



Sheltered English Instruction Course

3. Vocabulary:

A decorative graphic on the left side of the slide. It features a vertical line of yellow beads, a curved line of green beads, and a vertical line of blue beads. At the bottom, there is a horizontal blue brushstroke. The background is white with light gray horizontal bands at the top and bottom.

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

1:30

- Select appropriate *Tiered Vocabulary* related to a text or concept
- Follow the steps for the *7-Step Vocabulary Strategy*
- 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*

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

*New English for the student?
Transferable to other contexts?*

Vocabulary Instruction



 Believes

Vocabulary Quotes

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

1:30

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...

2:30

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](#)

Vocabulary Try-Out Strategy: Tiered Vocabulary



What is Tiered Vocabulary?

2:30

IT IS:

- A framework for classifying vocabulary (words & phrases)
- Used by teachers in the pre-thinking stage to plan for vocabulary instruction
- Helpful for teachers 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

2:30

- 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

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

2:00

- 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) 2:30

Tier 1	Tier 2	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?

1:30

Tier 1	Tier 2		Tier 3
chair (a) brush (b) need (c) fragrant (d)-> because (e) boat (f) run (g)	perplexed (h) empty (i) <-then (j) arrange (k) run (operate)(l)	by chance (m) require (n) random (o) The 13 Colonies (p)-> set aside (q)	lava (r) philosophy (s) <-forthcoming (t) pneumatics (u) planet (v)

Mentor Text:
Volunteer read

2:00

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

15:00

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

15:00

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

By Karen Levy, *Dagonews* [link](#) OCTOBER 5, 2021

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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

7 Steps for Pre-Teaching Vocabulary (Manual)

7:00 (3)

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.

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).
 4. 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”

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

1:00

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: *non-living, antivenom, asymmetrical, 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.

1. Vocabulary - 7 Steps

1:30

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

Lesson Title		
1) How I quickly introduced both the content & the Language Objectives...		
(type here)		
2) Here is my numbered list of the 3-4 KEY instructional tasks we did in class. I inserted the letters of the domain(s) that each task addressed (L, S, R, W) after each task.		
(type here)		
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.		
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
- Describe a vocabulary word's value using precise synonyms for *good* such as: *helpful, essential, crucial, vital, etc.*
- Follow the steps for the *7-Step Vocabulary Strategy*
- 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

<p>LA ELP Connectors 1-7 Related to: College-and-career readiness, ELA & Literacy Mathematics Science</p>	1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	
	2	participate in grade-appropriate oral and written exchanges of information, 2 ideas, and analyses, responding to peer, audience, or reader comments and questions	
	3	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	
<p>Connectors 8-10 Related to: Some priority micro-level linguistic features</p>	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	
	10	make accurate use of standard English to communicate in grade-appropriate speech and writing	

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



Grade Four

ELPC4-5.1	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can . . .</p> <p>construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing . . .</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases <p>from read-alouds, simple written texts, and oral presentations</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic retell a few key details <p>from read-alouds, simple written texts, and oral presentations</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> determine the main idea or theme, and retell a few key details retell familiar stories <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine the main idea or theme, and explain how some key details support the main idea or theme summarize part of a text <p>from read-alouds, written texts, and oral presentations</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> determine two or more main ideas or themes explain how key details support the main ideas or themes summarize a text <p>from read-alouds, written texts, and oral presentation</p>

Grade Four					
By the end of each English language proficiency level, an EL can . . .					
ELC.A.1	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can . . .</p> <p>construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing . . .</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases <p>from read-alouds, simple written texts, and oral presentations</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic retell a few key details retell familiar stories <p>from read-alouds, simple written texts, and oral presentations</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> determine the main idea or theme, and retell a few key details retell familiar stories <p>from read-alouds, simple written texts, and oral presentations</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine the main idea or theme, and explain how some key details support the main idea or theme summarize part of a text <p>from read-alouds, written texts, and oral presentations</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> determine two or more main ideas or themes explain how key details support the main ideas or themes summarize a text <p>from read-alouds, written texts, and oral presentation</p>
<p>IP.1. Support analysis of a range of grade-level complex texts with evidence.</p> <p>IP.2. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>IP.3. Build and extend knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>IP.4. Build upon the ideas of others and analyze an issue or topic from their own perspective.</p>					
<p>when engaging in one or more of the following content-specific practices:</p> <p>IP.1. Read alouds, simple written texts, and oral presentations.</p> <p>IP.2. Read alouds, simple written texts, and oral presentations.</p> <p>IP.3. Read alouds, simple written texts, and oral presentations.</p> <p>IP.4. Read alouds, simple written texts, and oral presentations.</p>					
<p>when engaging in tasks aligned with the following Grade Four Louisiana Student Standards for ELA:</p> <p>ELA.1. Refer to details and examples to show when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>ELA.2. Determine a theme or main idea of a story, drama, or poem from details in the text, and analyze how the message or idea is developed through the text.</p> <p>ELA.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., in a character's thoughts, words, or actions).</p> <p>ELA.4. Make connections between the text of a story or drama and a visual or media presentation of the text.</p> <p>ELA.5. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>					

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

1:00



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-specific messages.

MP1. Make sense of problems and persevere in solving them.

SP1. Ask questions and define problems.
SP8. Obtain, evaluate, and communicate information.

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.

- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
- 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.

- Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Louisiana Student Standards CONNECTORS FOR ENGLISH LEARNERS					
K-12 Louisiana Connectors for English Learners					
Grade Five					
ELPC 5-5.1	By the end of each English language proficiency level, an EL can . . .				
<p>An EL can . . .</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text</p>	<p>Level 1</p> <p>recognize the meaning of some frequently occurring words, phrases, and formulaic expressions</p>	<p>Level 2</p> <p>determine the meaning of some frequently occurring words, phrases, and formulaic expressions</p>	<p>Level 3</p> <p>determine the meaning of some idiomatic expressions</p>	<p>Level 4</p> <p>determine the meaning of a growing number of idiomatic expressions</p>	<p>Level 5</p> <p>determine the meaning of general academic and content-specific words and phrases</p>
	<p>in simple oral discourse, read alouds, and written texts about familiar topics, experiences, or events.</p>	<p>in simple oral discourse, read alouds, and written texts about familiar topics, experiences, or events.</p>	<p>in texts about familiar topics, experiences, or events</p>	<p>in texts about a variety of topics, experiences, or events</p>	<p>in texts about a variety of topics, experiences, or events</p>
<p>when engaging in one or more of the following content-specific practices:</p> <p>EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-specific messages.</p>					
<p>when engaging in tasks aligned with the following Grade Five Louisiana Student Standards for ELA:</p>					
<p>Informational Text</p> <p>RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>					
<p>Literature</p> <p>RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>					
<p>L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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., <i>telegraph, photograph, autograph</i>). 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.</p>					
<p>L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) 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).</p>					

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

1:00



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-specific messages.

MP1. Make sense of problems and persevere in solving them.

SP1. Ask questions and define problems.
SP8. Obtain, evaluate, and communicate information.

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

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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.

- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
- 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.

- Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
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K-12 Louisiana Connectors for English Learners					
Grade Five					
ELPC 5-5.1	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
Anchor: determine the meaning of words and phrases in oral presentations and literary and informational text	<ul style="list-style-type: none"> recognize the meaning of some frequently occurring words, phrases, and formulaic expressions 	<ul style="list-style-type: none"> determine the meaning of some frequently occurring words, phrases, and formulaic expressions 	<ul style="list-style-type: none"> determine the meaning of some frequently occurring words and phrases determine the meaning of some idiomatic expressions 	<ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases determine the meaning of a growing number of idiomatic expressions 	<ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases 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
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-specific messages.		SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information.
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 <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.					
<ol style="list-style-type: none"> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). 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.					
<ol style="list-style-type: none"> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 					

A watercolor illustration of a tree on the left side of the page. The tree has a thick, light green trunk and several branches with green leaves. The ground is depicted with a textured, greenish-blue wash. A small purple flower is visible near the base of the tree. The background is a light grayish-white with a subtle texture.

**Thank you for your
Participation!!**