

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 4 Standard (SL.4.3): Identify the reasons and evidence a speaker provides to support particular points.		GRADE LEVEL ACADEMIC DEMAND <i>Identify the Reasons and Evidence a Speaker Provides</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 main-point/supporting-evidence graphic organizer</i> , to identify the reasons and evidence presented by a speaker, as text 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 main-point/supporting-evidence graphic organizer</i> , to identify the reasons and evidence presented by a speaker, as text is read aloud in class or in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>information on a partially completed main-point/supporting-evidence graphic organizer</i> , to identify the reasons and evidence presented by a speaker, as text 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 main-point/supporting-evidence graphic organizer</i> , to identify the reasons and evidence presented by a speaker, as text 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 note-taking guide, independently</i> , to identify the reasons and evidence presented by a speaker, as text 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 rubric</i> , with partner support, to evaluate evidence used to support a point, when reading information presented by a speaker	Reading-Centered Activity: Organize <i>preidentified words and phrases on a rubric</i> , with partner support, to evaluate evidence used to support a point, when reading information presented by a speaker	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed rubric</i> , with partner support, to evaluate evidence used to support a point, when reading information presented by a speaker	Reading-Centered Activity: Organize <i>information on a rubric</i> , with partner support, to evaluate evidence used to support a point, when reading information presented by a speaker	Reading-Centered Activity: Organize <i>information, independently</i> , to evaluate evidence used to support a point, when reading information presented by a speaker
		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> .

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> , identifying the main points, reasons, and evidence provided by a speaker, 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> , identifying the main points, reasons, and evidence provided by a speaker, in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>bilingual word bank to participate in discourse</i> , identifying the main points, reasons, and evidence provided by a speaker, in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use a <i>bilingual word bank to initiate discourse</i> , identifying the main points, reasons, and evidence provided by a speaker, in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>previously taken notes to lead discourse, independently</i> , identifying the main points, reasons, and evidence provided by a speaker, in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases to complete sentence starters</i> that analyze a speaker's main points	Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze a speaker's main points	Writing-Centered Activity: Use a <i>bilingual glossary to develop a short essay</i> that analyzes a speaker's main points	Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher provided models to develop a multiple paragraph essay</i> that analyzes a speaker's main points	Writing-Centered Activity: Use a <i>previously completed graphic organizer, independently, to develop a multiple paragraph essay</i> that analyzes a speaker's main points
		<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>

Common Core Grade 4 Standard (SL.4.3): Identify the reasons and evidence a speaker provides to support particular points.

GRADE LEVEL ACADEMIC DEMAND
*Identify the Reasons and Evidence
a Speaker Provides*

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 question forms to determine the evidence a speaker provides: *Why do you think that? What's your evidence? What is your reason for saying that? What would be an example? How do you know? Why do you think that is true? Do you have any evidence for that? What difference does that make? What are your reasons for saying that? Could you explain your reasons for saying that?*

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it refers to asking and answering questions if something is not understood. Sample text excerpts can be found in the Reading for Information and Reading Literature standard 3 for 4th grade.