

<p>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.</p>		<p>MAIN ACADEMIC DEMAND <i>Adapt Speech to a Variety of Contexts, Demonstrating Command of Formal English</i></p>				
<p>Common Core Grade 1 Standard (SL.1.6): Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 36 for specific expectations.)</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Produce Complete Sentences When Appropriate to Task and Situation</i></p>				
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)	
<p>When acquiring a new language, using grade level texts and appropriate supports, students are able to:</p>						
<p>RECEPTIVE</p>	<p>Oracy and Literacy Links</p>	<p>Listening-Centered Activity: Organize <i>pretaught words and phrases</i> into complete sentences, <i>with prompting and support</i>, to express an idea, as text is read aloud in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Organize <i>preidentified words and phrases</i> into complete sentences, <i>with prompting and support</i>, to express an idea, as text is read aloud in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize <i>key words and phrases</i> into complete sentences, <i>with prompting and support</i>, to express an idea, as text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize selections from a <i>word bank</i> into complete sentences, <i>with prompting and support</i>, to express an idea, as text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	
		<p>Reading-Centered Activity: Organize <i>illustrated pretaught words and phrases about a text</i> and write them on <i>index cards</i>, <i>with prompting and support</i>, to identify complete sentences, when reading</p>	<p>Reading-Centered Activity: Organize <i>illustrated preidentified words and phrases about a text</i> and write them on <i>index cards</i>, <i>with prompting and support</i>, to identify complete sentences, when reading</p>	<p>Reading-Centered Activity: Organize <i>illustrated preidentified phrases and sentences about a text</i> and write them on <i>index cards</i>, <i>with prompting and support</i>, to identify complete sentences, when reading</p>	<p>Reading-Centered Activity: Organize <i>illustrated phrases and sentences about a text</i> and write them on <i>index cards</i>, <i>with prompting and support</i>, to identify complete sentences, when reading</p>	<p>Reading-Centered Activity: Organize <i>sentences about a text</i> and write them on <i>index cards</i>, <i>independently</i>, to identify complete sentences, when reading</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	<p>Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that explain a particular situation, <i>with prompting and support</i>, when participating in collaborative conversations in <i>partnership and/or teacher-led small groups</i></p>	<p>Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that explain a particular situation, <i>with prompting and support</i>, when participating in collaborative conversations in <i>partnership and/or teacher-led small groups</i></p>	<p>Speaking-Centered Activity: Use <i>words and phrases</i> to participate in discourse that explains a particular situation, <i>with prompting and support</i>, when participating in collaborative conversations in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank</i> to initiate discourse that explains a particular situation, <i>with prompting and support</i>, when participating in collaborative conversations in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use <i>knowledge of a topic, independently</i>, to lead discourse that explains a particular situation, <i>with prompting and support</i>, when participating in collaborative conversations in <i>partnership, small group and/or whole class settings</i></p>
		<p>Writing-Centered Activity: Use <i>pretaught words and phrases, with prompting and support, to complete cloze sentences</i> appropriate to a particular task or situation</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases, with prompting and support, to complete cloze sentences</i> appropriate to a particular task or situation</p>	<p>Writing-Centered Activity: Use a <i>word bank, with prompting and support, to complete a cloze paragraph</i> appropriate to a particular task or situation</p>	<p>Writing-Centered Activity: Use a <i>word bank, with prompting and support, to develop a paragraph</i> appropriate to a particular task or situation</p>	<p>Writing-Centered Activity: Use a <i>word bank, independently, to develop a paragraph</i> appropriate to a particular task or situation</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>	

Common Core Grade 1 Standard (SL.1.6): Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

GRADE LEVEL ACADEMIC DEMAND
Produce Complete Sentences When Appropriate to Task and Situation

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 the standards in the new and/or home language.

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) to produce complete sentences.

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

Sample texts appropriate for 1st grade students can be found in the Reading for Information and Reading Literature standards.

Teacher Directions

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 the audience (e.g., familiar and unfamiliar) in order for the language to adapt to different circumstances. Students can also use both their home and new language to modify their presentation according to task and situation.