

Common Core Anchor Standard (SL.6): Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		MAIN ACADEMIC DEMAND <i>Adapt Speech to a Variety of Contexts, Demonstrating Command of Formal English</i>				
Common Core Grade 3 Standard (SL.3.6): Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 38 for specific expectations.)		GRADE LEVEL ACADEMIC DEMAND <i>Speak in Complete Sentences with Detail or Clarification Appropriate to Task and Situation</i>				
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	Listening-Centered Activity: Use <i>pretaught words and phrases</i> to identify details of a situation with complete sentences, when listening to an audio recording in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Use <i>preidentified words and phrases</i> to identify details of a situation with complete sentences, when listening to an audio recording in <i>partnership and/or small groups</i>	Listening-Centered Activity: Use a <i>bank of phrases and sentences</i> to identify details of a situation with complete sentences, when listening to an audio recording in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Use a <i>word bank</i> to identify details of a situation with complete sentences, when listening to an audio recording in <i>partnership, small group and/or whole class settings</i>	
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a main-idea-and-supporting-details graphic organizer</i> to identify requested details when listening to the audio recording of a specific situation	Reading-Centered Activity: Organize <i>preidentified words and phrases on a main-idea-and-supporting-details graphic organizer</i> to identify requested details when listening to the audio recording of a specific situation	Reading-Centered Activity: Organize <i>phrases and sentences on a main-idea-and-supporting-details graphic organizer</i> to identify requested details when listening to the audio recording of a specific situation	Reading-Centered Activity: Organize <i>sentences on a main-idea-and-supporting-details graphic organizer</i> to identify requested details when listening to the audio recording of a specific situation	Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to identify requested details when listening to the audio recording of a specific situation
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the 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	Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that provide details about a particular situation, when speaking in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that provide details about a particular situation, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to participate in a discussion about the details of a particular situation, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to participate in a discussion about the details of a particular situation, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>knowledge of the topic, independently</i> , to initiate a discussion about the details of a particular situation, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases to complete a cloze paragraph</i> that clarifies a task or situation	Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that clarify a task or situation	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that clarifies a task or situation	Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that clarifies a task or situation	Writing-Centered Activity: Use <i>previously completed graphic organizers, independently, to develop a multiple paragraph essay</i> that clarifies a task or situation
		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 3 Standard (SL.3.6): Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 38 for specific expectations.)

GRADE LEVEL ACADEMIC DEMAND
Speak in Complete Sentences with Detail or Clarification Appropriate to Task and Situation

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 the standards in the new and/or home language.

- Use a subject (who or what is doing the action) and a predicate (a sentence or clause containing a verb stating something about the subject) to produce complete sentences.
- Use adjectives (e.g., happy, sad, tall) and adverbs (e.g., quickly, slowly) to provide details or clarification in response to requests.

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it requires that students express thoughts, feelings and ideas.

Text Excerpt

Sample texts appropriate for 3rd grade students can be found in the Reading for Information and Reading Literature standards.

Teacher Directions

In a small group and whole class setting, model how to express thoughts, feelings and ideas using whole sentences that include subjects and predicates: Model and modify the task (present different topics) and situation (e.g., familiar and unfamiliar, formal and informal) in order for the language to adapt to different circumstances. Students can use their home and new language as they adapt it to different tasks and situations.