

<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 1 Standard (SL.1.4):</b> Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.		<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Clearly Describe People, Places, Things and Events with Details</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>illustrated, pretaught words on a labeled describing wheel</i> to identify and classify people, places, things and events, as a teacher reads aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>illustrated, preidentified words and phrases on a labeled describing wheel</i> to identify and classify people, places, things and events, as a teacher reads aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>words and phrases from a bank on a partially completed describing wheel</i> to identify and classify people, places, things and events, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize a <i>glossary of words and phrases on a describing wheel</i> to identify and classify people, places, things and events, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize a <i>glossary of words and phrases on a self-created describing wheel</i> to <i>independently</i> identify and classify people, places, things and events, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Select <i>illustrated, pretaught, descriptive words</i> and add them to the <i>previously created describing wheel</i> to identify relevant details	<b>Reading-Centered Activity:</b> Select <i>illustrated, preidentified, descriptive words and phrases</i> and add them to the <i>previously created describing wheel</i> to identify relevant details	<b>Reading-Centered Activity:</b> Select <i>descriptive words and phrases from a bank</i> and add them to the <i>previously created describing wheel</i> to identify relevant details	<b>Reading-Centered Activity:</b> Select <i>descriptive words and phrases from a glossary</i> and add them to the <i>previously created describing wheel, after teacher modeling</i> , to identify relevant details	<b>Reading-Centered Activity:</b> Select <i>descriptive words and phrases from a glossary</i> and <i>independently</i> add them to the <i>previously created describing wheel</i> to identify relevant details
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Speaking-Centered Activity:</b> Use <i>illustrated, pretaught, descriptive words to complete sentence starters</i> that clearly describe people, places, things and events, in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>illustrated, preidentified, descriptive key words and phrases to complete sentence starters</i> that clearly describe people, places, things and events, in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>bank of descriptive words and phrases</i> to clearly describe people, places, things and events, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>glossary of descriptive words and phrases</i> to clearly describe people, places, things and events, <i>after teacher modeling</i> , in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>glossary of descriptive words and phrases, independently</i> , to clearly describe people, places, things and events, in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>illustrated, pretaught, descriptive words to complete a cloze paragraph</i> that describes people, places, things and events	<b>Writing-Centered Activity:</b> Use <i>illustrated, preidentified, descriptive words and phrases to complete a cloze paragraph</i> that describes people, places, things and events	<b>Writing-Centered Activity:</b> Use a <i>bank of descriptive words and phrases to develop a short essay</i> that describes people, places, things and events	<b>Writing-Centered Activity:</b> Use a <i>glossary of descriptive words and phrases to develop an essay</i> that describes people, places, things and events	<b>Writing-Centered Activity:</b> Use the <i>previously created describing wheel to independently develop an essay</i> that describes people, places, things and events
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

**Common Core Grade 1 Standard (SL.1.4):** Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.

**GRADE LEVEL ACADEMIC DEMAND**  
*Clearly Describe People, Places, Things and Events with Details*

**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., some) and verbs (e.g., going, need) to describe people, places, things and events.
- Use nouns and associated pronouns (e.g., I, you) to refer to people or places.

**Example to Address the Linguistic Demands**

Text Excerpt	Teacher Directions
<p>“It’s <u>my</u> birthday and I’m <i>going to make</i> a cake.”</p> <p>“It’s <u>my</u> birthday and I’m <i>going to make</i> a cake. I <u>need</u> <b>some</b> eggs.”</p> <p>“It’s <u>my</u> birthday and I’m going to make a cake. I’ve got the eggs. But I <u>need</u> <b>some</b> flour.”</p> <p>“It’s <u>my</u> birthday and I’m <i>going to make</i> a cake. I’ve got the eggs and the flour. But I <u>need</u> <b>some</b> butter and milk.”</p> <p>(On the last two pages, the main character is with all his animal friends who have helped him gather the ingredients and he says:)</p> <p>“Thank <u>you</u>, everybody. Now all of <u>you</u> <i>can</i>. . .” “. . . <i>help</i> <u>me</u> eat the cake!”</p> <p>Oxenbury, H. (2010). <i>It’s my birthday</i>. Somerville, MA: Candlewick Press.</p>	<p>In a mini lesson/small group conversation, add details to describe people, places, things and events.</p> <ul style="list-style-type: none"> <li>• Use adjectives (<b>bold</b>) (e.g., <b>some</b>) and verbs (<i>italics</i>) (e.g., <i>going, need</i>) to convey relevant details and feelings.</li> <li>• Use nouns and associated pronouns (<u>underline</u>) (e.g., <u>I, you, me, my</u>) to refer to people.</li> </ul>