

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 Points of View Clearly and Persuasively</i>		
Common Core Grades 9–10 Standard (SL.9–10.1): Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grades 9–10 topics, texts and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas; b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines and individual roles as needed; c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others on the discussion and clarify, verify or challenge ideas and conclusions; d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented; e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.				GRADE LEVEL ACADEMIC DEMAND <i>Prepare and Participate in Collaborative Conversations Follow Rules for Discussions Pose and Answer Questions That Connect Ideas Propel Conversations by Posing and Responding to Questions</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 cluster web</i> to identify points of (dis) agreements and make new connections, during collaborative discussions in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a cluster web</i> to identify points of (dis) agreements and make new connections, during collaborative discussions in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed cluster web</i> to identify points of (dis) agreements and make new connections, during collaborative discussions in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a cluster web</i> to identify points of (dis) agreements and make new connections, during collaborative discussions in <i>partnership, small group and/or whole class settings</i>	
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a main-idea-and-support-details graphic organizer</i> to identify evidence in preparation for collaborative conversations	Reading-Centered Activity: Organize <i>preidentified words and phrases on a main-idea-and-support-details graphic organizer</i> to identify evidence in preparation for collaborative conversations	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed main-idea-and-support-details graphic organizer</i> to identify evidence in preparation for collaborative conversations	Reading-Centered Activity: Organize <i>information on a main-idea-and-support-details graphic organizer</i> to identify evidence in preparation for collaborative conversations	Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to identify evidence in preparation for collaborative conversations
		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 respond to questions that connect ideas and propel conversations, 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 respond to questions that connect ideas and propel conversations, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to pose and respond to questions that connect ideas and propel conversations, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to pose and respond to questions that connect ideas and propel conversations, 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 respond to questions that connect ideas and propel conversations, 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 analyze diverse perspectives, summarize points of agreement and disagreement and qualify or justify their own views and understanding	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze diverse perspectives, summarize points of agreement and disagreement and qualify or justify their own views and understanding	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>compose a short essay</i> that analyzes diverse perspectives, summarizes points of agreement and disagreement and qualifies or justifies their own views and understanding	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>compose an essay</i> that analyzes diverse perspectives, summarizes points of agreement and disagreement and qualifies or justifies their own views and understanding	Writing-Centered Activity: Use <i>knowledge of the topic, text or issue, independently</i> , to <i>compose a multiple paragraph essay</i> that analyzes diverse perspectives, summarizes points of agreement and disagreement and qualifies or justifies their own views and understanding
		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 Grades 9–10 Standard (SL.9–10.1): Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on *grades 9–10 topics, texts and issues*, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas; b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines and individual roles as needed; c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others on the discussion and clarify, verify or challenge ideas and conclusions; d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented; e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

GRADE LEVEL ACADEMIC DEMAND
Prepare and Participate in Collaborative Conversations Follow Rules for Discussions Pose and Answer Questions That Connect Ideas Propel Conversations by Posing and Responding to Questions

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 question 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 _____).
- Use words and phrases to review key ideas (e.g., To summarize, the critical issues raised 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 make new connections based on evidence and reasoning (e.g., In light of what the author says _____; The conclusion that we can reach is _____ Considering that _____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
Sample texts appropriate for 9th–10th 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? How can we relate this issue to a broader idea? What are the implications in reference to _____). • Invite new voices to enter the conversation (e.g., That’s interesting. I’m wondering if anyone else has an idea to share?). • As the discussion takes place, summarize points of agreement and contention (e.g., So far we agree that _____; however _____).