

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 5 Standard (SL.5.4): Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		GRADE LEVEL ACADEMIC DEMAND <i>Report or Present, Sequence Ideas Logically, Using Facts and Details to Support Main Idea/Theme</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 chain-of-ideas graphic organizer</i> to identify the sequence of ideas or themes, 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 chain-of-ideas graphic organizer</i> to identify the sequence of ideas or themes, 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 chain-of-ideas graphic organizer</i> to identify the sequence of ideas or themes, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a chain-of-ideas graphic organizer, using a glossary,</i> to identify the sequence of ideas or themes, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a self-created chain-of-ideas graphic organizer</i> to identify, <i>independently,</i> the sequence of ideas or themes, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words on a main-idea-and-details graphic organizer</i> to identify facts and descriptive details about a topic or text	Reading-Centered Activity: Organize <i>preidentified words and phrases on a main-idea-and-details graphic organizer</i> to identify facts and descriptive details about a topic or text	Reading-Centered Activity: Organize a <i>bank of phrases and short sentences on a main-idea-and-details graphic organizer</i> to identify facts and descriptive details about a topic or text	Reading-Centered Activity: Organize <i>information on a main-idea-and-details graphic organizer, using a glossary,</i> to identify facts and descriptive details about a topic or text	Reading-Centered Activity: Organize <i>information independently on a self-created main-idea-and-details graphic organizer</i> to identify facts and descriptive details about a topic or 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>	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	<p>Speaking-Centered Activity: Use <i>pretaught words to complete sentence starters</i> that report or present a topic, opinion or text, sequencing ideas logically and using facts and relevant, descriptive details, in <i>partnership and/or teacher-led small groups</i></p>	<p>Speaking-Centered Activity: Use <i>preidentified words and phrases to complete sentence starters</i> that report or present a topic, opinion or text, sequencing ideas logically and using facts and relevant, descriptive details, in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>bank of phrases and short sentences</i> and the <i>previously completed chain-of-ideas and main-idea-and-details graphic organizers</i> to report or present a topic, opinion or text, sequencing ideas logically and using facts and relevant, descriptive details, in <i>partnership, and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>glossary of sentences</i> and the <i>previously completed chain-of-ideas and main-idea-and-details graphic organizers</i> to report or present a topic, opinion or text, sequencing ideas logically and using facts and relevant, descriptive details, in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use the <i>previously completed chain-of-ideas and main-idea-and-details graphic organizers</i> to independently report or present a topic, opinion or text, sequencing ideas logically and using facts and relevant, descriptive details, in <i>partnership, small group and/or whole class settings</i></p>
		<p>Writing-Centered Activity: Use <i>pretaught words to complete cloze paragraphs</i> that analyze a topic, opinion or text, sequencing ideas logically and using facts and relevant, descriptive details</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases to complete cloze paragraphs</i> that analyze a topic, opinion or text, sequencing ideas logically and using facts and relevant, descriptive details</p>	<p>Writing-Centered Activity: Use a <i>bank of phrases and short sentences</i> and the <i>previously completed chain-of-ideas and main-idea-and-details graphic organizers</i> to <i>write a short essay</i> that analyzes a topic, opinion or text, sequencing ideas logically and using facts and relevant, descriptive details</p>	<p>Writing-Centered Activity: Use a <i>glossary of sentences</i> and the <i>previously completed chain-of-ideas and main-idea-and-details graphic organizers</i> to <i>write an essay</i> that analyzes a topic, opinion or text, sequencing ideas logically and using facts and relevant, descriptive details</p>	<p>Writing-Centered Activity: Use the <i>previously completed chain-of-ideas and main-idea-and-details graphic organizers</i> to independently <i>write an essay</i> that analyzes a topic, opinion or text, sequencing ideas logically and using facts and relevant, descriptive 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>	

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GRADE LEVEL ACADEMIC DEMAND
Report or Present, Sequence Ideas Logically, Using Facts and Details to Support Main Idea/Theme

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/use adjectives (e.g., enchanting, unending, humble), adverbs (e.g., crushingly) and verbs (e.g., eating, gives, doesn't) to report on a topic or present an opinion.
- Identify/use nouns and associated pronouns (e.g., cricket/it) to describe the subject.
- Identify/use transitional words and phrases (e.g., take for instance, but more than that) to sequence the ideas logically.

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>I've always found something enchanting in the idea of <u>eating bugs</u>. <i>Partly</i> for the exoticism, introducing new things into our diet that challenge chefs and provoke our taste buds. <u>But more than that</u>, there are unending benefits to the planet and our health that <u>seem attractive</u> when <u>thinking about a growing population and limited</u> resources.</p> <p><u>Take for instance a cricket</u>. The humble squeaker <u>doesn't</u> have the most riveting life—<u>it doesn't feel</u> pain quite the same way as mammals, and <u>its</u> lifespan is <i>crushingly short</i>, about three months. The horrifying conditions of some factory farms that <u>raise pigs or cattle don't apply</u> to crickets or ants or earthworms. <u>They live in crowded</u> conditions, <i>practically</i> on top of each other.</p> <p>The only problem is that many Americans have never <u>been able to get past</u> the psychological hurdle. Eating unfamiliar animals that are lower in cholesterol and saturated fat <u>makes sense on paper, but it just doesn't feel</u> right. Never mind that 80 percent of the world <u>make insects</u> a regular part of the diet. In America, bug-eating just <u>gives most</u> people the creeps. There's a reason why Fear Factor <u>was such strangely gripping</u> TV show.</p> <p>Yet, perhaps those attitudes <u>are receding</u>.</p> <p>Stone, D. (2013, August). Eating crickets: I tried them and so should you. <i>National Geographic Magazine</i>. Retrieved from http://newswatch.nationalgeographic.com/2013/08/19/eating-crickets-i-tried-them-and-so-should-you/</p>	<p>Analyze in a whole class or small groups how to differentiate between facts and opinions:</p> <ul style="list-style-type: none"> • Identify/use adjectives (bold) (e.g., enchanting, unending, humble), adverbs (<i>italics</i>) (e.g., <i>crushingly</i>) and verbs (<u>underline</u>) (e.g., <u>eating, gives, doesn't</u>) to report on a topic or present an opinion. • Identify/use nouns and associated pronouns (<u>wavy underline</u>) (e.g., <u>cricket/it</u>) to describe the subject. • Identify/use transitional words and phrases (<u>double underline</u>) (e.g., <u>Take for instance, But more than that</u>) to sequence the ideas logically.