a meaningful context) to develop word/concept knowledge.
- 7. Teacher reminds and explains to students how new words will be used. There is NO writing by students at this time.

- 5. "alarming" is a cognate in many other languages. It has an "ing" but is used as an adjective in this text "alarming collapse"
- 6. With a partner, use the expression: "An example of something alarming is...". (1 min) or "It can be alarming when..."
- 7. You will see this word when we read and you should use it during partner reading summaries, homework, or when we work in class.



PAUSE RECORDING

Video: 7 Steps Vocabulary Strategy - Sarah Pinti

10:00

What changes might YOU make to have this execution align more to our template expectations?

Video: 7-Step Vocabulary Strategy

The Balanced Literacy Diet, YouTube





RESUME RECORDING

Paired Practice (Manual, 9:00 Clock Buddy)

- In pairs, with each person choosing their own (different) Tier 2 term from our mentor text do the following:
 - Complete your sample strategy try-out tool from handouts
 - Try-out the strategy with your partner
 - Partner provides feedback
 - Be prepared to share how it went



Vocabulary Language Objectives





Practice Writing Language Objectives (Vocab) handouts

7:00

SWBAT identify characteristics of heroes in a story using synonyms for (the adjective) *brave* such as: *courageous, valiant, bold* and *fearless*

SWBAT engage in scientific practices using more precise terms for watch: observe, note, take note of, notice, make observations, attend to etc.

SWBAT use irregular plural nouns related to animals such as: deer, fish, mice, moose, etc.

SWBAT recognize and use selected prefixes to indicate "not" such as: <u>non-living</u>, <u>antivenom</u>, <u>asymmetrical</u>, etc.

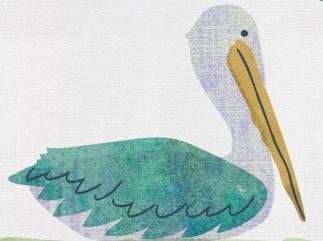
SWBAT recognize selected abbreviations associated with customary units of measure such as: *lbs*, *oz*, *in*, *ft*, *yds*.

Pairs - option

	Participant Manual					
1.						
2.						
3.						



Assignment & Wrap-up



Preview Assignment: Strategy Try-out (Manual)

Let's look over this template in Appendix A.

.. Vocabulary - 7 Steps

Teacher Name:	Date:	Grade/Content Area/How many ELs? Approximate English Proficiency levels:

Lesson Title	
1) How I quickly introduced both th	e content & the Language Objectives
(type here)	
	3-4 KEY instructional tasks we did in class. I inserted ach task addressed (L, S, R, W) after each task.

3) Here are the Tiered vocabulary (3-6 per category only) associated with this lesson/series of lessons. I have highlighted the most important ones, focusing MORE on Tier 2 words/phrases.

(type here)

Tiered Vocabulary						
Tier 1 Tier 2 Tier 3						
(type here)	(type here)	(type here)				

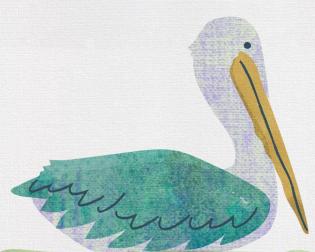


Content & English Language Objectives: PWBAT

Select appropriate *Tiered* Vocabulary related to a text or concept

- Follow the steps for the
 7-Step Vocabulary Strategy
- Describe a vocabulary word's value using precise synonyms for good such as: helpful, essential, crucial, vital, etc.
- Recount the first step in the 7-Step Vocabulary strategy using synonyms for the first: the initial, the preliminary, the introductory, the opening

(Time Permitting) Vocabulary Connections to LA Connectors for ELs



LA Connectors for ELs (Manual)



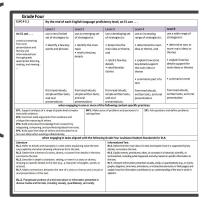
Table 1. Organization of the ELP Connectors in Relation to Participation in Content-Area Practices

Related to: Some priority micro-level and informational text g create clear and coherent grade-appropriate speech and text 10 make accurate use of standard English to communicate in grade-appropriate			
ideas, and analyses, responding to peer, audience, or reader comments and questions Speak and write about grade-appropriate complex literary and informational texts and topics 4 construct grade-appropriate oral and written claims and support them with reasoning and evidence 5 Conduct research and evaluate and communicate findings to answer questions or solve problems 6 analyze and critique the arguments of others orally and in writing 7 adapt language choices to purpose, task, and audience when speaking and writing Connectors 8-10 Related to: Some priority micro-level 8 determine the meaning of words and phrases in oral presentations and literary and informational text 9 create clear and coherent grade-appropriate speech and text make accurate use of standard English to communicate in grade-appropriate		1	
## A Literacy Mathematics Science 4	College-and-	2	ideas, and analyses, responding to peer, audience, or reader comments and
Science 4	ELA & Literacy	3	
solve problems 6 analyze and critique the arguments of others orally and in writing 7 adapt language choices to purpose, task, and audience when speaking and writing 8 determine the meaning of words and phrases in oral presentations and literary and informational text 9 create clear and coherent grade-appropriate speech and text make accurate use of standard English to communicate in grade-appropriate		4	
7 adapt language choices to purpose, task, and audience when speaking and writing Connectors 8-10 Related to: Some priority micro-level 8 determine the meaning of words and phrases in oral presentations and literary and informational text 9 create clear and coherent grade-appropriate speech and text make accurate use of standard English to communicate in grade-appropriate		5	Control of the Contro
Connectors 8-10 Related to: Some priority micro-level 8 determine the meaning of words and phrases in oral presentations and literary and informational text 9 create clear and coherent grade-appropriate speech and text make accurate use of standard English to communicate in grade-appropriate		6	analyze and critique the arguments of others orally and in writing
Related to: Some priority micro-level and informational text 9 create clear and coherent grade-appropriate speech and text 10 make accurate use of standard English to communicate in grade-appropriate		7	adapt language choices to purpose, task, and audience when speaking and writing
micro-level 10 make accurate use of standard English to communicate in grade- appropriate	Connectors 8-10 Related to:	8	
Thake decarate use of standard English to communicate in grade appropriate	·	9	create clear and coherent grade-appropriate speech and text
	micro-level linguistic features	10	



LA Connectors for ELs (Grade 4-5 Ex. top part, Manual)





Grade Four

ELPC 4-5.1	By the end of each	By the end of each English language proficiency level, an EL can							
	Level 1	Level 2	Level 3	Level 4	Level 5				
An EL can construct meaning	use a very limited set of strategies to:	use an emerging set of strategies to:	use a developing set of strategies to:	use an increasing range of strategies to:	use a wide range of strategies to:				
from oral presentations and literary and informational text through grade	• identify a few key words and phrases	 identify the main topic retell a few key details 	determine the main idea or theme, and	determine the main idea or theme, and	determine two or more main ideas or themes				
appropriate listenin reading, and viewing			retell a few key detailsretell familiar stories	explain how some key details support the main idea or theme	explain how key details support the main ideas or themes				
				summarize part of a text	• summarize a text				
	from read-alouds, simple written texts, and oral presentations	from read-alouds, simple written texts, and oral presentations	fromread-alouds, simple written texts, and oral presentations.	fromread-alouds, written texts, and oral presentations	from read-alouds, written texts, and oral presentation				



LA Connectors for ELs (Grade 4-5 Ex. bottom part, Manual)



							glish Learners	
Grade Fiv								
LPC 4-5.8	By the end of each English language proficiency level, an EL can							
	Level 1	Level 2		Level 3	Level		Level 5	
An EL can determine the meaning of words and phrases in oral presentations and literary and	relying heavily on contest, visual aids, and knowledge of morphology in his or her native language,	visual a materia knowle morpho her nat	dge of ology in his or ive language,	using context, visual aids, reference materials, and a developing knowledge of English morphology,	refere and an knowl morph	context, nce materials, n increasing edge of English sology,	using context, reference materials, and knowledge of English morphology,	
nformational text	 recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions 	meanin frequer	mine the g of some itly occurring phrases, and ions	determine the meaning of frequently occurring words and phrases	meani acade conter words	rmine the ng of general mic and nt-specific , phrases	determine the meaning of general academic and content-specific word and phrases	
	in simple oral	in simpl		determine the meanings of some idiomatic expressions in texts about	meani numb expres	rmine the ng of a growing er of idiomatic isions s about a	determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs)	
	discourse, read- alouds, and written texts about familiar topics, experiences, or events.	discour alouds, tests at	se, read- and written out familiar experiences,	familiar topics, experiences, or events	variet	s about a y of topics, ences, or events	in texts about a variety of topics, experiences, or events	
				ne following content-sp				
texts with evidence.	of a range of grade-level co ures to communicate conte		MP1. Make ser in solving then	ne of problems and perses	vere		ns and define problems. uate, and communicate	
	when engaging in tac	iks aligned	with the follow	ng Grade Five Louisiana St	ludent St	andards for ELA:		
Literature RLA. Determine the me	uning of general academic caning of words and phrase difficant characters found in	s as they a	ne used in a text.	induding	nt to a gn	ade 4 topic or subjet	ct area.	
range of strategies. a. Use context (e.g., del b. Use common, grade-	y the meaning of unknown finitions, examples, or rests appropriate Greek and Lati nerials (e.g., dictionaries, g and phrases.	tements in n affixes as	teut) as a clue t nd roots as clues	o the meaning of a word or to the meaning of a word I	r phrase. (e.g., tele	proph, photograph,	ostograph).	
L.S. Demonstrate under a. Explain the meaning b. Recognize and explai	ind phrases. Instanding of figurative languages of simple similes and metal in the meaning of common tanding of words by relating	phors (e.g. idioms, ad	as pretty as a p ages, and proven	ctarr) in context. bs.		but not identical m	assism francuscus	

when engaging in one or more of the following content-specific practices:					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-	MP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information.			
specific messages.					

when engaging in tasks aligned with the following Grade Five Louisiana Student Standards for ELA:

Informational Text

RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Literature

- **RL.4.** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **L.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

LA Connectors for ELs (Grade 4-5 Ex. top part, Manual)





An EL can determine the meaning of words	By the end of each English language proficiency level, an EL can							
	Level 1	Level 2	Level 3	Level 4	Level 5			
	relying heavily on context, visual aids, and knowledge of morphology in his	using context, some visual aids, reference materials, and knowledge of	using context, visual aids, reference materials, and a developing	using context, reference materials, and an increasing knowledge of English	using context, reference materials, and knowledge of English morphology,			
and phrases in oral presentations and literary and	or her native language,	morphology in his or her native language,	knowledge of Englishmorphology,	morphology,				
informational text	 recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions 	determine the meaning of some frequently occurring words, phrases, and expressions	determine the meaning of frequently occurring words and phrases	determine the meaning of general academic and content-specific words, phrases	determine the meaning of general academic and content-specific words and phrases			
			determine the meanings of some idiomatic expressions	determine the meaning of a growing number of idiomatic expressions	determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs)			
	in simple oral discourse, read- alouds, and written texts about familiar topics, experiences, or events.	in simple oral discourse, read- alouds, and written texts about familiar topics, experiences, or events.	in texts about familiar topics, experiences, or events	in texts about a variety of topics, experiences, or events	in texts about a variety of topics, experiences, or events			



LA Connectors for ELs (Grade 4-5 Ex. bottom part, Manual)



		_	N-AL	Louisiana Cor	mee	tors for En	gnan Learnera
Grade Five		Faullah I		iciency level, an EL ca			
arcesa.		Level 2		Level 3	Level		Lovel 5
An EL can	relying heavily on		ontext, some	using contest, visual		context.	using context.
	context, visual aids,	visual a	ids, reference	aids, reference	reference materials, and an increasing		reference materials,
determine the	and knowledge of	materia		materials, and a			and knowledge of
meaning of words	morphology in his	knowle		developing	knowledge of English		English morphology,
and phrases in oral presentations and	or her native language.		ology in his or ive language.	knowledge of Enalish morphology.	morphology,		
terany and	ianguage,	ner nac	we sareguage,	English morphology,			
nformational text	 recognize the 		omine the	determine the		omine the	determine the
	meaning of a few	meanin	g of some	meaning of	meani	ing of general	meaning of general
	frequently occurring		ntlyoccurring	frequently occurring		micand	academic and
	words, phrases, and formulaic	words,	phrases, and	words and phrases		nt-specific	content-specific word
	expressions	express	isona		words	, phrases	and phrases
	copressions			determine the	• dete	ermine the	determine the
				meanings of some	meaning of a growing		meaning of figurative
							language (e.g.,
			expressions		expressions		metaphors, similes,
	in simple oral	in simple oral		in texts about		ts about a	adages, and proverts)
	discourse, read-	discourse, read-		familiar topics.	variety of topics.		in texts about a
	alouds, and written		and written	experiences, or	experiences, or events		variety of topics.
	texts about familiar	tests at	oout familiar	events			experiences, or events
	topics, experiences,		experiences,				
	or events.	or ever			_		
				he following content-sp			
ruts with evidence.	t analyses of a range of grade-level complex MP1. Make sense of problems and persevere SP1. Ask questions and define problems addence. SP6. Obtain, evaluate, and communicate						
EPS. Use English structures to communicate content-					information.		
on fix messages. when empaging in tasks aligned with the following Grade Five Louisiana Student Standards for ELA:							
aformational Taxt	when engaging in tas	iks aligned	with the follow	ing Grade Pive Louisiana 5	ludent St	andards for EUA:	
	uning of general academic	and doma	in-specific words	or phrases in a text releva	nt to a gn	ade 4 topic or subjes	ot area.
iterature							
	earling of words and phrase	s as they a	ine used in a text.	including			
hose that allude to sign	rificant characters found in	mytholog	y (e.g., Herculean	4.			
A Determine or chall	the meaning of unknown	and multi-	da creaning was	fr and obraser based on m	ario A car	wing and contant of	honeine fieelble from a
ange of strategies.							and according to
	linitions, examples, or resta						
	appropriate Greek and Lati norials (e.g., dictionaries, g						
meaning of key words a		Cooperies, I	HESELFLOSS L. LOC	n print and digital, 10 mil i	ne prono	PICIDION AND DECENT	inter or carrier one precise
.S. Demonstrate under	standing of figurative lang	1300, WOO	relationships, a	nd nuances in word meani	185		
. Explain the meaning	of simple similes and meta-	abors (e.g.	as postty as a p	ctant) in context.			
o. Recognize and explai	n the meaning of common tanding of words by relating	idiomi, ac	lages, and proven	ts.			

when engaging in one or more of the following content-specific practices:							
EP1. Support analyses of a range of grade-level complex	MP1. Make sense of problems and persevere	SP1. Ask questions and define problems.					
texts with evidence.	in solving them.	SP8. Obtain, evaluate, and communicate					
EP6. Use English structures to communicate context-	***	information.					
specific messages.		A PACOLINA DA LACES					

when engaging in tasks aligned with the following Grade Five Louisiana Student Standards for ELA:

Informational Text

RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Literature

- **RL.4.** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **L.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph).
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

