

Common Core Anchor Standard (SL.6): Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.				MAIN ACADEMIC DEMAND <i>Adapt Speech to a Variety of Contexts, Demonstrating Command of Formal English</i>	
Common Core Grade 8 Standard (SL.8.6): Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 66 for specific expectations.)				GRADE LEVEL ACADEMIC DEMAND <i>Adapt Speech to a Variety of Contexts and Tasks, Demonstrating Command of Formal English</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> , indicating which expressions belong to academic language and which to social language, to adapt speech to a variety of contexts, demonstrating command of formal language, as a speech is read aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a T-chart</i> , indicating which expressions belong to academic language and which to social language, to adapt speech to a variety of contexts, demonstrating command of formal language, as a speech is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed T-chart</i> , indicating which expressions belong to academic language and which to social language, to adapt speech to a variety of contexts, demonstrating command of formal language, as a speech is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a T-chart</i> , indicating which expressions belong to academic language and which to social language, to adapt speech to a variety of contexts, demonstrating command of formal language, as a speech is read aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a T-chart</i> that differentiates between formal and informal language, when reading work written by a peer	Reading-Centered Activity: Organize <i>preidentified words and phrases on a T-chart</i> that differentiates between formal and informal language, when reading work written by a peer	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed T-chart</i> that differentiates between formal and informal language, when reading work written by a peer	Reading-Centered Activity: Organize <i>information on a T-chart</i> that differentiates between formal and informal language, when reading work written by a peer
		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)
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 indicate appropriate use of formal and informal language, depending on the situation, when speaking 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 to complete sentence starters</i> that indicate appropriate use of formal and informal language, depending on the situation, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to participate in a discussion that indicates appropriate use of formal and informal language, depending on the situation, when speaking 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 indicates appropriate use of formal and informal language, depending on the situation, when speaking 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> , that indicates appropriate use of formal and informal language, depending on the situation, when speaking 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 adapt speech to a variety of contexts, demonstrating a command of formal language	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> to adapt speech to a variety of contexts, demonstrating a command of formal language	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed charts</i> to <i>develop a short essay</i> that adapts speech to a variety of contexts, demonstrating a command of formal language	Writing-Centered Activity: Use the <i>previously completed charts and teacher-provided models</i> to <i>develop an essay</i> that adapts speech to a variety of contexts, demonstrating a command of formal language	Writing-Centered Activity: Use <i>knowledge of the topic, text or issue, independently</i> , to <i>develop an essay</i> that adapts speech to a variety of contexts, demonstrating a command of formal language
		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 8 Standard (SL.8.6): Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 66 for specific expectations.)

GRADE LEVEL ACADEMIC DEMAND
*Adapt Speech to a Variety of Contexts and Tasks,
Demonstrating Command of Formal English*

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 the standards in the new and/or home language.

- Use words and phrases appropriate for formal contexts and the task (the topic to be developed; e.g., vocabulary, sentence forms and discourse that provide specific information).
- Use words and phrases appropriate for informal contexts (e.g., information supported by contextual clues such as gestures, intonation).

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it requires that students differentiate between formal and informal oral discourse.

Text Excerpt

Sample texts appropriate for 8th grade students can be found in the Reading for Information and Reading Literature standards.

Teacher Directions

In a small group and whole class setting, model how to express thoughts, feelings and ideas using whole sentences that include subjects and predicates: Model and modify the task (present different topics) and situation (e.g., familiar and unfamiliar, formal and informal) in order for the language to adapt to different circumstances. Students can use their language(s) to fulfill the demands of this standard. For example, students can explain or describe a situation in their home language using informal language and describe a situation or event in the new language using a formal register.