

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.				MAIN ACADEMIC DEMAND <i>Present Information Appropriate to Task, Purpose and Audience, with Coherent Reasoning and Evidence</i>	
Common Core Grades 11–12 Standard (SL.11–12.4): Present information, findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks.				GRADE LEVEL ACADEMIC DEMAND <i>Present Information, Findings and Evidence, Including Opposing and Alternative Perspectives, so Listeners Can Follow the Line of Reasoning</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: Categorize <i>pretaught words and phrases on an outline</i> following the line of reasoning of a presentation in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Categorize <i>preidentified words and phrases on an outline</i> following the line of reasoning of a presentation in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Categorize <i>sentences on a partially completed outline</i> following the line of reasoning of a presentation in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Categorize <i>information on an outline</i> that follows the line of reasoning of a presentation, after teacher modeling, in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a main-idea-and-supporting-evidence graphic organizer</i> to identify two or more alternative or opposing perspectives	Reading-Centered Activity: Organize <i>preidentified words and phrases on a main-idea-and-supporting-evidence graphic organizer</i> to identify two or more alternative or opposing perspectives	Reading-Centered Activity: Organize a <i>bank of phrases and short sentences on a partially completed main-idea-and-supporting-evidence graphic organizer</i> to identify alternative or opposing perspectives	Reading-Centered Activity: Organize a <i>glossary of sentences on a main-idea-and-supporting-evidence graphic organizer</i> , after teacher modeling, to identify alternative or opposing perspectives
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the 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</i> to <i>complete sentence starters</i> that indicate a clear line of reasoning in formal and informal tasks, when speaking in <i>partnership</i> and/or <i>teacher-led 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 indicate a clear line of reasoning in formal and informal tasks, when speaking in <i>partnership</i> and/or <i>teacher-led groups</i>	Speaking-Centered Activity: Use a <i>bank of words and sentences</i> and the <i>previously created organizers</i> to indicate a clear line of reasoning in formal and informal tasks, when speaking in <i>partnership, small group</i> and/or <i>whole class settings</i>	Speaking-Centered Activity: Use <i>knowledge of the presentation process</i> and the <i>previously created organizers, after teacher modeling</i> , to indicate a clear line of reasoning in formal and informal tasks, when speaking in <i>partnership, small group</i> and/or <i>whole class settings</i>	Speaking-Centered Activity: Use <i>knowledge of the presentation process</i> to indicate a clear line of reasoning in formal and informal tasks <i>independently</i> , when speaking in <i>partnership, small group</i> and/or <i>whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete cloze sections in two or more paragraphs</i> in which the organization, development, substance and style are appropriate to purpose and audience	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>complete cloze sections in two or more paragraphs</i> in which the organization, development, substance and style are appropriate to purpose and audience	Writing-Centered Activity: Use a <i>bank of words and phrases</i> to <i>develop a short essay</i> in which the organization, development, substance and style are appropriate to purpose and audience	Writing-Centered Activity: Use <i>teacher-provided samples</i> to <i>develop a multiple paragraph essay</i> in which the organization, development, substance and style are appropriate to purpose and audience	Writing-Centered Activity: Use <i>knowledge of the presentation process</i> to <i>develop a multi-paragraph essay, independently</i> , in which the organization, development, substance and style are appropriate to purpose and audience
		in the <i>new</i> and/or the <i>home language</i> .	in the <i>new</i> and/or the <i>home language</i> .	in the <i>new</i> and, occasionally, in the <i>home language</i> .	in the <i>new language</i> .	in the <i>new language</i> .

Common Core Grades 11–12 Standard (SL.11–12.4): Present information, findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks.

GRADE LEVEL ACADEMIC DEMAND
Present Information, Findings and Evidence, Including Opposing and Alternative Perspectives, so Listeners Can Follow the Line of Reasoning

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 findings (facts; e.g., I received from Oxford the manuscript).
- Use nouns and associated pronouns (e.g., I, me) to describe the subject.
- Use transitional words and phrases that focus on presenting evidence (e.g., thus, however) in a coherent manner.
- Use words and phrases that are appropriate to the purpose (reason for the presentation), audience (to whom is it addressed) and task (kind of presentation).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Before unearthing this letter, <i>I</i> had questioned <i>myself</i> about the ways in which a book can be infinite. <i>I</i> could think of nothing other than a cyclic volume, a circular one. A book whose last page was identical with the first, a book which had the possibility of continuing indefinitely. <i>I</i> remembered too that night which is at the middle of the Thousand and One Nights when Scheherazade (through a magical oversight of the copyist) begins to relate word for word the story of the Thousand and One Nights, establishing the risk of coming once again to the night when she must repeat it and <u>thus</u> on to infinity. <i>I</i> imagined as well a Platonic, hereditary work, transmitted from father to son, in which each new individual adds a chapter or corrects with pious care the pages of his elders. These conjectures diverted <i>me</i>; but none seemed to correspond, not even remotely, to the contradictory chapters of <i>Ts'ui Pen</i>. In the midst of this perplexity, I received from Oxford the manuscript you have examined. I lingered, naturally, on the sentence: I leave to the various futures (not to all) my garden of forking paths. Almost instantly, I understood: 'the garden of forking paths' was the chaotic novel; the phrase 'the various futures (not to all)' suggested to me the forking in time, not in space. A broad rereading of the work confirmed the theory. In all fictional works, each time a man is confronted with several alternatives, he chooses one and eliminates the others; <u>however</u>, in the fiction of <i>Ts'ui Pen</i>, <i>he</i> chooses simultaneously-all of them. <i>He</i> creates, in this way, diverse futures, diverse times which themselves also proliferate and fork. Here, then, is the explanation of the novel's contradictions. Fang, <u>let us say</u>, has a secret; a stranger calls at his door; Fang resolves to kill him. Naturally, there are several possible outcomes: Fang can kill the intruder, the intruder can kill Fang, they both can escape, they both can die and so forth. In the work of <i>Ts'ui Pen</i>, all possible outcomes occur; each one is the point of departure for other forkings.</p> <p>Borges, J.L. (1964). The garden of forking paths. In <i>Labyrinths: Selected stories and other writings</i>. New York: New Directions. (From Appendix B, CCSS, p. 150.)</p>	<p>Analyze in whole class or small group the line of reasoning followed by Borges in this excerpt:</p> <ul style="list-style-type: none"> • Identify findings (facts) (bold) (e.g., I received from Oxford the manuscript you have examined; Here, then, is the explanation of the novel's contradictions). • Use nouns and associated pronouns (<i>italics</i>) (e.g., <i>I, Ts'ui Pen, he</i>) to describe the subject. • Use transitional words and phrases that focus on presenting evidence (<u>underline</u>) (e.g., <u>thus, however, let us say</u>) in a coherent manner. • Use words and phrases that are appropriate to the purpose (reason for the presentation) (in this case, an introduction to an idea that Borges has developed), audience (to whom is it addressed) (in this example, to the readers of Borges' book) and task (kind of presentation) (introduction or preface to a book).