

<p>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.</p>	<p>MAIN ACADEMIC DEMAND <i>Prepare and Participate in Conversations, Expressing Their Point of View Clearly and Persuasively</i></p>
<p>Common Core Grade 1 Standard (SL.1.1): Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>d. Seek to understand and communicate with individuals from different cultural backgrounds.</p>	<p>GRADE LEVEL ACADEMIC DEMAND <i>Participate in Collaborative Conversations, Follow Rules for Discussions and Ask for Clarification When Needed</i></p>

5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
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When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:

RECEPTIVE	Oracy and Literacy Links	<p>Listening-Centered Activity: Organize <i>pretaught words and phrases on a cluster web</i> to identify key ideas, as students share information in collaborative conversations in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a cluster web</i> to identify key ideas, as students share information in collaborative conversations in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed cluster web</i> to identify key ideas, as students share information in collaborative conversations in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>sentences on a cluster web</i> to identify key ideas, as students share information in collaborative conversations in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>information on a self-created cluster web, independently</i>, to identify key ideas, as students share information in collaborative conversations in <i>partnership, small group and/or whole class settings</i></p>
		<p>Reading-Centered Activity: Organize <i>pretaught words and phrases about the topic and text under discussion on cue cards</i> to prepare for collaborative conversations</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases about the topic and text under discussion on cue cards</i> to prepare for collaborative conversations</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences about the topic and text under discussion on partially completed cue cards</i> to prepare for collaborative conversations</p>	<p>Reading-Centered Activity: Organize <i>sentences about the topic and text under discussion on cue cards, after teacher modeling</i>, to prepare for collaborative conversations</p>	<p>Reading-Centered Activity: Organize <i>information about the topic and text under discussion on self-created cue cards, independently</i>, to prepare for collaborative conversations</p>
		<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and, occasionally, in the home language.</i></p>	<p><i>in the new language.</i></p>	<p><i>in the new language.</i></p>

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 ask questions for clarification, following the rules for discussions, 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 ask questions for clarification, following the rules for discussions, when participating in collaborative conversations in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to ask questions for clarification, following the rules for discussions, when participating in collaborative conversations in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to ask questions for clarification, following the rules for discussions, when participating in collaborative conversations in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use <i>knowledge of the topic, independently</i> , to ask questions for clarification, following the rules for discussions, when participating in collaborative conversations in <i>partnership and/or teacher-led small groups</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete cloze sentences</i> that establish rules for discussion	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>complete cloze sentences</i> that establish rules for discussion	Writing-Centered Activity: Use a <i>word bank</i> to <i>develop a partially completed list</i> that establishes rules for discussion	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> to <i>develop a list, referring to teacher-provided models</i> , that establishes rules for discussion	Writing-Centered Activity: Use <i>words, phrases and sentences</i> to <i>independently develop a list</i> that establishes rules for 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> .

Common Core Grade 1 Standard (SL.1.1): Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Seek to understand and communicate with individuals from different cultural backgrounds.

GRADE LEVEL ACADEMIC DEMAND
Participate in Collaborative Conversations, Follow Rules for Discussions and Ask for Clarification When Needed

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).
- Use question forms to clarify information (Can you repeat that? What did you mean when you said _____?).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Sample texts appropriate for 1st grade students can be found in the Reading for Information and Reading Literature standards.</p>	<p>Collaborate in small group/whole class discussion to generate what the rules are for a conversation. The following are suggestions that can be part of the chart:</p> <p>Class norms for group discussion:</p> <ul style="list-style-type: none"> Make sure only one person talks at a time. Give others a chance to share their ideas. If you don't agree, say so; but be polite! Listen carefully! What is the speaker really saying? Has the speaker finished speaking? <p>A useful activity to engage children in starting the conversation is to have students:</p> <ul style="list-style-type: none"> Write one or two sentences that they think are the most important about a story. The teacher then collects these sentences and sees how many students have the same idea. The conversation can start from this point onwards. Draw and write a sentence that conveys 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?).