

Common Core Anchor Standard (RL.5): Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.			MAIN ACADEMIC DEMAND <i>Analyze Relationship of Linguistic and Text Structures</i>		
Common Core Grade 4 Standard (RL.4.5): Explain major differences between poems, drama and prose and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.			GRADE LEVEL ACADEMIC DEMAND <i>Explain Major Differences among Poems, Drama and Prose and Refer to Structural Elements in Writing or Speaking about a Text</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 and phrases on a text structure graphic organizer</i> to identify the structural elements of poems and drama, as text is read in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a text structure graphic organizer</i> to identify the structural elements of poems and drama, as text is read in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed text structure graphic organizer</i> to identify the structural elements of poems and drama, as text is read in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>sentences on a text structure graphic organizer</i> to identify the structural elements of poems and drama, as text is read in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a three column graphic organizer</i> to identify the major differences between poems, drama and prose	Reading-Centered Activity: Organize <i>preidentified words and phrases on a three column graphic organizer</i> to identify the major differences between poems, drama and prose	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed three column graphic organizer</i> to identify the major differences between poems, drama and prose	Reading-Centered Activity: Organize <i>sentences on a three column graphic organizer, after teacher modeling</i> , to identify the major differences between poems, drama and prose
		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 and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that describe the major differences among poems, drama and prose, when speaking in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that describe the major differences among poems, drama and prose, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to describe the major differences among poems, drama and prose, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to describe the major differences among poems, drama and prose, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to describe the major differences among poems, drama and prose, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete a cloze paragraph</i> that analyzes the major differences between poems, drama and prose and refers to the structural elements of poems and drama	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze the major differences between poems, drama and prose and refer to the structural elements of poems and drama	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that analyzes the major differences between poems, drama and prose and refers to the structural elements of poems and drama	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that analyzes the major differences between poems, drama and prose and refers to the structural elements of poems and drama	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that analyzes the major differences between poems, drama and prose and refers to the structural elements of poems and drama
		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 4 Standard (RL.4.5): Explain major differences between poems, drama and prose and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

GRADE LEVEL ACADEMIC DEMAND
Explain Major Differences among Poems, Drama and Prose and Refer to Structural Elements in Writing or Speaking about a Text

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.

- Identify verbs that signal stage directions (e.g., what to do, how to act).
- Identify nouns that signal a cast of characters (e.g., the persons or subjects in the drama).
- Identify verbs that signal dialogues (e.g., what the characters say to each other) and how they say it (e.g., say, whispered, shouted).
- Use compare-and-contrast words and phrases to compare poems, drama, and prose (e.g., like, just as, while, whereas, as opposed to).
- Use sentence structures to explain differences between poems, drama, and prose (e.g., The major difference between a poem and prose is ____; A verse has rhythm and meter whereas prose has ____; Drama requires ____, whereas prose ____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Text 1: Poem Stardines swim high across the sky, And brightly shine as they glide <u>by</u>. In giant schools, their brilliant <u>lights</u> Illuminate the darkest <u>nights</u></p> <p>Text 2: Drama The Pen and the Inkstand Time: one evening Place: a Poet's room Cast of characters: <u>a Poet and his Friend</u> <i>[The Poet sits at his desk, writing. His friend sits nearby, waiting]</i> <u>Poet (throwing down the pen): Now, my friend. I have finished!</u></p> <p>Text 3: Prose I used to know an old man who could walk by any cornfield and hear the corn singing. <u>"Teach me,"</u> I'd say when we'd passed on by. (I never said a word while he was listening.) <u>"Just tell me how you learned to hear that corn."</u> And he'd say, <u>"It takes a lot of practice. You can't be in a hurry."</u></p> <p>Text 1: Prelutsky, J. (2013). <i>Stardines swim high across the sky: And other poems</i> [C. Berger, Illus.]. New York: Greenwillow Books. Text 2: Stevenson, A. (2009). <i>Children's classics in dramatic form: A reader for the fourth grade</i>. Charleston, SC: BiblioLife. Text 3: Baylor, B., & Parnall, P. (1978). <i>The other way to listen</i>. New York: Aladdin Paperbacks.</p>	<p>In a small group or whole class setting, explain major differences between poems, drama and prose:</p> <ul style="list-style-type: none"> Setting (a time and place when and where an event takes place) (bold) (in all three texts there is a setting [e.g., across the sky, Poet's room, one evening, cornfield]). Stage directions in a drama (what to do, how to act) (<i>italics</i>) (e.g., <i>The Poet sits at his desk, writing. His friend sits nearby, waiting</i>). Cast of characters (the subjects in the drama) (<u>underline</u>) (e.g., <u>a Poet and his Friend</u>). Identify the rhyme (same word endings) (<u>wavy underline</u>) (e.g., <u>by</u>, <u>sky</u>, <u>lights</u>, <u>nights</u>) (verse is a group of words that rhyme). Dialogue (what the characters say to each other) (<u>double underline</u>) (e.g., Text 2: <u>Now, my friend. I have finished!</u>; Text 3: <u>"Just tell me how you learned to hear that corn."</u>). Use compare-and-contrast words and phrases to compare poems, drama, and prose (e.g., like, just as, while, whereas, as opposed to). Use sentence structures to explain differences between poems, drama, and prose (e.g., The major differences between a poem and prose are ____; A verse has rhythm and meter whereas prose has ____; Drama requires ____, whereas prose ____).