

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 Prekindergarten Standard (SL.PK.4): Describe familiar people, places, things and events and, with prompting and support, provide additional detail.				GRADE LEVEL ACADEMIC DEMAND <i>Describe People, Places, Things and Events with 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	Organize <i>illustrated, pretaught words in a pocket chart</i> to identify and classify people, places, things and events, during/after a read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words in a pocket chart</i> to identify and classify people, places, things and events, during/after a read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases in a pocket chart</i> to identify and classify people, places, things and events, during/after a read aloud, shared reading or independent reading time	Organize <i>illustrated words and phrases from a bank in a pocket chart, after teacher modeling</i> , to identify and classify people, places, things and events, during/after a read aloud, shared reading or independent reading time
		Use <i>illustrated, pretaught words to complete sentence starters</i> that describe people, places, things and events, during/after a read aloud, shared reading or independent reading time	Use <i>illustrated, preidentified words to complete sentence starters</i> that describe people, places, things and events, during/after a read aloud, shared reading or independent reading time	Use <i>illustrated, preidentified words and phrases and previously completed pocket chart</i> to describe people, places, things and events, during/after a read aloud, shared reading or independent reading time	Use <i>sentence starters and previously completed pocket chart</i> to describe people, places, things and events, during/after a read aloud, shared reading or independent reading time
		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> .

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GRADE LEVEL ACADEMIC DEMAND
Describe People, Places, Things and Events with 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 adjectives (e.g., small, big) and verbs (e.g., are, like) to describe people, places, things and events.
- Use nouns and associated pronouns (e.g., some families/they) to describe people.

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
Some families <i>are</i> big (illustration of many rabbits) Some families <i>are</i> small (illustration of a mom with a baby) Some families <i>are</i> the same color (illustration of a fox family all alike) Some families <i>are</i> different colors (illustration of a fish family of different colors) All families <i>like to hug</i> each other. Parr, T. (2003). <i>The family book</i> . New York: Megan Trigley Books.	In a mini lesson/small group, ask questions about the details in the illustrations and text: <ul style="list-style-type: none">• Use adjectives (bold) (e.g., small, big) and verbs (<i>italics</i>) (e.g., <i>are</i>, <i>like</i>) to describe families.• Use nouns and associated pronouns (e.g., some families/they) to describe families.