

<p>Common Core Anchor Standard (SL.3): Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric.</p>		<p>MAIN ACADEMIC DEMAND <i>Evaluate a Speaker’s Point of View</i></p>				
<p>Common Core Grade 5 Standard (SL.5.3): Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Summarize and Explain the Points a Speaker Makes</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>						
<p>RECEPTIVE</p>	<p>Oracy and Literacy Links</p>	<p>Listening-Centered Activity: Organize <i>pretaught words and phrases on a partially completed table</i> that links reasons to evidence, to identify evidence supporting a claim made by a speaker, as text is read aloud in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a partially completed table</i> that links reasons to evidence, to identify evidence supporting a claim made by a speaker, as text is read aloud in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize <i>phrases and sentences on a table</i> that links reasons to evidence, <i>with prompting and support</i>, to identify evidence supporting a claim made by a speaker, as text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>information on a table</i> that links reasons to evidence, <i>with prompting and support</i>, to identify evidence supporting a claim made by a speaker, as text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>information in a note-taking guide</i>, or take notes independently, linking reasons to evidence, to identify evidence supporting a claim made by a speaker, as text is read aloud in <i>partnership, small group and/or whole class settings</i></p>
		<p>Reading-Centered Activity: Organize <i>pretaught words and phrases on a main-idea-and-supporting-details graphic organizer</i> to summarize and explain points made to support a point of view, when reading information presented by a speaker</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a main-idea-and-supporting-details graphic organizer</i> to summarize and explain points made to support a point of view, when reading information presented by a speaker</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a main-idea-and-supporting-details graphic organizer</i> to summarize and explain points made to support a point of view, when reading information presented by a speaker</p>	<p>Reading-Centered Activity: Organize <i>information on a main-idea-and-supporting-details graphic organizer</i>, <i>with prompting and support</i>, to summarize and explain points made to support a point of view, when reading information presented by a speaker</p>	<p>Reading-Centered Activity: Organize <i>information in a note-taking guide</i>, or take notes independently, to summarize and explain points made to support a point of view, when reading information presented by a speaker</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	<p>Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that summarize a speaker’s point of view, in <i>partnership and/or teacher-led small groups</i></p>	<p>Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that summarize a speaker’s point of view, in <i>partnership and/or teacher-led small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank</i> to participate in discussions that summarize a speaker’s point of view, in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to initiate discussions that summarize a speaker’s point of view, in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use <i>previously taken notes, independently</i>, to lead discussions that summarize a speaker’s point of view, in <i>partnership, small group and/or whole class settings</i></p>
		<p>Writing-Centered Activity: Use <i>pretaught words and phrases to complete a cloze paragraph</i> that explains the points a speaker makes and how each claim is supported by evidence</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that explain the points a speaker makes and how each claim is supported by evidence</p>	<p>Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that explains the points a speaker makes and how each claim is supported by evidence</p>	<p>Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher provided models to develop an essay</i> that explains the points a speaker makes and how each claim is supported by evidence</p>	<p>Writing-Centered Activity: Use <i>previously taken notes, independently, to develop a multiple paragraph essay</i> that explains the points a speaker makes and how each claim is supported by evidence</p>
	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and, occasionally, in the home language.</i></p>	<p>in the <i>new language.</i></p>	<p>in the <i>new language.</i></p>	

Common Core Grade 5 Standard (SL.5.3): Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

GRADE LEVEL ACADEMIC DEMAND
Summarize and Explain the Points a Speaker Makes

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 question forms to elicit summarization (e.g., Let me see if I understand what you are saying. You are saying that ___?).
- Use transitional words (e.g., first, then, in conclusion) to summarize key points that a speaker has stated.
- Identify words and phrases to explain how claims (interpretations) are supported by reasons and evidence (facts, quotations).
- Use words and phrases (e.g., to conclude, to summarize, the key points are, the message we take home is ___) to summarize.
- Use words and phrases (e.g., first, second, even more, after that, then) to add information.
- Use words and phrases (e.g., that is to say, to put it in another way, in other words, otherwise, an example) to clarify information.

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it refers to summarizing the points a speaker makes. Sample text excerpts can be found in the Reading for Information and Reading Literature standard 3 for 5th grade.