

Common Core Anchor Standard (SL.6): Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.			MAIN ACADEMIC DEMAND <i>Adapt Speech to a Variety of Contexts, Demonstrating Command of Formal English</i>		
Common Core Grade 4 Standard (SL.4.6): Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 38 for specific expectations.)			GRADE LEVEL ACADEMIC DEMAND <i>Differentiate between Contexts That Call for Formal and Informal English</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 language structure/situation chart, with guidance and support</i> , to differentiate between the use of formal and informal English, appropriate to task, when listening to a speech in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a language structure/situation chart, with guidance and support</i> , to differentiate between the use of formal and informal English, appropriate to task, when listening to a speech in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed language structure/situation chart, with guidance and support</i> , to differentiate between the use of formal and informal English, appropriate to task, when listening to a speech in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to differentiate between the use of formal and informal English, appropriate to task, when listening to a speech in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a language structure/situation chart</i> to analyze contexts in which formal or informal English is used, when reading text	Reading-Centered Activity: Organize <i>preidentified words and phrases on a language structure/situation chart</i> to analyze contexts in which formal or informal English is used, when reading text	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed language structure/situation chart</i> to analyze contexts in which formal or informal English is used, when reading text	Reading-Centered Activity: Organize <i>information in a note-taking guide or take notes, independently</i> , to analyze contexts in which formal or informal English is used, when reading 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 and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that adapt a speech to either formal or informal English 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 adapt a speech to either formal or informal English in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to participate in a discussion adapting a speech to either formal or informal English in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed charts</i> to initiate a discussion adapting a speech to either formal or informal English in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>knowledge of the topic</i> to lead a discussion, <i>independently</i> , adapting a speech to either formal or informal English 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 addresses different tasks and situations in which formal language is used	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that address different tasks and situations in which formal language is used	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 addresses different tasks and situations in which formal language is used	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that addresses different tasks and situations in which formal language is used	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> , <i>independently</i> , to <i>develop an essay</i> that addresses different tasks and situations in which formal language is used
		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 (SL.4.6): Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 38 for specific expectations.)

GRADE LEVEL ACADEMIC DEMAND
Differentiate between Contexts That Call for Formal and Informal English

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 the standards in the new and/or home language.

- Use words and phrases appropriate for formal contexts (e.g., vocabulary, sentence forms and discourse that provide specific information).
- Use words and phrases appropriate for informal contexts (e.g., information supported by contextual clues such as gestures, intonation).

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it requires that students differentiate between formal and informal oral discourse.

Text Excerpt

Sample texts appropriate for 4th grade students can be found in the Reading for Information and Reading Literature standards.

Teacher Directions

In a small group and whole class setting, model how to express thoughts, feelings and ideas using whole sentences that include subjects and predicates: Model and modify the task (present different topics) and situation (e.g., familiar and unfamiliar, formal and informal) in order for the language to adapt to different circumstances. Students can use their language(s) to fulfill the demands of this standard. For example, students can explain or describe a situation in their home language using informal language and describe a situation or event in the new language using a formal register.