

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 Kindergarten Standard (SL.K.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 Additional 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 the previously completed pocket chart</i> to describe people, places, things and events, during/after a read aloud, shared reading or independent reading time	Use the <i>previously completed pocket chart</i> to independently describe people, places, things and events, during/after a read aloud, shared reading or independent reading time
PRODUCTIVE		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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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., special) and verbs (e.g., helping) to describe people, places, things and events.
- Use nouns and associated pronouns (e.g., I, Dad/we) to describe people.

Example to Address the Linguistic Demands	
Text Excerpt	Teacher Directions
<p>I am <i>helping</i> <u>Dad</u> make something special. First, <u>we</u> <i>saw</i> the wood. Where <i>is</i> <u>Daddy's</u> saw? (flap book where children have to look under the flaps) Then <u>we</u> <i>measure</i> the wood. Where are <u>Daddy's</u> pencils? (flap). . . . Where are <u>Daddy's</u> nails? (flap)</p> <p>Katz, K. (2003). <i>Daddy and me</i> (Lift the Flap Books). New York: Little Simon.</p>	<p>In a whole class/small group conversation, ask and answer questions that target details in the text:</p> <ul style="list-style-type: none"> • Use adjectives (bold) (e.g., special) and verbs (<i>italics</i>) (e.g., <i>helping</i>, <i>saw</i>, <i>is</i>, <i>measure</i>) to describe people, places, things and events. • Use nouns and associated pronouns (<u>underline</u>) (e.g., <u>Dad</u>, <u>I</u>, <u>we</u>) to describe people.