

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 8 Standard (SL.8.1): Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grade 8 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 and decision-making, track progress toward specific goals and deadlines and define individual roles as needed; c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas; d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented; e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.		GRADE LEVEL ACADEMIC DEMAND <i>Participate in Collaborative Conversations Follow Rules for Discussions Pose and Answer Questions That Connect Ideas Acknowledge New Information and Justify One's Own Views</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 double column chart</i> to identify new information and qualify or justify their own views, as students participate in collaborative discussions in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a double column chart</i> to identify new information and qualify or justify their own views, as students participate in collaborative discussions in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed double column chart</i> to identify new information and qualify or justify their own views, as students participate in collaborative discussions in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a double column chart</i> to identify new information and qualify or justify their own views, as students participate in collaborative discussions in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information, when taking notes independently</i> , to identify new information and qualify or justify their own views, as students participate in collaborative discussions in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a discussion web</i> to identify evidence on the topic, text or issue that can be referred to during discussions	Reading-Centered Activity: Organize <i>preidentified words and phrases on a discussion web</i> to identify evidence on the topic, text or issue that can be referred to during discussions	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed discussion web</i> to identify evidence on the topic, text or issue that can be referred to during discussions	Reading-Centered Activity: Organize <i>information on a discussion web, after teacher modeling</i> , to identify evidence on the topic, text or issue that can be referred to during discussions	Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to identify evidence on the topic, text or issue that can be referred to during discussions
		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	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 pose and answer questions that connect the ideas of several speakers with relevant evidence, observations and ideas, 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</i> to <i>complete sentence starters</i> that pose and answer questions that connect the ideas of several speakers with relevant evidence, observations and ideas, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to pose and answer questions that connect the ideas of several speakers with relevant evidence, observations and ideas, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously graphic organizers</i> to pose and answer questions that connect the ideas of several speakers with relevant evidence, observations and ideas, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>knowledge of the topic, text or issue, independently</i> , to pose and answer questions that connect the ideas of several speakers with relevant evidence, observations and ideas, when speaking 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 paragraphs</i> that summarize new information and ideas and justify one's own views	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that summarize new information and ideas and justify one's own views	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that summarizes new information and ideas and justifies one's own views	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that summarizes new information and ideas and justifies one's own views	Writing-Centered Activity: Use <i>knowledge of the topic, text or issue, independently</i> , to <i>develop an essay</i> that summarizes new information and ideas and justifies one's own views
		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> .

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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 and decision-making, track progress toward specific goals and deadlines and define individual roles as needed; c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations and ideas; d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented; e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

GRADE LEVEL ACADEMIC DEMAND
Participate in Collaborative Conversations
Follow Rules for Discussions
Pose and Answer Questions That Connect Ideas
Acknowledge New Information and Justify One’s Own Views

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 review key ideas (e.g., The key ideas that were _____).
- 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 _____).
- 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 _____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
Sample texts appropriate for 8th 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"> • Invite elaboration of an idea (e.g., Uh-huh. Tell us more about that.). • Ask for clarification (e.g., I’m not sure I understand. Is there another way you can explain that?). • Encourage new points of view (e.g., Mm-hmmm, so what does everyone else think?). • Invite new voices to enter the conversation (e.g., That’s interesting. I’m wondering if anyone else has an idea to share?).