

Common Core Anchor Standard (SL.4): 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.				MAIN ACADEMIC DEMAND <i>Present Information Appropriate to Task, Purpose and Audience, with Coherent Reasoning and Evidence</i>	
Common Core Grade 3 Standard (SL.3.4): Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.				GRADE LEVEL ACADEMIC DEMAND <i>Report on a Topic, Tell a Story or Recount an Experience with Facts and Details</i>	
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
When acquiring a new language, using grade level texts and appropriate supports, students are able to:					
RECEPTIVE	Oracy and Literacy Links	Listening-Centered Activity: Organize <i>pretaught words on a story map</i> to identify the structure of a text, as a teacher reads aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a story map</i> to identify the structure of a text, as a teacher reads aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize a <i>bank of phrases and short sentences on a partially completed story map</i> to identify the structure of a text, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize a <i>glossary of sentences on a story map</i> to identify the structure of a text, <i>after teacher modeling</i> , as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words on the previously completed story map</i> to identify appropriate facts and relevant, descriptive details in a text	Reading-Centered Activity: Organize <i>preidentified words and phrases on the previously completed story map</i> to identify appropriate facts and relevant, descriptive details in a text	Reading-Centered Activity: Organize a <i>bank of phrases and short sentences on the previously completed story map</i> to identify appropriate facts and relevant, descriptive details in a text	Reading-Centered Activity: Organize a <i>glossary of sentences on the previously completed story map</i> to identify appropriate facts and relevant, descriptive details in a text
		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	Speaking-Centered Activity: Use <i>pretaught words to complete sentence starters</i> that report on a topic or text, tell a story or recount an experience, including <i>two or more</i> relevant, descriptive facts and details, 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 report on a topic or text, tell a story or recount an experience, including <i>two or more</i> relevant, descriptive facts and details, in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>bank of phrases and short sentences</i> and the <i>previously completed story map</i> to report on a topic or text, tell a story or recount an experience, including <i>multiple</i> relevant, descriptive facts and details, in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use a <i>glossary of sentences</i> and the <i>previously completed story map</i> to report on a topic or text, tell a story or recount an experience, including <i>multiple</i> relevant, descriptive facts and details, in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed story map</i> to independently report on a topic or text, tell a story or recount an experience, including <i>multiple</i> relevant, descriptive facts and details, in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words to complete a cloze paragraph</i> that reports on a topic or text, tells a story or recounts an experience, including <i>two or more</i> relevant, descriptive facts and details	Writing-Centered Activity: Use <i>preidentified words and phrases to complete cloze paragraphs</i> that report on a topic or text, tell a story or recount an experience, including <i>two or more</i> relevant, descriptive facts and details	Writing-Centered Activity: Use a <i>bank of phrases and short sentences to finish a partially completed short essay</i> that reports on a topic or text, tells a story or recounts an experience, including <i>multiple</i> relevant, descriptive facts and details	Writing-Centered Activity: Use a <i>glossary of sentences</i> and the <i>previously completed story map</i> to write an <i>essay</i> that reports on a topic or text, tells a story or recounts an experience, including <i>multiple</i> relevant, descriptive facts and details	Writing-Centered Activity: Use the <i>previously completed story map</i> to independently write an <i>essay</i> that reports on a topic or text, tells a story or recounts an experience, 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 3 Standard (SL.3.4): Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

GRADE LEVEL ACADEMIC DEMAND
Report on a Topic, Tell a Story or Recount an Experience with Facts and 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., tallest, heaviest) and verbs (e.g., stands, weigh) to report on a topic with descriptive details.
- Identify the morphological endings of adjectives in a text that provide information (e.g., *tallest*, *heaviest*).
- Identify facts (information) (e.g., An ostrich stands up to 9 feet) to report on a topic.
- Use nouns and associated pronouns (e.g., ostrich /it) to describe the subject.

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Among birds, the <u>ostrich</u> <i>is</i> a record-breaker. <u>It</u> <i>is</i> the tallest and heaviest of all birds. <u>An ostrich</u> <i>stands</i> up to 9 feet (2.7 meters) <u>tall</u>. That <i>is</i> more than three feet one meter taller than the average man. And <u>this bird</u> <i>can weigh</i> <u>as much as 350 pounds</u> (159 kilograms).</p> <p>While the huge <u>ostrich</u> <i>is</i> a bird—with wings and feathers—it <i>does</i> not <i>fly</i>, instead it <i>runs</i>.</p> <p>Ostriches. <i>National Geographic Kids</i>. Retrieved from http://kids.nationalgeographic.com/kids/animals/creaturefeature/ostrich/</p>	<p>In a whole class, a small group or conversations with partners report on a topic adding facts and details:</p> <ul style="list-style-type: none"> • Use adjectives (bold) (e.g., tallest, heaviest) and verbs (<i>italics</i>) (e.g., <i>stands</i>, <i>weigh</i>) to report on a topic with descriptive details. • Identify the morphological endings of adjectives in a text that provide information (e.g., <i>tallest</i>, <i>heaviest</i>). • Identify facts (information) (<u>underline</u>) (e.g., <u>An ostrich stands up to 9 feet [2.7 meters] tall</u>) to report on a topic. • Use nouns and associated pronouns (<u>wavy underline</u>) (e.g., <u>ostrich</u>/it) to describe the subject.