

<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 Points of View Clearly and Persuasively</i></p>
<p>Common Core Grade 6 Standard (SL.6.1): Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grade 6 topics, texts and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; 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, set specific goals and deadlines and define individual roles as needed; c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion; d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing; e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.</p>	<p>GRADE LEVEL ACADEMIC DEMAND <i>Participate in Collaborative Conversations</i> <i>Follow Rules for Discussions</i> <i>Respond to Specific Questions with Elaboration and Detail</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 discussion-reflection guide</i> to identify and reflect on key ideas, as students participate in collaborative discussions in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a discussion-reflection guide</i> to identify and reflect on key ideas, as students participate in collaborative discussions in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed discussion-reflection guide</i> to identify and reflect on key ideas, as students participate in collaborative discussions in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>information on a discussion-reflection guide</i> to identify and reflect on key ideas, as students participate in collaborative discussions in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>information in a note-taking guide, independently</i>, to identify and reflect on key ideas, as students participate in collaborative discussions in <i>partnership, small group and/or whole class settings</i></p>
		<p>Reading-Centered Activity: Organize <i>pretaught words and phrases on a discussion web</i> to identify evidence on the topic, text or issue to use in discussions</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a discussion web</i> to identify evidence on the topic, text or issue to use in discussions</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed discussion web</i> to identify evidence on the topic, text or issue to use in discussions</p>	<p>Reading-Centered Activity: Organize <i>information on a discussion web, after teacher modeling</i>, to identify evidence on the topic, text or issue to use in discussions</p>	<p>Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i>, to identify evidence on the topic, text or issue to use in discussions</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 pose and respond to questions and require elaboration and detail, within rules established for collegial discussion, when speaking 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 pose and respond to questions and require elaboration and detail, within rules established for collegial discussion, when speaking in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank</i> to pose and respond to questions and require elaboration and detail, within rules established for collegial discussion, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to pose and respond to questions and require elaboration and detail, within rules established for collegial discussion, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use <i>knowledge of the topic, text or issue, independently</i>, to pose and respond to questions and require elaboration and detail, within rules established for collegial discussion, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p>Writing-Centered Activity: Use <i>pretaught words and phrases to complete a cloze paragraph</i> that synthesizes the information presented and demonstrates an understanding of multiple perspectives through reflection and paraphrasing</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that synthesize the information presented and demonstrate an understanding of multiple perspectives through reflection and paraphrasing</p>	<p>Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that synthesizes the information presented and demonstrates an understanding of multiple perspectives through reflection and paraphrasing</p>	<p>Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that synthesizes the information presented and demonstrates an understanding of multiple perspectives through reflection and paraphrasing</p>	<p>Writing-Centered Activity: Use <i>knowledge of the topic, text or issue, independently, to develop a multiple paragraph essay</i> that synthesizes the information presented and demonstrates an understanding of multiple perspectives through reflection and paraphrasing</p>
		<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and, occasionally, in the home language.</i></p>	<p>in the <i>new language.</i></p>	<p>in the <i>new language.</i></p>

Common Core Grade 6 Standard (SL.6.1): Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on *grade 6 topics, texts and issues*, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; 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, set specific goals and deadlines and define individual roles as needed; c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion; d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing; e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.

GRADE LEVEL ACADEMIC DEMAND
Participate in Collaborative Conversations
Follow Rules for Discussions
Respond to Specific Questions with Elaboration and Detail

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 _____?).
- 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., The main points I heard 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 introductory phrases to facilitate reflection and paraphrasing (e.g., The author thinks that _____ but you/I think that _____; This is different because _____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Sample texts appropriate for 6th grade students can be found in the Reading for Information and Reading Literature standards.</p>	<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., I want to add _____; I think that _____; Uh-huh. Tell us more about _____). • Ask for clarification (e.g., Can you repeat that? What did you mean when you said _____? I don’t understand the part where you said _____; I’m not sure I understand. Is there another way you can explain that?). • Encourage new points of view (e.g., The main points I heard were _____; Mm-hmmm, so what does everyone else think? Before I thought _____ but now I think _____; This makes me realize that _____). • Invite new voices to enter the conversation (e.g., That’s interesting. I’m wondering if anyone else has an idea to share?). • Use introductory phrases to facilitate reflection and paraphrasing (e.g., The author thinks that _____ but you/I think that _____; This is different because _____).