

<b>Common Core Anchor Standard (SL.4):</b> 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.				<b>MAIN ACADEMIC DEMAND</b> <i>Present Information Appropriate to Task, Purpose and Audience, with Coherent Reasoning and Evidence</i>	
<b>Common Core Grade 7 Standard (SL.7.4):</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.				<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Present Claims and Findings Coherently, with Pertinent Descriptions, Facts, Details and Examples</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 on a main-idea-and-details graphic organizer</i> to identify descriptions, facts, details and examples, as a teacher reads aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a main-idea-and-details graphic organizer</i> to identify descriptions, facts, details and examples, as a teacher reads aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize a <i>bank of phrases and short sentences on a main-idea-and-details graphic organizer</i> to identify descriptions, facts, details and examples, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information independently in a note-taking guide or take notes independently</i> to identify descriptions, facts, details and examples, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words on a claims-and-evidence graphic organizer</i> to identify claims and findings	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a claims-and-evidence graphic organizer</i> to identify claims and findings	<b>Reading-Centered Activity:</b> Organize a <i>bank of phrases and short sentences on a claims-and-evidence graphic organizer</i> to identify claims and findings	<b>Reading-Centered Activity:</b> Organize <i>information independently in a note-taking guide or take notes independently</i> to identify claims and findings
		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</i> and the <i>previously completed graphic organizers</i> to complete sentence starters that coherently present claims and findings with descriptions, facts, details and examples, 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</i> to complete sentence starters that coherently present claims and findings with descriptions, facts, details and examples, in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers</i> to coherently present claims and findings with descriptions, facts, details and examples, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to coherently present claims and findings with descriptions, facts, details and examples, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously developed notes independently</i> to coherently present claims and findings with descriptions, facts, details and examples, in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words to complete cloze paragraphs</i> that coherently present claims and findings with descriptions, facts, details and examples	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to complete cloze paragraphs</i> that coherently present claims and findings with descriptions, facts, details and examples	<b>Writing-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers</i> to write a <i>short essay</i> that coherently presents claims and findings with descriptions, facts, details and examples	<b>Writing-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to write an <i>essay</i> that coherently presents claims and findings with descriptions, facts, details and examples	<b>Writing-Centered Activity:</b> Use the <i>previously developed notes to independently write an essay</i> that coherently presents claims and findings with descriptions, facts, details and examples
		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> .

**Common Core Grade 7 Standard (SL.7.4):** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.

**GRADE LEVEL ACADEMIC DEMAND**  
*Present Claims and Findings Coherently, with Pertinent Descriptions, Facts, Details and Examples*

**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 claims (interpretations; e.g., This means that the Hekla volcano “could erupt soon”) and findings (facts; e.g., According to GPS monitoring, there is now more magma beneath Hekla than before the volcano’s last eruption in 2000).
- Identify/use nouns and associated pronouns (e.g., volcano/Hekla) to describe the subject.
- Use transitional words and phrases (e.g., in fact) to present points.

### Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>The <u>Hekla volcano</u>, <u>one</u> of Iceland’s most active volcanoes, <b>could be close to erupting</b>, a University of Iceland geoscientist claims.</p> <p><u>In fact</u>, the bulging ground on the northern side of the <u>volcano</u> indicates that magma (molten rock) is rising under the <u>volcano</u>. <i>According to GPS monitoring, there is now more magma beneath <u>Hekla</u> than before the <u>volcano’s</u> last eruption in 2000</i>, said University of Iceland geophysicist Páll Einarsson yesterday (March 17).</p> <p><b>This means that the <u>Hekla volcano</u> “could erupt soon,” Einarsson warned.</b></p> <p><i>Hekla has erupted more than 20 times in the last 1,200 years, blanketing southern Iceland with thick layers of ash and lava. Some of <u>its</u> eruptions were small, while others continued for months, temporarily chilling northern latitudes.</i></p> <p><i>Iceland’s Hekla volcano could blow soon, claims scientist.</i> Retrieved from <a href="http://www.nbcnews.com/science/science-news/icelands-hekla-volcano-could-blow-soon-claims-scientist-n56226">www.nbcnews.com/science/science-news/icelands-hekla-volcano-could-blow-soon-claims-scientist-n56226</a></p>	<p>Analyze in a whole class or small groups how an author presents pertinent descriptions, facts, details and examples to present claims and findings:</p> <ul style="list-style-type: none"> <li>• Identify claims (interpretations) (<b>bold</b>) (e.g., <b>This means that the Hekla volcano “could erupt soon,” Einarsson warned</b>) and findings (facts) (<i>italics</i>) (e.g., <i>According to GPS monitoring, there is now more magma beneath Hekla than before the volcano’s last eruption in 2000</i>).</li> <li>• Identify/use nouns and associated pronouns (<u>underline</u>) (e.g., the <u>volcano</u>/<u>Hekla</u>) to describe the subject.</li> <li>• Identify/use transitional words and phrases (<u>wavy underline</u>) (e.g., <u>in fact</u>) to present points.</li> </ul>