

<b>Common Core Anchor Standard (SL.3):</b> Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric.				<b>MAIN ACADEMIC DEMAND</b> <i>Evaluate a Speaker’s Point of View</i>	
<b>Common Core Grade 11–12 Standard (SL.11–12.3):</b> Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.				<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Evaluate a Speaker’s Point of View, Reasoning and Use of Evidence and Rhetoric</i>	
<b>5 Levels of Language Development</b>	<b>Entering (Beginner)</b>	<b>Emerging (Low Intermediate)</b>	<b>Transitioning (High Intermediate)</b>	<b>Expanding (Advanced)</b>	<b>Commanding (Proficient)</b>
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:					
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a presentation reflection graphic organizer</i> to analyze a speaker’s stance, ideas and points of emphasis, in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a presentation reflection graphic organizer</i> to analyze a speaker’s stance, ideas and points of emphasis, in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed presentation reflection graphic organizer</i> to analyze a speaker’s stance, ideas and points of emphasis, in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a presentation reflection graphic organizer</i> to analyze a speaker’s stance, ideas and points of emphasis, in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on an inductive-main-idea graphic organizer</i> to evaluate a speaker’s links among ideas and reasoning, when reading a speech	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on an inductive-main-idea graphic organizer</i> to evaluate a speaker’s links among ideas and reasoning, when reading a speech	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed inductive-main-idea graphic organizer</i> to evaluate a speaker’s links among ideas and reasoning, when reading a speech	<b>Reading-Centered Activity:</b> Organize <i>information on an inductive-main-idea graphic organizer</i> to evaluate a speaker’s links among ideas and reasoning, 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)
PRODUCTIVE	Oracy and Literacy Links	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to complete sentence starters that assess the stance, ideas, word choice and/or emphasis, to evaluate a speaker's point of view, in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> to complete sentence starters that assess the stance, ideas, word choice and/or emphasis, to evaluate a speaker's point of view, in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to participate in a discussion that assesses the stance, ideas, word choice and/or emphasis, to evaluate a speaker's point of view, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to initiate a discussion that assesses the stance, ideas, word choice and/or emphasis, to evaluate a speaker's point of view, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic, text or issue, independently</i> , to lead a discussion that assesses the stance, ideas, word choice and/or emphasis, to evaluate a speaker's point of view, in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that analyze a speaker's reasoning and use of rhetoric	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze a speaker's reasoning and use of rhetoric	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously developed graphic organizers</i> to <i>compose a short essay</i> that analyzes a speaker's reasoning and use of rhetoric	<b>Writing-Centered Activity:</b> Use the <i>previously developed graphic organizers</i> and <i>teacher provided models</i> to <i>compose an essay</i> that analyzes a speaker's reasoning and use of rhetoric	<b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, text or issue to compose an essay, independently</i> , that analyzes a speaker's reasoning and use of rhetoric
		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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**GRADE LEVEL ACADEMIC DEMAND**  
*Evaluate a Speaker’s Point of View, Reasoning and Use of Evidence and Rhetoric*

**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 (e.g., the evidence suggests \_\_\_\_; the facts are \_\_\_\_; [Name of author] states that \_\_\_\_) that introduce evidence—facts, quotations.
- Use words and phrases (e.g., this means that \_\_\_\_; a possible interpretation is \_\_\_\_; the author thinks \_\_\_\_; However, this has to be taken with a grain of salt) to delineate claims—interpretation of facts.
- Use words and phrases (e.g., the main point of the argument is \_\_\_\_; however; nonetheless; in the following section; we now turn to \_\_\_\_) to link ideas.

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires evaluating a speaker’s point of view. Sample texts can be found in the Reading for Information and Reading Literature standard 3 for 11th–12th grades.