

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 2 Standard (SL.2.6): Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 36 for specific expectations.)				GRADE LEVEL ACADEMIC DEMAND <i>Produce Complete Sentences 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: Organize <i>pretaught words and phrases on a partially completed listening guide, with prompting and support</i> , to identify complete sentences that appropriately provide requested details about a topic, as a text is read aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a partially completed listening guide, with prompting and support</i> , to identify complete sentences that appropriately provide requested details about a topic, as a text is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed listening guide, with prompting and support</i> , to identify complete sentences that appropriately provide requested details about a topic, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>complete sentences</i> that appropriately provide requested details about a topic, <i>when taking notes independently</i> , as a text is read aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases with prompting and support</i> , into complete sentences that appropriately clarify a situation about a text, after reading required material	Reading-Centered Activity: Organize <i>preidentified words and phrases, with prompting and support</i> , into complete sentences that appropriately clarify a situation about a text, after reading required material	Reading-Centered Activity: Organize <i>sentences, with prompting and support</i> , into complete sentences that appropriately clarify a situation about a text, after reading required material	Reading-Centered Activity: Organize <i>sentences, independently</i> , into complete sentences that appropriately clarify a situation about a text, after reading required material
		in the <i>new and/or the home language</i> .	in the <i>new and/or 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	Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that respond to a task or situation, <i>with prompting and support</i> , when participating in collaborative conversations 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</i> to respond to a task or situation, <i>with prompting and support</i> , when participating in collaborative conversations in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to respond to a task or situation, <i>with prompting and support</i> , when participating in collaborative conversations in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>previously completed sentences</i> to respond to a task or situation, <i>with prompting and support</i> , when participating in collaborative conversations in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>knowledge of the topic</i> to respond to a task or situation, <i>independently</i> , when participating in collaborative conversations in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete cloze sentences</i> , <i>with prompting and support</i> , that provide requested details and clarification about a task or situation	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>complete cloze sentences</i> , <i>with prompting and support</i> , that provide requested details and clarification about a task or situation	Writing-Centered Activity: Use a <i>word bank</i> to <i>develop complete sentences</i> , <i>with prompting and support</i> , that provide requested details and clarification about a task or situation	Writing-Centered Activity: Use a <i>word bank</i> to <i>develop a paragraph</i> , <i>with prompting and support</i> , that provides requested details and clarification about a task or situation	Writing-Centered Activity: Use a <i>word bank</i> to <i>develop a paragraph, independently</i> , that provides requested details and clarification about 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 2 Standard (SL.2.6): Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 36 for specific expectations.)	GRADE LEVEL ACADEMIC DEMAND <i>Produce Complete Sentences Appropriate to Task and Situation</i>
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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.	
<ul style="list-style-type: none"> • Use a subject (who or what is doing the action) and a predicate (a sentence or clause containing a verb and stating something about the subject). • Use adjectives (e.g. happy, sad, tall) and adverbs (e.g. quickly, slowly) to provide details or clarification in response to request. 	<ul style="list-style-type: none"> • Use sentence forms appropriate to task (topic being developed) and audience (to whom the conversation, presentation or question is being directed).

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 appropriate to task and situation.	
Text Excerpt	Teacher Directions
Sample texts appropriate for 2nd grade students can be found in the Reading for Information and Reading for Literature standards.	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 language(s) to fulfill the demands of this standard. For example, students can explain or describe a situation in their home language using informal language and describe a situation or event in the new language using a formal register.