Common Core Anchor Standard (SL.3): Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.	MAIN ACADEMIC DEMAND *Prepare and Participate in Conversations, Expressing Their Points of View Clearly and Persuasively*
Common Core Grade 2 Standard (SL.2.3): Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue	GRADE LEVEL ACADEMIC DEMAND *Ask and Answer Questions to Clarify, Gather Information and Deepen Understanding*

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:** Organize *pretaught words and phrases on a point-of-view graphic organizer,* to identify how a speaker supports a point of view, as students participate in collaborative conversations in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a point-of-view graphic organizer,* to identify how a speaker supports a point of view, as students participate in collaborative conversations in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed point-of-view graphic organizer,* to identify how a speaker supports a point of view, as students participate in collaborative conversations in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *sentences on a point-of-view graphic organizer,* to identify how a speaker supports a point of view, as students participate in collaborative conversations *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a note-taking guide or take notes independently,* to identify how a speaker supports a point of view, as students participate in collaborative conversations in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Use *pretaught words and phrases* to complete a *question-and-answer T-chart,* with prompting and support, to clarify comprehension, when reading information presented by a speaker	**Reading-Centered Activity:** Use *preidentified words and phrases* to complete a *question-and-answer T-chart* to clarify comprehension, when reading information presented by a speaker	**Reading-Centered Activity:** Use *key details and highlighted text* to complete a *question-and-answer T-chart* to clarify comprehension, when reading information presented by a speaker	**Reading-Centered Activity:** Use *key details* to complete a *question-and-answer T-chart* to clarify comprehension, when reading information presented by a speaker	**Reading-Centered Activity:** Use *key details* to complete a *note-taking guide, or take notes independently,* to clarify comprehension, when reading information presented by a speaker
		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 clarify, gather and deepen understanding provided by a speaker, when participating 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 clarify, gather and deepen understanding provided by a speaker, when participating in collaborative conversations in *partnership and/or small groups*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers to* clarify, gather and deepen understanding provided by a speaker, when participating in collaborative conversations in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers to* clarify, gather and deepen understanding provided by a speaker when leading a discussion, in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *previously recorded notes* to clarify, gather and deepen understanding provided by a speaker to, independently, initiate discourse in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to complete a series of cloze sentences* that synthesize information gathered from a speaker	**Writing-Centered Activity:** Use *preidentified words and phrases to complete a cloze paragraph* that synthesizes information gathered from a speaker	**Writing-Centered Activity:** Use the *previously completed graphic organizers to develop a paragraph* that synthesizes information gathered from a speaker	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop a short essay* that synthesizes information gathered from a speaker	**Writing-Centered Activity:** Use *previously recorded notes to develop an essay, independently,* that synthesizes information gathered from a speaker
		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 2 Standard (SL.2.3): Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue	GRADE LEVEL ACADEMIC DEMAND *Ask and Answer Questions to Clarify, Gather Information and Deepen Understanding*

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 these linguistic demands in the new and/or home language.

- Use question forms to clarify when the listener cannot make sense of the speaker's responses: *Can you repeat that part? I didn't understand when you said ___. Who just said that? When did you say ___ happened? Where exactly?*

- Use question forms to gather additional information.

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it requires that students ask and answer questions. Sample texts can be found in the Reading for Information and Reading Literature standard 3 for 2nd grade.