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| 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 8 Standard (SL.8.3): Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | | | GRADE LEVEL ACADEMIC DEMAND <i>Delineate a Speaker's Argument and Claims</i> <i>Evaluate the Relevance and Sufficiency of Evidence</i> <i>Identify Irrelevant 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 <i>pretaught words and phrases on a T-chart</i> to evaluate evidence and identify irrelevant information, as a speech is read aloud in class or in <i>partnership and/or teacher-led small groups</i> | Listening-Centered Activity: Organize <i>preidentified words and phrases on a T-chart</i> to evaluate evidence and identify irrelevant information, as a speech is read aloud in class or in <i>partnership and/or small groups</i> | Listening-Centered Activity: Organize <i>phrases and sentences on a T-chart</i> to evaluate evidence and identify irrelevant information, as a speech is read aloud in class or in <i>partnership, small group and/or whole class settings</i> | Listening-Centered Activity: Organize <i>information on a T-chart, independently</i> , to evaluate evidence and identify irrelevant information, as a speech is read aloud in class or in <i>partnership, small group and/or whole class settings</i> |
| | | Reading-Centered Activity: Organize <i>pretaught words and phrases on a chart</i> that specifies main idea and supporting details, to delineate an argument and evaluate its claims, when reading a speech | Reading-Centered Activity: Organize <i>preidentified words and phrases on a chart</i> that specifies main idea and supporting details, to delineate an argument and evaluate its claims, when reading a speech | Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed chart</i> that specifies main idea and supporting details, to delineate an argument and evaluate its claims, when reading a speech | Reading-Centered Activity: Organize <i>information on a chart</i> that specifies main idea and supporting details, to delineate an argument and evaluate its claims, when reading a speech |
| | | 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> . |

| 5 Levels of Language Development | | Entering (Beginner) | Emerging (Low Intermediate) | Transitioning (High Intermediate) | Expanding (Advanced) | Commanding (Proficient) |
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| PRODUCTIVE | Oracy and Literacy Links | Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that evaluate the relevance and sufficiency of evidence of specific claims, in <i>partnership and/or teacher-led small groups</i> | Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that evaluate the relevance and sufficiency of evidence of specific claims, in <i>partnership and/or small groups</i> | Speaking-Centered Activity: Use a <i>word bank</i> to respond to thinking prompts evaluating the relevance and sufficiency of evidence of specific claims, in <i>partnership, small group and/or whole class settings</i> | Speaking-Centered Activity: Use a <i>glossary</i> to respond to thinking prompts evaluating the relevance and sufficiency of evidence of specific claims, in <i>partnership, small group and/or whole class settings</i> | Speaking-Centered Activity: Use <i>knowledge of the topic, text or issue, independently</i> , to respond to thinking prompts evaluating the relevance and sufficiency of evidence of specific claims, in <i>partnership, small group and/or whole class settings</i> |
| | | Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that delineate a speaker's argument and specific claims | Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that delineate a speaker's argument and specific claims | Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed charts</i> to <i>develop a short essay</i> that delineates a speaker's argument and specific claims | Writing-Centered Activity: Use the <i>previously completed charts</i> and <i>teacher provided models</i> to <i>develop an essay</i> that delineates a speaker's argument and specific claims | Writing-Centered Activity: Use <i>knowledge of the topic, text or issue</i> to <i>develop an essay, independently</i> , that delineates a speaker's argument and specific claims |
| | | 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> . |

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| <p>Common Core Grade 8 Standard (SL.8.3): Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> | <p>GRADE LEVEL ACADEMIC DEMAND <i>Delineate a Speaker’s Argument and Claims</i> <i>Evaluate the Relevance and Sufficiency of Evidence</i> <i>Identify Irrelevant Information</i></p> |
| <p>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.</p> <ul style="list-style-type: none"> • 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., this means that ____; a possible interpretation is ____; the author thinks ____) to delineate claims—interpretation of facts. • Use words and phrases (e.g., There is no evidence to support the claim that ____) to introduce irrelevant information. • Use words and evidence (e.g., I know because ____) to evaluate reasoning—how the speaker connects the evidence to the claims. | |
| <p style="text-align: center;">Example to Address the Linguistic Demands</p> <p>This standard does not have an example of a linguistic demand because it requires that the student delineate the speaker’s argument. Sample text excerpts can be found in the Reading for Information and Reading Literature standard 3 for 8th grade.</p> | |