

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 Point of View Clearly and Persuasively</i>				
Common Core Grade Prekindergarten Standard (SL.PK.1): With guidance and support, participate in collaborative conversations with diverse partners about <i>prekindergarten topics and texts</i> with peers and adults in small and large groups. a. Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Engage in extended conversations. c. Communicate with individuals from different cultural backgrounds.		GRADE LEVEL ACADEMIC DEMAND <i>Participate in Extended Conversations, Following Rules for Discussions</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	Use <i>illustrated, pretaught words</i> and an <i>illustrated discussion-rules chart</i> to identify rules and points of discussions during collaborative conversations in <i>partnership and/or teacher-led small groups</i>	Use <i>illustrated, preidentified words and phrases</i> and an <i>illustrated discussion-rules chart</i> to identify rules and points of discussions during collaborative conversations in <i>partnership and/or small groups</i>	Use <i>illustrated phrases and short sentences from a bank</i> and an <i>illustrated discussion-rules chart</i> to identify rules and points of discussions during collaborative conversations in <i>partnership, small group or whole class settings</i>	Use <i>illustrated sentences from a bank</i> and an <i>illustrated discussion-rules chart</i> to identify rules and points of discussions during collaborative conversations in <i>partnership, small group or whole class settings</i>	Use an <i>illustrated discussion-rules chart</i> to identify rules and points of discussions during collaborative conversations in <i>partnership, small group or whole class settings</i>
PRODUCTIVE		Use <i>illustrated, pretaught words</i> and an <i>illustrated discussion-rules chart</i> to participate in collaborative conversations in <i>partnership and/or teacher-led small groups</i>	Use <i>illustrated, preidentified words and phrases</i> and an <i>illustrated discussion-rules chart</i> to participate in collaborative conversations in <i>partnership and/or small groups</i>	Use <i>illustrated phrases and short sentences from a bank</i> and an <i>illustrated discussion-rules chart</i> to participate in collaborative conversations in <i>partnership, small group or whole class settings</i>	Use <i>illustrated sentences</i> and an <i>illustrated discussion-rules chart</i> to participate in collaborative conversations in <i>partnership, small group or whole class settings</i>	Use an <i>illustrated discussion-rules chart</i> to participate in collaborative conversations in <i>partnership, small group or whole class settings</i>
		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 Prekindergarten Standard (SL.PK.1): With guidance and support, participate in collaborative conversations with diverse partners about *prekindergarten topics and texts* with peers and adults in small and large groups.

- a. Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Engage in extended conversations.
- c. Communicate with individuals from different cultural backgrounds.

GRADE LEVEL ACADEMIC DEMAND
*Participate in Extended Conversations,
 Following Rules for Discussions*

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.

- Understand rules of a conversation (know when to speak and when to listen).
- Use words and phrases to contribute to conversations (e.g., I want to add _____; I think that _____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Sample texts appropriate for prekindergarten students can be found in the Reading for Information and Reading Literature standards.</p>	<p>Classroom conversations can take place in partnership, small group or whole class. These conversations have the following characteristics:</p> <ul style="list-style-type: none"> • Are structured and focused but not teacher dominated. • Occur when students are prompted to discuss through open-ended questions. • Occur when students hold the floor for extended periods of time. <p>Students can learn the rules of a conversation by having rich interactions.</p> <ul style="list-style-type: none"> • A useful activity to engage children in starting the conversation is to have students draw the parts that they think are the most important about a story. The teacher then collects the drawings and sees how many students have the same idea. The conversation can start from this point onwards.