

<p>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.</p>		<p>MAIN ACADEMIC DEMAND <i>Present Information Appropriate to Task, Purpose and Audience, with Coherent Reasoning and Evidence</i></p>				
<p>Common Core Grade 6 Standard (SL.6.4): Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Present Claims and Findings, Sequencing Ideas Logically and Using Descriptions, Facts and Details to Support Main Ideas or Themes</i></p>				
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)	
<p>When acquiring a new language, using grade level texts and appropriate supports, students are able to:</p>						
RECEPTIVE	Oracy and Literacy Links	<p>Listening-Centered Activity: Organize <i>pretaught words on a chain-of-ideas graphic organizer</i> to identify the sequence of ideas, as a teacher reads aloud in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a chain-of-ideas graphic organizer</i> to identify the sequence of ideas, as a teacher reads aloud in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize <i>a bank of phrases and short sentences on a chain-of-ideas graphic organizer</i> to identify the sequence of ideas, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>information, using a glossary, on a chain-of-ideas graphic organizer</i> to identify the sequence of ideas, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>information independently in a note-taking guide or take notes independently</i> to identify the sequence of ideas, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i></p>
		<p>Reading-Centered Activity: Organize <i>pretaught words on a main-idea-and-key-details graphic organizer</i> to identify pertinent descriptions, facts and details</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a main-idea-and-key-details graphic organizer</i> to identify pertinent descriptions, facts and details</p>	<p>Reading-Centered Activity: Organize <i>a bank of phrases and short sentences on a main-idea-and-key-details graphic organizer</i> to identify pertinent descriptions, facts and details</p>	<p>Reading-Centered Activity: Organize <i>information, using a glossary, on a main-idea-and-key-details graphic organizer</i> to identify pertinent descriptions, facts and details</p>	<p>Reading-Centered Activity: Organize <i>information independently in a note-taking guide or take notes independently</i> to identify pertinent descriptions, facts and details</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)
PRODUCTIVE	Oracy and Literacy Links	Speaking-Centered Activity: Use <i>pretaught words</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that present logically sequenced ideas with pertinent descriptions, facts and details, 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 to complete sentence starters</i> that present logically sequenced ideas with pertinent descriptions, facts and details, in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use a <i>bank of phrases and short sentences</i> and a <i>discussion guide</i> to present logically sequenced ideas with pertinent descriptions, facts and details, in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use a <i>glossary</i> and a <i>discussion guide</i> to present logically sequenced ideas with pertinent descriptions, facts and details, in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use a <i>self-created discussion guide</i> to <i>independently</i> present logically sequenced ideas with pertinent descriptions, facts and details, in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words</i> to <i>complete cloze paragraphs</i> that present claims and findings logically and sequentially with pertinent descriptions, facts and details	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>complete cloze paragraphs</i> that present claims and findings logically and sequentially with pertinent descriptions, facts and details	Writing-Centered Activity: Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers</i> to <i>write a short essay</i> that presents claims and findings logically and sequentially with pertinent descriptions, facts and details	Writing-Centered Activity: Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to <i>write an essay</i> that presents claims and findings logically and sequentially with pertinent descriptions, facts and details	Writing-Centered Activity: Use the <i>previously developed notes</i> to <i>independently write an essay</i> that presents claims and findings logically and sequentially with pertinent descriptions, facts and details
		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 6 Standard (SL.6.4): Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.

GRADE LEVEL ACADEMIC DEMAND
Present Claims and Findings, Sequencing Ideas Logically and Using Descriptions, Facts and Details to Support Main Ideas or 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.

- Identify claims (interpretations; e.g., you probably know all that) and findings (facts; e.g., the first person to be known as an ethologist was an Austrian, Konrad Lorenz).
- Use nouns and associated pronouns (e.g., Konrad Lorenz/he) to refer to the subject.
- Use transitional words and phrases (e.g., in fact).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>When <u>I</u> grew up <u>I</u> became an ethologist—a <i>long word that simply means a scientist who studies animal behavior</i>. Most people, when they think of an animal, think of a creature with hair, such as a dog or a cat, a rabbit, a mouse, a horse or a cow. <u>In fact</u>, the word animal includes all living creatures except for plants. <i>Jellyfish and insects, frogs and lizards, fish and birds</i>, are all animals just as cats and dogs are. <u>But</u> cats and dogs and horses are mammals, a special kind of animal. Humans are mammals too.</p> <p>You probably know all that. Children today know a lot more about these sort of things than most adults did when I was your age. <u>I</u> remember having a huge argument with one of <u>my</u> aunts <i>when I tried to make her believe that a whale was a mammal, not a fish</i>. She wouldn't believe me and <u>I</u> cried. <u>I</u> was so frustrated.</p> <p><i>The first person to be known as an ethologist was an Austrian, <u>Konrad Lorenz</u>. <u>He</u> is often called the Father of Ethology. [<u>He</u>] is best known for his work with grayleg geese. <u>He</u> began raising and studying them in 1935. <u>He</u> still sometimes observes them even now, though <u>he</u> is over eighty years old.</i></p> <p><i>Konrad Lorenz found that adult male and female <u>geese</u> are very faithful to each other. <u>They</u> fall in love, marry, and stay together until one of <u>them</u> dies. The <u>one</u> who is left does not marry again. If <u>its</u> mother is still alive, <u>it</u> goes back to her.</i></p> <p>Goodall, J. (2002). <i>My life with the chimpanzees. The fascinating story of one of the world's most celebrated naturalists</i>. New York: Aladdin Paperbacks.</p>	<p>In a whole class or small group lesson, analyze how a text presents claims and findings:</p> <ul style="list-style-type: none"> • Identify claims (interpretations) (bold) (e.g., You probably know all that. Children today know a lot more about these sort of things than most adults did when I was your age) and findings (facts) (<i>italics</i>) (e.g., <i>The first person to be known as an ethologist was an Austrian, Konrad Lorenz</i>). • Use nouns and associated pronouns (<u>underline</u>) (e.g., <u>Konrad Lorenz/he</u>; <u>I</u>, <u>my</u>) to refer to the subject. • Use transitional words and phrases (<u>wavy underline</u>) (e.g., <u>in fact</u>, <u>but</u>).