

<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 8 Standard (SL.8.4): Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence; sound, valid reasoning; and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Present Claims and Findings with Relevant Evidence, Reasoning and Details</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 on a main-idea-and-details graphic organizer</i> to identify evidence and details, 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 main-idea-and-details graphic organizer</i> to identify evidence and details, as text is read aloud in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize <i>information, using a bank of phrases and short sentences, on a main-idea-and-details graphic organizer</i> to identify evidence and details, as text is read 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 main-idea-and-details graphic organizer</i> to identify evidence and details, 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 on a claim-and-evidence graphic organizer</i> to identify claims and findings in a text</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a claim-and-evidence graphic organizer</i> to identify claims and findings in a text</p>	<p>Reading-Centered Activity: Organize <i>information, using a bank of phrases and short sentences, on a claim-and-evidence graphic organizer</i> to identify claims and findings in a text</p>	<p>Reading-Centered Activity: Organize <i>information, using a glossary, on a claim-and-evidence graphic organizer</i> to identify claims and findings in a text</p>	<p>Reading-Centered Activity: Organize <i>information independently in a note-taking guide</i> to identify claims and findings in a text</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</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that present claims, findings and relevant evidence, 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 present claims, findings and relevant evidence, in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers</i> to present claims, findings and relevant evidence, in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to present claims, findings and relevant evidence, in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use the <i>previously developed notes to independently present</i> claims, findings and relevant evidence, in <i>partnership, small group and/or whole class settings</i></p>
		<p>Writing-Centered Activity: Use <i>pretaught words to complete cloze paragraphs</i> that coherently present claims and findings with relevant evidence, reasoning and details</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to write two or more paragraphs</i> that coherently present claims and findings with relevant evidence, reasoning and details</p>	<p>Writing-Centered Activity: Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers to write a short essay</i> that coherently presents claims and findings with relevant evidence, reasoning and details</p>	<p>Writing-Centered Activity: Use a <i>glossary</i> and the <i>previously completed graphic organizers to write an essay</i> that coherently presents claims and findings with relevant evidence, reasoning and details</p>	<p>Writing-Centered Activity: Use the <i>previously completed notes to independently write an essay</i> that coherently presents claims and findings with relevant evidence, reasoning and details</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 8 Standard (SL.8.4): Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence; sound, valid reasoning; and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

GRADE LEVEL ACADEMIC DEMAND
Present Claims and Findings with Relevant Evidence, Reasoning and Details

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., All she did—it seemed a small thing—and findings (facts; e.g., toss down on the table a golden apple).
- Identify/use nouns and associated pronouns (e.g., Peleus and his wife Thetis/they/their) to describe the subject.
- Identify/use transitional words and phrases (e.g., but, when, then) to present points in a coherent manner.
- Use words and phrases (e.g., for instance, as an example) to introduce details.

Example to Address the Linguistic Demands

Text Excerpt

In the high and far-off days when men were heroes and walked with the gods, Peleus, king of the Myrmidons, took for his wife a sea nymph called Thetis, Thetis of the Silver Feet. Many guests came to their wedding feast, and among the mortal guests came all the gods of high Olympus.

But as they sat feasting, one who had not been invited was suddenly in their midst: Eris, the goddess of discord, had been left out because wherever she went she took trouble with her; yet here she was, all the same, and in her blackest mood, to avenge the insult.

All she did—it seemed a small thing—was to toss down on the table a golden apple. Then she* breathed upon the guests once, and vanished. *The apple lay gleaming among the piled fruits and the brimming wine cups; and bending close to look at it, everyone could see the words “To the fairest” traced on its side.

Then the three greatest of the goddesses each claimed that it was hers. Hera claimed it as wife to Zeus, the All-father, and queen of all the gods. Athene claimed that she had the better right, for the beauty of wisdom such as hers surpassed all else.

Aphrodite only smiled, and asked who had a better claim to beauty’s prize than the goddess of beauty herself.

They fell to arguing among themselves; the argument became a quarrel, and the quarrel grew more and more bitter, and each called upon the assembled guests to judge between them. But the other guests refused, for they knew well enough that, whichever goddess they chose to receive the golden apple, they would make enemies of the other two.

Sutcliff, R. (1993). The golden apple. In *Black ships before Troy: The story of the Iliad*. New York: Delacorte. (From Appendix B, CCSS, pp. 81–82.)

Teacher Directions

Analyze in whole class or small groups how an author presents relevant descriptions, facts and details to present claims and findings:

- Identify claims (interpretations) (**bold**) (e.g., **All she did—it seemed a small thing—**; **Then the three greatest of the goddesses each claimed that it was hers**) and findings (facts) (*italics*) (e.g., *was to toss down on the table a golden apple*).
- Identify/use nouns and associated pronouns (underline) (e.g., Peleus and his wife Thetis/they, their) to describe the subject.
- Identify/use transitional words and phrases (wavy underline) (e.g., but, when, then, yet) to present points in a coherent manner.
- Use words and phrases (e.g., for instance, as an example) to introduce details.