

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 <i>Prepare and Participate in Conversations, Expressing Their Point of View Clearly and Persuasively</i>		
Common Core Grade Kindergarten Standard (SL.K.1): Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.			GRADE LEVEL ACADEMIC DEMAND <i>Participate in Collaborative Conversations, Follow Rules of Discussion and Continue Conversation through Multiple Exchanges</i>		
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. c. Seek to understand and communicate with individuals from different cultural backgrounds.					
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	Use <i>illustrated, pretaught words</i> and an <i>illustrated discussion-rules chart</i> to identify rules and points of discussions during collaborative conversations in <i>partnership and/or teacher-led small groups</i>	Use <i>illustrated, preidentified words and phrases</i> and an <i>illustrated discussion-rules chart</i> to identify rules and points of discussions during collaborative conversations in <i>partnership and/or small groups</i>	Use <i>illustrated, phrases and short sentences from a bank</i> and an <i>illustrated discussion-rules chart</i> to identify rules and points of discussions during collaborative conversations in <i>partnership, small group or whole class settings</i>	Use <i>illustrated, sentences from a bank</i> and an <i>illustrated discussion-rules chart</i> to identify rules and points of discussions during collaborative conversations in <i>partnership, small group or whole class settings</i>
		Use <i>illustrated, pretaught words</i> and an <i>illustrated discussion-rules chart</i> to participate in collaborative conversations in <i>partnership and/or teacher-led small groups</i>	Use <i>illustrated, preidentified words and phrases</i> and an <i>illustrated discussion-rules chart</i> to participate in collaborative conversations in <i>partnership and/or small groups</i>	Use <i>illustrated, phrases and short sentences from a bank</i> and an <i>illustrated discussion-rules chart</i> to participate in collaborative conversations in <i>partnership, small group or whole class settings</i>	Use <i>illustrated, sentences from a bank</i> and an <i>illustrated discussion-rules chart</i> to participate in collaborative conversations in <i>partnership, small group or whole class settings</i>
PRODUCTIVE		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> .

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GRADE LEVEL ACADEMIC DEMAND
Participate in Collaborative Conversations, Follow Rules of Discussion and Continue Conversation through Multiple Exchanges

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 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).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
Sample texts appropriate for kindergarten students can be found in the Reading for Information and Reading Literature standards.	<p>Classroom conversations can take place in partnerships, small groups or whole class. These conversations have the following characteristics:</p> <ul style="list-style-type: none"> Are structured and focused but not teacher dominated. Occur when students are prompted to discuss through open-ended questions. Occur when students hold the floor for extended periods of time. <p>Students can learn the rules of a conversation by having rich interactions.</p> <ul style="list-style-type: none"> A useful activity to engage children in starting the conversation is to have them draw the parts that they think are the most important about a story. The teacher then collects the drawings and sees how many students have the same idea. The conversation can move from this point (e.g., Why do you think this is the most important part of the story? Do you think the author would agree with you?). Draw and/or label pictures that convey what the story means to them (reactions and/or connections to other texts) (e.g., What does the story mean to you? What did it remind you of? How did it make you feel?).