

<b>Common Core Anchor Standard (SL.4):</b> Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.			<b>MAIN ACADEMIC DEMAND</b> <i>Present Information Appropriate to Task, Purpose and Audience, with Coherent Reasoning and Evidence</i>		
<b>Common Core Grade 2 Standard (SL.2.4):</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.			<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Tell a Story or Recount an Experience with Facts, Details and Coherent Sentences</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 on a story map</i> to identify the structure of the story, as a teacher reads aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a story map</i> to identify the structure of the story, as a teacher reads aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize a <i>bank of phrases and short sentences on a story map</i> to identify the structure of the story, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>sections of a story independently on a self-created story map</i> to identify the structure of the story, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words on the previously completed story map</i> to identify the facts and details in a story	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on the previously completed story map</i> to identify the facts and details in a story	<b>Reading-Centered Activity:</b> Organize a <i>bank of phrases and short sentences on the previously completed story map</i> to identify the facts and details in a story	<b>Reading-Centered Activity:</b> Organize <i>information independently on the previously completed story map</i> to identify the facts and details in a story
		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> .

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<b>Speaking-Centered Activity:</b> Use <i>pretaught words to complete sentence starters</i> that coherently frame a story or experience in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases to complete sentence starters</i> that coherently frame a story or experience in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and the <i>previously completed story map</i> to coherently frame a story or experience in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>glossary of sentences</i> and the <i>previously completed story map</i> to coherently frame a story or experience in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>facts and details</i> to coherently frame a story or experience, <i>independently</i> , in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words to complete a cloze paragraph</i> that recounts an experience or tells a story, including <i>two or more</i> relevant, descriptive facts and details	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to complete a cloze paragraph</i> that recounts an experience or tells a story, including <i>two or more</i> relevant, descriptive facts and details	<b>Writing-Centered Activity:</b> Use a <i>bank of phrases and short sentences to finish a partially completed short essay</i> that recounts an experience or tells a story, including <i>multiple</i> relevant, descriptive facts and details	<b>Writing-Centered Activity:</b> Use a <i>glossary of sentences</i> and the <i>previously completed story map</i> to write a <i>short essay</i> that recounts an experience or tells a story, including <i>multiple</i> relevant, descriptive facts and details	<b>Writing-Centered Activity:</b> Use the <i>previously completed story map</i> to <i>independently</i> write an <i>essay</i> that recounts an experience or tells a story, including <i>multiple</i> relevant, descriptive facts and details
		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 2 Standard (SL.2.4):** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**GRADE LEVEL ACADEMIC DEMAND**  
*Tell a Story or Recount an Experience with Facts, Details and Coherent Sentences*

**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.

- Use adjectives (e.g., good, next) and verbs (e.g., moved, laughed, had) to recount an experience with descriptive details.
- Use facts (information; e.g., Jeremy Ross was the one and only on my enemy list) to tell a story.

### Example to Address the Linguistic Demands

#### Text Excerpt

It was **good** until Jeremy Ross *moved* into the neighborhood, right **next** door to my friend Stanley. I *did not like* Jeremy Ross. He *laughed* at me when he *struck* me out in the baseball game. He *had* a party on the trampoline and I *wasn't* even *invited*. But my friend Stanley *was*.

Jeremy Ross was the one and only on my enemy list. I never even *had* an **enemy** list until he *moved* into the neighborhood. But as soon as he *came* along, I *needed* one. I *hung* it on my tree house, where Jeremy Ross *was not allowed to go*.

Munson, D. (2000). *Enemy pie*. [T. Calahan King, Illus.]. Richmond, BC, Canada: Raincoast Books.

#### Teacher Directions

In a whole class, a small group or conversations with partners, retell a story or recount an experience:

- Use adjectives (**bold**) (e.g., **good**, **next**) and verbs (*italics*) (e.g., *moved*, *laughed*, *had*) to recount an experience with descriptive details.
- Use facts (information) (underline) (e.g., Jeremy Ross was the one and only on my enemy list) to tell a story.