

<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 4 Standard (SL.4.1): Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, 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 and other information known about the topic to explore ideas under discussion; b. Follow agreed-upon rules for discussions and carry out assigned roles; c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others; d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion; 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 Follow Rules for Discussions Review Key Ideas in Light of the Discussion</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 other’s ideas and their own questions and thoughts in response, as students participate 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 discussion-reflection guide</i> to identify other’s ideas and their own questions and thoughts in response, as students participate 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 discussion-reflection guide</i> to identify other’s ideas and their own questions and thoughts in response, as students participate in collaborative conversations in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>sentences on a discussion-reflection guide</i> to identify other’s ideas and their own questions and thoughts in response, as students participate 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 discussion-reflection guide, independently</i>, to identify other’s ideas and their own questions and thoughts in response, as students participate 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 on a discussion-preparation graphic organizer</i> to identify information about a topic to explore during discussions</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a discussion-preparation graphic organizer</i> to identify information about a topic to explore during discussions</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed discussion-preparation graphic organizer</i> to identify information about a topic to explore during discussions</p>	<p>Reading-Centered Activity: Organize <i>sentences on a discussion-preparation graphic organizer, after teacher modeling</i>, to identify information about a topic to explore during discussions</p>	<p>Reading-Centered Activity: Organize <i>information on a discussion-preparation graphic organizer, independently</i>, to identify information about a topic to explore during discussions</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>

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> to ask or respond to questions for clarification, 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> to ask or respond to questions for clarification, when speaking in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank</i> to ask or respond to questions for clarification, 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 ask or respond to questions for clarification, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use <i>knowledge of the topic, independently</i>, to ask or respond to questions for clarification, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p>Writing-Centered Activity: Use <i>pretaught words</i> to complete a <i>cloze paragraph</i> that synthesizes key ideas in light of the discussion</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases</i> to write <i>two or more paragraphs</i> that synthesize key ideas in light of the discussion</p>	<p>Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to develop a <i>short essay</i> that synthesizes key ideas in light of the discussion</p>	<p>Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to develop an <i>essay</i> that synthesizes key ideas in light of the discussion</p>	<p>Writing-Centered Activity: Use <i>previously completed graphic organizers, independently</i>, to develop an <i>essay</i> that synthesizes key ideas in light of the discussion</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>	

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a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion; b. Follow agreed-upon rules for discussions and carry out assigned roles; c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others; d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion; 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
Review Key Ideas in Light of the Discussion

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 sentence structures that facilitate linking comments (e.g., You/I said _____ but s/he said _____; How is that different/similar?).
- 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 made were _____).
- Use sentence structures to convey the development of their own ideas (This idea is different from _____; Before I thought _____ but now I think _____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions								
Sample texts appropriate for 4th grade students can be found in the Reading for Information and Reading Literature standards.	Both whole class and small group settings provide an opportunity for the teacher to model skills and behaviors and for students to practice them with teacher guidance and support.								
	Anchor charts about rules and norms for productive conversations can be collaboratively developed and posted for ongoing reference and revision.								
	Prompts that can be used for productive conversations are:*								
	<table border="1"> <thead> <tr> <th data-bbox="525 1148 863 1182">Action</th> <th data-bbox="867 1148 2045 1182">What it sounds like</th> </tr> </thead> <tbody> <tr> <td data-bbox="525 1188 863 1258">Build on others’ comments</td> <td data-bbox="867 1188 2045 1258">I want to add _____; I think that _____; I agree with him but I also think _____; I think that’s a good idea, and also _____; Yes, but I also feel _____</td> </tr> <tr> <td data-bbox="525 1265 863 1334">Disagree constructively</td> <td data-bbox="867 1265 2045 1334">What do you think? Do you disagree/agree? I don’t really agree with that because _____; I don’t think so because _____; That’s not what I think it meant because _____</td> </tr> <tr> <td data-bbox="525 1341 863 1468">Ask for clarification and link comments</td> <td data-bbox="867 1341 2045 1468">Can you repeat that? What did you mean when you said _____? I don’t understand the part where you said _____; What did you mean when you said that _____; I don’t understand what you’re saying. Tell me again. Can you explain that again? You/I said _____ but s/he said _____; How is that different/similar?</td> </tr> </tbody> </table>	Action	What it sounds like	Build on others’ comments	I want to add _____; I think that _____; I agree with him but I also think _____; I think that’s a good idea, and also _____; Yes, but I also feel _____	Disagree constructively	What do you think? Do you disagree/agree? I don’t really agree with that because _____; I don’t think so because _____; That’s not what I think it meant because _____	Ask for clarification and link comments	Can you repeat that? What did you mean when you said _____? I don’t understand the part where you said _____; What did you mean when you said that _____; I don’t understand what you’re saying. Tell me again. Can you explain that again? You/I said _____ but s/he said _____; How is that different/similar?
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Ask questions	I was wondering why _____; How come _____? Why do you think _____?
Explain your thinking	What I mean is _____; What you are saying is _____; Well, in the book it says _____; My family and I did something just like that when _____; I think so, because _____; Well, that's not what I meant. What I meant was _____
Reviewing thinking	Before I thought _____ but now I think _____; I hadn't considered that _____; I have learned that _____

*Adapted from Pearson, P. D. (2004). *Rich talk about text*. Retrieved from http://www.nlnw.nsw.edu.au/videos09/lo_Pearson/documents/Pearson.pdf