

<b>Common Core Anchor Standard (SL.1):</b> 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.		<b>MAIN ACADEMIC DEMAND</b> <i>Prepare and Participate in Conversations, Expressing Their Points of View Clearly and Persuasively</i>				
<b>Common Core Grade 7 Standard (SL.7.1):</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grade 7 topics, texts and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion; b. Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed; c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed; d. Acknowledge new information expressed by others and, when warranted, modify their own views; e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.		<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Engage and Prepared to Participate in Collaborative Conversations</i> <i>Follow Rules for Discussions</i> <i>Pose Questions That Elicit Elaboration</i> <i>Acknowledge New Information and Modify Personal Views</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 and phrases on a responding-to-a-speaker graphic organizer</i> to identify new information expressed by others and modify their own views, during discussions in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a responding-to-a-speaker graphic organizer</i> to identify new information expressed by others and modify their own views, during discussions in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed responding-to-a-speaker graphic organizer</i> to identify new information expressed by others and modify their own views, during discussions in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a responding-to-a-speaker graphic organizer</i> to identify new information expressed by others and modify their own views, during discussions in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information, when taking notes independently</i> , to identify new information expressed by others and modify their own views, during discussions in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a discussion preparation guide</i> to identify evidence on a topic, text or issue to prepare for a discussion	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a discussion preparation guide</i> to identify evidence on a topic, text or issue to prepare for a discussion	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed discussion preparation guide</i> to identify evidence on a topic, text or issue to prepare for a discussion	<b>Reading-Centered Activity:</b> Organize <i>information on a discussion preparation guide, after teacher modeling</i> , to identify evidence on a topic, text or issue to prepare for a discussion	<b>Reading-Centered Activity:</b> Organize <i>information in a note taking guide, independently</i> , to identify evidence on a topic, text or issue to prepare for a discussion
		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> .

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 and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that ask and respond to questions that require elaboration, while following the rules for collegial discussions, when speaking 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 to complete sentence starters</i> that ask and respond to questions that require elaboration, while following the rules for collegial discussions, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to ask and respond to questions that require elaboration, while following the rules for collegial discussions, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to ask and respond to questions that require elaboration, while following the rules for collegial discussions, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic, text or issue, independently</i> , to ask and respond to questions that require elaboration, while following the rules for collegial discussions, when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that synthesize the ideas and information presented clearly and incorporate and build upon the ideas of others	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that synthesize the ideas and information presented clearly and incorporate and build upon the ideas of others	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that synthesizes the ideas and information presented clearly and incorporates and builds upon the ideas of others	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that synthesizes the ideas and information presented clearly and incorporates and builds upon the ideas of others	<b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, text or issue, independently, to develop a multiple paragraph essay</i> that synthesizes the ideas and information presented clearly and incorporates and builds upon the ideas of others
		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.7.1):** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on *grade 7 topics, texts and issues*, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion; b. Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed; c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed; d. Acknowledge new information expressed by others and, when warranted, modify their own views; e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

**GRADE LEVEL ACADEMIC DEMAND**  
*Engage and Prepared to Participate in Collaborative Conversations*

*Follow Rules for Discussions*  
*Pose Questions That Elicit Elaboration*  
*Acknowledge New Information and Modify Personal Views*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels, 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 questions forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?).
- Use words and phrases that express an opinion (e.g., I disagree/agree).
- Use question forms to clarify information (Can you repeat that? What did you mean when you said \_\_\_\_?).
- Use words and phrases to explain (What I mean is \_\_\_\_; What you are saying is \_\_\_\_).
- Use sentence structures that facilitate a review key of ideas (e.g., Some said \_\_\_\_ while others believe \_\_\_\_).
- Use sentence structures that facilitate drawing conclusions based on the discussions (e.g., Before I thought \_\_\_\_ but now I think \_\_\_\_; This makes me realize that \_\_\_\_).
- Use sentence structures that facilitate reflection and paraphrasing (e.g., The author thinks that \_\_\_\_ but you/I think that \_\_\_\_; This is different because \_\_\_\_).

### Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
Sample texts appropriate for 7th grade students can be found in the Reading for Information and Reading Literature standards.	<p>Conversations have many names—literature circles, book clubs, reading response groups, literature discussion groups and so on. Students come together to talk about a text they have read (or have had read to them) to question the text as they examine it from different points of view.</p> <p>Some ways to encourage students to share their thinking:</p> <ul style="list-style-type: none"> <li>• Invite elaboration of an idea (e.g., Uh-huh. Tell us more about that.).</li> <li>• Ask for clarification (e.g., I’m not sure I understand. Is there another way you can explain that?).</li> <li>• Encourage new points of view (e.g., Mm-hmmm, so what does everyone else think?).</li> <li>• Invite new voices to enter the conversation (e.g., That’s interesting. I’m wondering if anyone else has an idea to share?).</li> </ul>