

<b>Common Core Anchor Standard (SL.6):</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		<b>MAIN ACADEMIC DEMAND</b> <i>Adapt Speech to a Variety of Contexts, Demonstrating Command of Formal English</i>			
<b>Common Core Grade 6 Standard (SL.6.6):</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 66 for specific expectations.)		<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Adapt Speech to a Variety of Contexts and Tasks, Demonstrating Command of English When Appropriate</i>			
<b>5 Levels of Language Development</b>	<b>Entering (Beginner)</b>	<b>Emerging (Low Intermediate)</b>	<b>Transitioning (High Intermediate)</b>	<b>Expanding (Advanced)</b>	<b>Commanding (Proficient)</b>
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:					
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a T-chart</i> of formal and informal language to analyze speech, as students participate in collaborative discussions in <i>partnership and/or teacher-led, small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a T-chart</i> of formal and informal language to analyze speech, as students participate in collaborative discussions in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed T-chart</i> of formal and informal language to analyze speech, as students participate in collaborative discussions in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a T-chart</i> of formal and informal language to analyze speech, as students participate in collaborative discussions in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a matrix</i> that addresses differences in language use for various contexts, to analyze how speech can be adapted to different situations when reading text	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a matrix</i> that addresses differences in language use for various contexts, to analyze how speech can be adapted to different situations when reading text	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed matrix</i> that addresses differences in language use for various contexts, to analyze how speech can be adapted to different situations when reading text	<b>Reading-Centered Activity:</b> Organize <i>information on a matrix</i> that addresses differences in language use for various contexts, to analyze how speech can be adapted to different situations when reading text
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that inform about a topic using formal language, when speaking in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that inform about a topic using formal language, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to participate in discussions about a topic, using formal language, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to initiate a discussion about a topic, using formal language, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic</i> to <i>independently</i> lead a discussion about it, using formal language, when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete a cloze paragraph</i> that informs about a specific topic, demonstrating command of formal language	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> to inform about a specific topic, demonstrating command of formal language	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that informs about a specific topic, demonstrating command of formal language	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that informs about a specific topic, demonstrating command of formal language	<b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, text or issue, independently, to develop a multiple paragraph essay</i> that informs about a specific topic, demonstrating command of formal language
	<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>	

**Common Core Grade 6 Standard (SL.6.6):** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 66 for specific expectations.)

**GRADE LEVEL ACADEMIC DEMAND**  
*Adapt Speech to a Variety of Contexts and Tasks,  
 Demonstrating Command of English When  
 Appropriate*

**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 and the task (the topic to be developed; 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.

<b>Text Excerpt</b>	<b>Teacher Directions</b>
Sample texts appropriate for 6th grade students can be found in the Reading for Information and Reading Literature standards.	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.