

Anchor Standards		Grade 6		Grade 7	
<b>Speaking</b>					
Presentation of Knowledge and Ideas #4	Key Words/ Concepts:	What this will look like:	Key Words/ Concepts:	What this will look like:	
	<p>1st Level—Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>2nd Level—</p> <ul style="list-style-type: none"> <li>• Present claims, findings logically</li> <li>• Emphasize main ideas by foregrounding them in the introduction and conclusion</li> <li>• Deliver ideas clearly so that the audience can hear and understand</li> </ul> <p>3rd Level—In units 1–3 in response to the core text:</p> <ul style="list-style-type: none"> <li>• Present an opinion about a character to the class, connecting it to a theme from the text and using descriptions of the character</li> </ul>	<p>1st Level—<i>In addition to 6:</i></p> <ul style="list-style-type: none"> <li>• Emphasize salient points</li> <li>• Give examples</li> <li>• Provide information in a coherently organized way</li> </ul>	<p>2nd Level—<i>In addition to 6:</i></p> <ul style="list-style-type: none"> <li>• Make main idea clear to the audience</li> <li>• Give specific examples to support claims and opinions</li> <li>• Illustrate the ability to structure a speech in a logical way, using transitions</li> </ul> <p>3rd Level—In units 1–3 in response to the core text:</p> <ul style="list-style-type: none"> <li>• Layer in examples from the text, quotes from the text</li> <li>• Focus on theme, connection to main idea of the text</li> </ul>	

Level 1—Here it may be easier to begin with the first grade level by writing the full standard or by listing key words. Because of the density of this standard, we chose to list the entire standard.

Level 1—In each subsequent grade level, you might just add what other items are mentioned or in some other way indicate differences from the earlier grade(s).

Level 2—We thought about each of the different learning tasks that students would need to enact to demonstrate successful proficiency in meeting this standard.

Level 3—You'll notice that we have just begun this level. We are noting what units might take into account which learning tasks. Remember that not every unit need expect students to enact all of the learning tasks for each standard. This is part of the power of spiraled instruction, where you can return to standards with increasing complexity over the course of the semester, year, or course.

**FIGURE 6.2:** Grade-level distinctions example.