

<b>Common Core Anchor Standard (SL.6):</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.			<b>MAIN ACADEMIC DEMAND</b> <i>Adapt Speech to a Variety of Contexts, Demonstrating Command of Formal English</i>		
<b>Common Core Grade 9–10 Standard (SL.9–10.6):</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 68 for specific expectations.)			<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Adapt Speech to a Variety of Contexts and Tasks</i> <i>Demonstrate Command of Formal English When Appropriate</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 an intended-audience graphic organizer</i> , to identify how and when speech is modified to address different contexts, when listening to various types of presentations in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on an intended-audience graphic organizer</i> , to identify how and when speech is modified to address different contexts, when listening to various types of presentations in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed intended-audience graphic organizer</i> , to identify how and when speech is modified to address different contexts, when listening to various types of presentations in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on an intended-audience graphic organizer</i> , to identify how and when speech is modified to address different contexts, when listening to various types of presentations in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on an intended-audience graphic organizer</i> , divided into columns for formal, semiformal and informal presentations, to identify how and when speech is modified to address different contexts and tasks when reading a presentation	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on an intended-audience graphic organizer</i> , divided into columns for formal, semiformal and informal presentations, to identify how and when speech is modified to address different contexts and tasks when reading a presentation	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed intended-audience graphic organizer</i> , divided, into columns for formal, semiformal and informal presentations, to identify how and when speech is modified to address different contexts and tasks when reading a presentation	<b>Reading-Centered Activity:</b> Organize <i>information on an intended-audience graphic organizer</i> , divided into columns for formal, semiformal and informal presentations, to identify how and when speech is modified to address different contexts and tasks when reading a presentation
		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 to complete sentence starters</i> that deliver the same content to different audiences, when presenting information orally in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that deliver the same content to different audiences, when presenting information orally in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to participate in a panel that delivers the same content to different audiences, when presenting information orally 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 participate in a panel that delivers the same content to different audiences, when presenting information orally 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 participate in a panel that delivers the same content to different audiences, when presenting information orally in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that adapt speech to a variety of contexts, demonstrating command of formal language	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> to adapt speech to a variety of contexts, demonstrating command of formal language	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to compose a short essay</i> that adapts speech to a variety of contexts, demonstrating command of formal language	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to compose an essay</i> that adapts speech to a variety of contexts, demonstrating command of formal language	<b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, text or issue, independently, to compose a multiple paragraph essay</i> that adapts speech to a variety of contexts, demonstrating command of formal language
		<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 9–10 Standard (SL.9–10.6):** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 68 for specific expectations.)

**GRADE LEVEL ACADEMIC DEMAND**  
*Adapt Speech to a Variety of Contexts and Tasks*  
*Demonstrate Command of Formal English When Appropriate*

**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 9th–10th 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.