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|---|---------------------------------|--|--|---|---|--|
| <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><br><i>Evaluate a Speaker’s Point of View</i>   |  |   |   |  |
| <b>Common Core Grade 3 Standard (SL.3.3):</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |                                 | <b>GRADE LEVEL ACADEMIC DEMAND</b><br><i>Ask and Answer Questions with Appropriate Detail and Evidence</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 partially completed response-to-speaker graphic organizer</i> , with teacher prompting and support, to evaluate how a speaker supports a point of view, as text is read aloud in <i>partnership and/or teacher-led small groups</i> | <b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a partially completed response-to-speaker graphic organizer</i> , with teacher prompting and support, to evaluate how a speaker supports a point of view, as text is read aloud in <i>partnership and/or small groups</i> | <b>Listening-Centered Activity:</b> Organize <i>key information on a partially completed response-to-speaker graphic organizer</i> , with teacher prompting and support, to evaluate how a speaker supports a point of view, as text is read aloud in <i>partnership, small group and/or whole class settings</i> | <b>Listening-Centered Activity:</b> Organize <i>information on a partially completed response-to-speaker graphic organizer</i> , after <i>teacher modeling</i> , to evaluate how a speaker supports a point of view, as text is read aloud in <i>partnership, small group and/or whole class settings</i> |  |
|   |                                 | <b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a partially completed question-and-answer T-chart</i> to identify key details when reading  | <b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a partially completed question-and-answer T-chart</i> to identify key details when reading  | <b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed question-and-answer T-chart</i> to identify key details when reading   | <b>Reading-Centered Activity:</b> Organize <i>information on a question-and-answer T-chart</i> , after <i>teacher modeling</i> , to identify key details when reading   | <b>Reading-Centered Activity:</b> Organize <i>information on a question-and-answer T-chart</i> , independently, to identify key details when reading |
|   |                                 | 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)   |
|----------------------------------|--|---|---|--|--|---|
| <b>PRODUCTIVE</b>                | <b>Oracy and Literacy Links</b>                    | <p><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 ask and answer questions about elaboration and detail, when participating in collaborative conversations in <i>partnership and/or teacher-led small groups</i></p> | <p><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 ask and answer questions about elaboration and detail, when participating in collaborative conversations in <i>partnership and/or small groups</i></p> | <p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to participate in discourse asking and answering questions about elaboration and detail, when participating in collaborative conversations in <i>partnership, small group and/or whole class settings</i></p> | <p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to initiate discourse asking and answering questions about elaboration and detail, when participating in collaborative conversations in <i>partnership, small group and/or whole class settings</i></p> | <p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic</i> to, independently, lead discourse asking and answering questions about elaboration and detail, when participating in collaborative conversations in <i>partnership, small group and/or whole class settings</i></p> |
|                                  |  | <p><b>Writing-Centered Activity:</b> Organize <i>pretaught words and phrases</i>, with prompting and support, <i>to complete a cloze paragraph</i> that evaluates information from a speaker, addressing details and evidence</p>   | <p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i>, with prompting and support, <i>to write two or more paragraphs</i> that evaluate information from a speaker, addressing details and evidence</p>   | <p><b>Writing-Centered Activity:</b> Use <i>sentences and short phrases</i>, with teacher support, <i>to complete cloze paragraphs</i> that evaluate information from a speaker, addressing details and evidence</p>   | <p><b>Writing-Centered Activity:</b> Use a <i>glossary</i>, with teacher support, <i>to develop a short essay</i> that evaluates information from a speaker, addressing details and evidence</p>   | <p><b>Writing-Centered Activity:</b> Use the <i>previously completed note-taking guide</i>, independently, <i>to develop a multiple paragraph essay</i> that evaluates information from a speaker, addressing details and evidence</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 Grade 3 Standard (SL.3.3):** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**GRADE LEVEL ACADEMIC DEMAND**  
*Ask and Answer Questions  
with Appropriate Detail and Evidence*

**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 gather information: *Can you tell me more about \_\_\_?*
- Use question forms to seek elaboration and detail: *Did you notice what \_\_\_ said? Would you like to add something? What exactly did \_\_\_ say? Who just said that? When did you say \_\_\_ happened? Where exactly? What time was it?*

### **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. Sample text excerpts can be found in the Reading for Information and Reading Literature standard 3 for 3rd grade.