Common Core Anchor Standard (SL.3): Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.	MAIN ACADEMIC DEMAND *Evaluate a Speaker's Point of View*
Common Core Grade 6 Standard (SL.6.3): Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	GRADE LEVEL ACADEMIC DEMAND *Delineate the Speaker's Claims That Are Supported by Evidence from Those That Are Not*

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 a semantic web*, to identify a speaker's claims, as text is read aloud in class or in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a semantic web*, to identify a speaker's claims, as text is read aloud in class or in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *information on a partially completed semantic web*, to identify a speaker's claims, as text is read aloud in class or in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a semantic web*, to identify a speaker's claims, as text is read aloud in class or in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information, independently, in a note-taking guide*, to identify a speaker's claims, as text is read aloud in class or in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on an evaluating-an-argument graphic organizer*, to assess the validity of an argument, when reading information presented by a speaker	**Reading-Centered Activity:** Organize *preidentified words and phrases on an evaluating-an-argument graphic organizer*, to assess the validity of an argument, when reading information presented by a speaker	**Reading-Centered Activity:** Organize *information on a partially completed evaluating-an-argument graphic organizer*, to assess the validity of an argument, when reading information presented by a speaker	**Reading-Centered Activity:** Organize *information on an evaluating-an-argument graphic organizer*, to assess the validity of an argument, when reading information presented by a speaker	**Reading-Centered Activity:** Organize *information in a note-taking guide*, independently, to assess the validity of an argument, 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.*	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 *pretaught words and phrases* and the *previously completed graphic organizers to complete sentence starters* that explain the reasons for the evidence employed to support an argument, when speaking in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* that explain the reasons for the evidence employed to support an argument, when speaking in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use a *word bank* to participate in discourse that explains the reasons for the evidence employed to support an argument, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to initiate discourse that explains the reasons for the evidence employed to support an argument, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *knowledge of the topic, text or issue* to lead discourse, independently, explaining the reasons for the evidence employed to support an argument, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to complete a cloze paragraph* that delineates a speaker's argument, distinguishing claims that are supported by evidence from claims that are not	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that delineate a speaker's argument, distinguishing claims that are supported by evidence from claims that are not	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that delineates a speaker's argument, distinguishing claims that are supported by evidence from claims that are not	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher provided models to develop an essay* that delineates a speaker's argument, distinguishing claims that are supported by evidence from claims that are not	**Writing-Centered Activity:** Use *knowledge of the topic, text or issue to develop a multiple paragraph essay, independently,* that delineates a speaker's argument, distinguishing claims that are supported by evidence from claims that are not
		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.*	in the *new language.*

Common Core Grade 6 Standard (SL.6.3): Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	GRADE LEVEL ACADEMIC DEMAND *Delineate the Speaker's Claims That Are Supported by Evidence from Those That Are Not*

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 that introduce reasons and evidence (facts, quotations) (e.g., the evidence suggests; the facts are; [name of author] states that).
- Use words and phrases that introduce claims (an interpretation of the data) (e.g., this means that; a possible interpretation is; the author thinks).

- Use words and phrases that introduce how claims and evidence support each other (e.g., however; even though; I think that the claims and the evidence are; a compelling argument is; while the speaker says ___ the evidence suggests ___).

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it requires delineating a speaker's argument. Sample text excerpts can be found in the Reading for Information and Reading Literature standard 3 for 6th grade.