

Common Core Anchor Standard (SL.3): Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.				MAIN ACADEMIC DEMAND <i>Evaluate a Speaker's Point of View</i>	
Common Core Grade 7 Standard (SL.7.3): Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.				GRADE LEVEL ACADEMIC DEMAND <i>Delineate a Speaker's Argument and Claims</i> <i>Evaluate the Reasoning and Relevance of Information</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 pretaught words and phrases on an argument writing graphic organizer; to delineate specific claims of an argument presented by a speaker, in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize preidentified words and phrases on an argument writing graphic organizer; to delineate specific claims of an argument presented by a speaker in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize information on a partially completed argument writing graphic organizer; to delineate specific claims of an argument presented by a speaker, in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize information in a note-taking guide, or taking notes <i>independently</i> , to delineate specific claims of an argument presented by a speaker, in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize pretaught words and phrases on an argument evaluation graphic organizer, to evaluate the reasoning and relevance of evidence used, when reading information presented by a speaker	Reading-Centered Activity: Organize preidentified words and phrases on an argument evaluation graphic organizer, to evaluate the reasoning and relevance of evidence used, when reading information presented by a speaker	Reading-Centered Activity: Organize information on a partially completed argument evaluation graphic organizer, to evaluate the reasoning and relevance of evidence used, when reading information presented by a speaker	Reading-Centered Activity: Organize information in a note-taking guide, <i>independently</i> , to evaluate the reasoning and relevance of evidence used, when reading information presented by a speaker
		in the new and/or the home language.	in the new and/or the home language.	in the new and, occasionally, in the home language.	in the new language.

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 and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that explain the reasoning and relevance of the evidence presented by a speaker, in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use <i>preidentified words and phrases to complete sentence starters</i> that explain the reasoning and relevance of the evidence presented by a speaker, in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to participate in a discussion that explains the reasoning and relevance of the evidence presented by a speaker, in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to initiate a discussion that explains the reasoning and relevance of the evidence presented by a speaker, in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>knowledge of the topic, text or issue</i> to lead a discussion, <i>independently</i> , explaining the reasoning and relevance of the evidence presented by a speaker, in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases to complete cloze paragraphs</i> that delineate a speaker's argument and the facts presented as evidence to support it	Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that delineate a speaker's argument and the facts presented as evidence to support it	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a paragraph</i> that delineates a speaker's argument and the facts presented as evidence to support it	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher provided models to develop an essay</i> that delineates a speaker's argument and the facts presented as evidence to support it	Writing-Centered Activity: Use <i>knowledge of the topic, text or issue to develop a multiple paragraph essay, independently</i> , that delineates a speaker's argument and the facts presented as evidence to support it
		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 7 Standard (SL.7.3): Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

GRADE LEVEL ACADEMIC DEMAND
Delineate a Speaker’s Argument and Claims
Evaluate the Reasoning and Relevance of Information

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 words and phrases (e.g., the evidence suggests; the facts are ____; [name of author] states that ____) to evaluate evidence—facts, quotations.
- Use words and phrases (e.g., I know because ____; The connection between the evidence and the claim is ____) to evaluate reasoning—how the speaker connects the evidence to the claim.
- Use words and phrases (e.g., this means that ____; a possible interpretation is ____; the author thinks ____) to delineate claims—interpretation of facts.

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it refers to delineating the speaker’s argument. Sample text excerpts can be found in the Reading for Information and Reading Literature standard 3 for 7th grade.