

Anchor Standards ↓	Grades 9–10		Grade 11–12	
<b>Speaking</b>				
<b>Presentation of Knowledge and Ideas # 4</b>	<b>Key Words/Concepts:</b>  <b>1<sup>st</sup> Level –</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to the purpose, audience, and task.	<b>What this will look like:</b>  <b>2<sup>nd</sup> Level –</b> <ul style="list-style-type: none"> <li>• Present info, findings, supporting ev: <ul style="list-style-type: none"> <li>○ clearly</li> <li>○ concisely</li> <li>○ logically</li> </ul> </li> <li>• Use clear transitions and tags so audience can follow org, dev</li> <li>• Define clear purpose for particular audience</li> <li>• Adjust substance and style of presentation to audience</li> </ul> <b>3<sup>rd</sup> Level –</b> <b><i>In Units 1–3 in response to core texts:</i></b> <ul style="list-style-type: none"> <li>• Present info, findings, supporting ev: <ul style="list-style-type: none"> <li>○ clearly</li> <li>○ concisely</li> <li>○ logically</li> </ul> </li> </ul>	<b>Key Words/Concepts:</b>  <b>1<sup>st</sup> Level –</b> <b><i>In addition to 9–10:</i></b> + convey clear and distinct perspective + alternate or opposing viewpoints are addressed + able to enact these things in a range of formal and informal tasks	<b>What this will look like:</b>  <b>2<sup>nd</sup> Level –</b> <b><i>In addition to 9–10:</i></b> + Identify perspective on chosen topic + Identify and employ perspective that is distinct from others + Identify alternate or opposing viewpoints on the subject + Respond to alternate and opposing viewpoints on subject + apply all of these items to meet formal and informal tasks <b>3<sup>rd</sup> Level –</b> <b><i>In Units 1–3 in response to core texts:</i></b> <ul style="list-style-type: none"> <li>• All 9–10 standards</li> <li>• Layer in perspective taking</li> <li>• Formative assess – group tasks and feedback</li> <li>• Summative assess –</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 or year or course.

**FIGURE 7.2:** Grade-level distinctions example.

From *Supporting Students in a Time of Core Standards: English Language Arts, Grades 9–12* by Sarah Brown Wessling, with Danielle Lillge and Crystal VanKooten © 2011 National Council of Teachers of English.