

Common Core Anchor Standard (RL.3): Analyze how and why individuals, events and ideas develop and interact over the course of a text.				MAIN ACADEMIC DEMAND <i>Analyze Cause and Effect Interactions between Key Text Elements</i>	
Common Core Grade 4 Standard (RL.4.3): Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words or actions).				GRADE LEVEL ACADEMIC DEMAND <i>Describe a Character, Setting or Event, Using Specific 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 characters, settings and events, 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 characters, settings and events, 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 characters, settings and events, 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 characters, settings and events, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Highlight <i>pretaught words</i> in a story/drama to identify <i>two or more</i> details about a character, setting or event	Reading-Centered Activity: Highlight <i>preidentified words and phrases</i> in a story/drama to identify <i>two or more</i> details about a character, setting or event	Reading-Centered Activity: Highlight a <i>bank of phrases and short sentences</i> in a story/drama to identify <i>multiple</i> details about a character, setting or event	Reading-Centered Activity: Highlight a <i>glossary of sentences</i> in a story/drama to identify <i>multiple</i> details about a character, setting or event
		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 describe in depth a character, setting or event, 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 describe in depth a character, setting or event, 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 and highlighted text</i> to describe in depth a character, setting or event, 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 and highlighted text</i> to describe in depth a character, setting or event, in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed story map and highlighted text</i> to <i>independently</i> describe in depth a character, setting or event, 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 describes a character, setting or event, using <i>two or more</i> details	Writing-Centered Activity: Use <i>preidentified words and phrases to complete cloze paragraphs</i> that describe a character, setting or event, using <i>two or more</i> details	Writing-Centered Activity: Use a <i>bank of phrases and short sentences</i> and the <i>previously completed story map</i> to write a <i>short essay</i> that describes a character, setting or event, using <i>multiple</i> 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 describes a character, setting or event, using <i>multiple</i> details	Writing-Centered Activity: Use the <i>previously completed story map</i> to <i>independently</i> write an <i>essay</i> that describes a character, setting or event, using <i>multiple</i> 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 4 Standard (RL.4.3): Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words or actions).

GRADE LEVEL ACADEMIC DEMAND
Describe a Character, Setting or Event, Using Specific 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 nouns and associated pronouns to identify the characters in a story.
- Identify/use the subject (nouns and associated pronouns) in a story.
- Identify/use verbs to describe the events in the story.
- Identify/use adjectives (e.g., white, quiet) that describe the character’s feelings and thoughts.
- Use sequencing words and phrases (e.g., then, after, in the end) to describe the sequence of events.

Example to Address the Linguistic Demands

Text Excerpt

The snow fell for three days, though after the first day it was not as thick and the wind *quieted down*. Sometimes, **Aaron** *felt* that there could never have been a summer, that the snow had always fallen, ever since **he** could remember. **He**, **Aaron**, never *had* a father or mother or sisters. **He** was a snow child, *born* of the snow, and so was **Zlateh**. It was so quiet in the hay that **his** ears *rang* in the stillness. **Aaron** and **Zlateh** *slept* all night and a good part of the day. As for **Aaron’s** dreams, they were all about warm weather. **He** *dreamed* of green fields, trees covered with blossoms, clear brooks, and *singing* birds. By the third night the snow *had stopped*, but **Aaron** *did not dare* to find **his** way home in the darkness. The sky became clear and the moon shone, *casting* silvery nets on the snow. **Aaron** *dug* **his** way out and *looked* at the world. It was all white, quiet, *dreaming* dreams of heavenly splendor. The stars were large and close. The moon swam in the sky as in a sea.

Singer, I. B. (2001). Zlateh the goat. In *Zlateh the goat and other stories*. New York: HarperCollins. (From Appendix B, CCSS, p. 64.)

Teacher Directions

- Analyze in small group or whole class discussions how to describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text:
- Identify/use the subject (nouns and associated pronouns) (**bold**) (e.g., **Aaron**, **he**, **Zlateh**) in a story.
 - Identify/use verbs (*italics*) (e.g., *felt*, *stopped*, *dug*) to describe the events in the story.
 - Identify/use adjectives (underline) (e.g., white, quiet) that describe the character’s feelings and thoughts.
 - Use sequencing words and phrases (e.g., then, after, in the end) to describe the sequence of events.