

<p><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.</p>		<p><b>MAIN ACADEMIC DEMAND</b> <i>Present Information Appropriate to Task, Purpose and Audience, with Coherent Reasoning and Evidence</i></p>				
<p><b>Common Core Grade 4 Standard (SL.4.4):</b> Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>		<p><b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Report, Tell or Recount in an Organized Manner Using Facts and Details That Support the Main Ideas/Themes</i></p>				
<p><b>5 Levels of Language Development</b></p>	<p><b>Entering (Beginner)</b></p>	<p><b>Emerging (Low Intermediate)</b></p>	<p><b>Transitioning (High Intermediate)</b></p>	<p><b>Expanding (Advanced)</b></p>	<p><b>Commanding (Proficient)</b></p>	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Categorize <i>pretaught words on a main-idea-and-details flow chart</i> to identify details that support the main ideas and themes, as a teacher reads aloud in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Categorize <i>preidentified words and phrases on a main-idea-and-details flow chart</i> to identify details that support the main ideas and themes, as a teacher reads aloud in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Categorize a <i>bank of phrases and short sentences on a partially completed main-idea-and-details flow chart</i> to identify details that support the main ideas and themes, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Categorize a <i>glossary of sentences on a main-idea-and-details flow chart</i> to identify details that support the main ideas and themes, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words on a discussion-preparation graphic organizer</i> to determine the main ideas and supporting details of a topic or text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a discussion-preparation graphic organizer</i> to determine the main ideas and supporting details of a topic or text</p>	<p><b>Reading-Centered Activity:</b> Organize a <i>bank of phrases and short sentences on a discussion-preparation graphic organizer</i> to determine the main ideas and supporting details of a topic or text</p>	<p><b>Reading-Centered Activity:</b> Organize a <i>glossary of sentences on a discussion-preparation graphic organizer</i> to determine the main ideas and supporting details of a topic or text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information independently on a discussion-preparation graphic organizer</i> to determine the main ideas and supporting details of a topic or text</p>
		<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and, occasionally, in the home language.</i></p>	<p><i>in the new language.</i></p>	<p><i>in the new language.</i></p>

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>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words to complete sentence starters</i> that report, tell or recount, integrating the main idea/theme with facts and details, in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases to complete sentence starters</i> that report, tell or recount, integrating the main idea/theme with facts and details, in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and the <i>previously completed discussion-preparation graphic organizer</i> to report, tell or recount, integrating the main idea/theme with facts and details, in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>glossary of sentences</i> and the <i>previously completed discussion-preparation graphic organizer</i> to report, tell or recount, integrating the main idea/theme with facts and details, in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed discussion-preparation graphic organizer</i> to <i>independently</i> report, tell or recount, integrating the main idea/theme with facts and details, in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words to complete a cloze paragraph</i> that reports, tells or recounts, integrating the main idea/theme with facts and details</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified, words and phrases to complete cloze paragraphs</i> that report, tell or recount, integrating the main idea/theme with facts and details</p>	<p><b>Writing-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizer</i> to <i>write a short essay</i> that reports, tells or recounts, integrating the main idea/theme with facts and details</p>	<p><b>Writing-Centered Activity:</b> Use a <i>glossary of sentences</i> and the <i>previously completed graphic organizer</i> to <i>write an essay</i> that reports, tells or recounts, integrating the main idea/theme with facts and details</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizer</i> to <i>independently write an essay</i> that reports, tells or recounts, integrating the main idea/theme with facts and details</p>
	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and, occasionally, in the home language.</i></p>	<p>in the <i>new language.</i></p>	<p>in the <i>new language.</i></p>	

**Common Core Grade 4 Standard (SL.4.4):** Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**GRADE LEVEL ACADEMIC DEMAND**  
*Report, Tell or Recount in an Organized Manner  
 Using Facts and Details That Support the Main  
 Ideas/Themes*

**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., strange) and verbs (e.g., set, owned, appeared) to report on a topic with descriptive details.
- Use nouns and associated pronouns (e.g., Mae Tuck/she) to describe the subject.
- Identify facts (information) (e.g., She was going there, as she did once every ten years) to report on a topic or text.
- Use chronological markers (e.g., at dawn, at noontime) to organize the report.

**Example to Address the Linguistic Demands**

**Text Excerpt**

At dawn, Mae Tuck *set* out on her horse for the wood at the edge of the village of Treegap. She was going there, as she did once every ten years, to meet her two sons, Miles and Jesse.

At noontime, Winnie Foster, whose family *owned* the Treegap wood, *lost her* patience at last and *decided to think* about *running* away.

And at sunset a stranger *appeared* at the Fosters' gate. He was looking for someone but he didn't say who.

No connection, you *would agree*. But things *can come* together in **strange** ways. The wood *was* at the center, the hub of the wheel.

Babbit, N. (1975). *Tuck everlasting*. New York: Farrar Straus and Giroux.

**Teacher Directions**

Analyze in small group or whole class discussion how main ideas and relevant supporting details are structured in a text:

- Use adjectives (**bold**) (e.g., **strange**) and verbs (*italics*) (e.g., *set*, *owned*, *appeared*) to report on a topic with descriptive details.
- Use nouns and associated pronouns (underline) (e.g., Mae Tuck/she) to describe the subject.
- Identify facts (information) (wavy underline) (e.g., She was going there, as she did once every ten years) to report on a topic or text.
- Use chronological markers (double underline) (e.g., at dawn, at noontime) to organize the report.