

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 Grades 11–12 Standard (SL.11–12.6): Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 68 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 speech adaptations matrix</i> to identify the various contexts to which a speaker adapts his or her speech, when watching or listening to various presentations in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a speech adaptations matrix</i> to identify the various contexts to which a speaker adapts his or her speech, when watching or listening to various presentations in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed speech adaptations matrix</i> to identify the various contexts to which a speaker adapts his or her speech, when watching or listening to various presentations in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a speech adaptations matrix</i> to identify the various contexts to which a speaker adapts his or her speech, when watching or listening to various presentations in <i>partnership, small group and/or whole class settings</i>	
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a speech features chart</i> that describes when and how speech was adjusted for different audiences, when reading a presentation transcript	Reading-Centered Activity: Organize <i>preidentified words and phrases on a speech features chart</i> that describes when and how speech was adjusted for different audiences, when reading a presentation transcript	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed speech features chart</i> that describes when and how speech was adjusted for different audiences, when reading a presentation transcript	Reading-Centered Activity: Organize <i>information on a speech features chart</i> that describes when and how speech was adjusted for different audiences, when reading a presentation transcript	Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to describe when and how speech was adjusted for different audiences, when reading a presentation transcript
		<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>	<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	<p>Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> to present a topic, adapting speech to a variety of contexts and demonstrating command of formal language, in <i>partnership and/or teacher-led small groups</i></p>	<p>Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> to present a topic, adapting speech to a variety of contexts and demonstrating command of formal language, in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank</i> to present a topic, adapting speech to a variety of contexts and demonstrating command of formal language, in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to present a topic, adapting speech to a variety of contexts and demonstrating command of formal language, in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use <i>knowledge of the topic, text or issue, independently</i>, to present a topic, adapting speech to a variety of contexts and demonstrating command of formal language, in <i>partnership, small group and/or whole class settings</i></p>
		<p>Writing-Centered Activity: Use <i>pretaught words and phrases to complete cloze paragraphs</i> that adjust speech to different audiences, demonstrating command of formal language</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that adjust speech to different audiences, demonstrating command of formal language</p>	<p>Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously developed graphic organizers to compose a short essay</i> that adjusts speech to different audiences, demonstrating command of formal language</p>	<p>Writing-Centered Activity: Use the <i>previously developed graphic organizers and teacher-provided models to compose an essay</i> that adjusts speech to different audiences, demonstrating command of formal language</p>	<p>Writing-Centered Activity: Use <i>knowledge of the topic, text or issue, independently</i>, to <i>compose an essay</i> that adjusts speech to different audiences, demonstrating command of formal language</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

Common Core Grades 11–12 Standard (SL.11–12.6): Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 68 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	Teacher Directions
Sample texts appropriate for 11th–12th grade students can be found in the Reading for Information and Reading Literature standards.	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.