Common Core Anchor Standard (SL.1): Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	MAIN ACADEMIC DEMAND *Prepare and Participate in Conversations, Expressing Their Points of View Clearly and Persuasively*
Common Core Grade 3 Standard (SL.3.1): Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion; b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion); c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others; d. Explain their own ideas and understanding in light of the discussion; e. Seek to understand and communicate with individuals from different cultural backgrounds.	GRADE LEVEL ACADEMIC DEMAND *Participate in Collaborative Conversations Follow Rules for Discussions Build on Others' Talk by Linking Comments and Staying on Topic*

5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
		When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:			

RECEPTIVE — Oracy and Literacy Links

	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
Listening-Centered Activity:	Organize *pretaught words and phrases on a cluster web* to identify and build upon their partners' ideas and their own, as students share information in collaborative conversations in *partnership and/or teacher-led small groups*	Organize *preidentified words and phrases on a cluster web* to identify and build upon their partners' ideas and their own, as students share information in collaborative conversations in *partnership and/or small groups*	Organize *phrases and sentences on a partially completed cluster web* to identify and build upon their partners' ideas and their own, as students share information in collaborative conversations in *partnership, small group and/or whole class settings*	Organize *sentences on a cluster web* to identify and build upon their partners' ideas and their own, as students share information in collaborative conversations in *partnership, small group and/or whole class settings*	Organize *information on a self-created cluster web, independently,* to identify and build upon their partners' ideas and their own, as students share information in collaborative conversations in *partnership, small group and/or whole class settings*
Reading-Centered Activity:	Organize *pretaught words and phrases on a discussion-preparation graphic organizer* to prepare for a discussion after reading and studying required material	Organize *preidentified words and phrases on a discussion-preparation graphic organizer* to prepare for a discussion after reading and studying required material	Organize *phrases and sentences on a partially completed discussion-preparation graphic organizer* to prepare for a discussion after reading and studying required material	Organize *sentences on a discussion-preparation graphic organizer, after teacher modeling,* to prepare for a discussion after reading and studying required material	Organize *information on a self-created discussion-preparation graphic organizer, independently,* to prepare for a discussion after reading and studying required material
	in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	**Oracy and Literacy Links**	**Speaking-Centered Activity:** Use *pretaught words and phrases* and the *previously completed graphic organizers to complete sentence starters* that ask questions and link their comments to others' remarks, when following the rules in collaborative conversations in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* that ask questions and link their comments to others' remarks, when following the rules in collaborative conversations in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to ask questions and link their comments to others' remarks, when following the rules in collaborative conversations in *partnership and/or small groups*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to ask questions and link their comments to others' remarks, when following the rules in collaborative conversations in *partnership and/or small groups*	**Speaking-Centered Activity:** Use *knowledge of the topic, independently,* to ask questions and link their comments to others' remarks, when following the rules in collaborative conversations in *partnership and/or small groups*
		Writing-Centered Activity: Use *pretaught words and phrases to complete a cloze paragraph* that summarizes each other's ideas	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that summarize each other's ideas	**Writing-Centered Activity:** Use a *word bank* and *previously completed graphic organizers to develop a short essay* that summarizes each other's ideas	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that summarizes each other's ideas	**Writing-Centered Activity:** Use the *previously completed graphic organizers, independently, to develop a multiple paragraph essay* that summarizes each other's ideas
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

Common Core Grade 3 Standard (SL.3.1): Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion; b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion); c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others; d. Explain their own ideas and understanding in light of the discussion; e. Seek to understand and communicate with individuals from different cultural backgrounds.	GRADE LEVEL ACADEMIC DEMAND *Participate in Collaborative Conversations* *Follow Rules for Discussions* *Build on Others' Talk by Linking Comments and Staying on Topic*

Linguistic Demands: The following are some 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 words and phrases to contribute to conversations (e.g., I want to add _____; I think that _____).
- Use question forms to elicit exchanges from peers or adults (e.g., What do you think? Don't you agree?).
- Use words and phrases that express an opinion (e.g, I do/don't agree).
- Use question forms to clarify information (Can you repeat that? What did you mean when you said _____?).
- Use sentence structures that facilitate linking comments (e.g., You/I said _____ but s/he said _____. How is that different/similar?).
- Use words and phrases to explain (What I mean is _____; What you are saying is _____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
Sample texts appropriate for 3rd grade students can be found in the Reading for Information and Reading Literature standards.	Both whole class and small group settings provide an opportunity for the teacher to model skills and behaviors and for students to practice them with teacher guidance and support. Anchor charts about rules and norms for productive conversations can be collaboratively developed and posted for ongoing reference and revision. Prompts that can be used for productive conversations are:*

Action	What it sounds like
Build on others' comments	I want to add _____; I think that _____; I agree with him but I also think _____; I think that's a good idea, and also _____; Yes, but I also feel _____
Disagree constructively	What do you think? Do you agree/disagree? I don't really agree with that because _____; I don't think so because _____; That's not what I think it meant because _____
Ask for clarification and link comments	Can you repeat that? What did you mean when you said _____? I don't understand the part where you said _____; What did you mean when you said that _____; I don't understand what you're saying. Tell me again. Can you explain that again? You/I said _____ but s/he said _____; How is that different/similar?
Explain your thinking	What I mean is _____; What you are saying is _____; Well, in the book it says _____; My family and I did something just like that when _____; I think so because _____; Well, that's not what I meant. What I meant was _____

*Adapted from Pearson, P. D. (2004). *Rich talk about text*. Retrieved from http://www.nlnw.nsw.edu.au/ videos09/lo_Pearson/documents/Pearson.pdf