

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.				MAIN ACADEMIC DEMAND <i>Adapt Speech to a Variety of Contexts, Demonstrating Command of Formal English</i>		
Common Core Grade Prekindergarten Standard (SL.PK.6): Demonstrate an emergent ability to express thoughts, feelings and ideas.				GRADE LEVEL ACADEMIC DEMAND <i>Express Thoughts, Feelings and Ideas</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> to identify characters’ thoughts and feelings, <i>with prompting and support</i> , during collaborative conversations about a text, in <i>partnership and/or teacher-led small groups</i>	Use <i>illustrated, preidentified words and phrases</i> to identify characters’ thoughts and feelings, <i>with prompting and support</i> , during collaborative conversations about a text, in <i>partnership and/or small groups</i>	Use <i>illustrated phrases and short sentences from a bank</i> to identify characters’ thoughts and feelings, <i>with prompting and support</i> , during collaborative conversations about a text, in <i>partnership, small group and/or whole class settings</i>	Use <i>illustrated sentences from a bank</i> to identify characters’ thoughts and feelings, <i>with prompting and support</i> , during collaborative conversations about a text, in <i>partnership, small group and/or whole class settings</i>	Use <i>self-created, labeled illustrations</i> to identify characters’ thoughts and feelings, <i>independently</i> , during collaborative conversations about a text, in <i>partnership, small group and/or whole class settings</i>
		Use <i>illustrated, pretaught words, with prompting and support</i> , to role-play expressing thoughts, feelings and ideas about a topic, when speaking, dictating to the teacher and/or drawing/writing	Use <i>illustrated, preidentified words, with prompting and support</i> , to role-play expressing thoughts, feelings and ideas about a topic, when speaking, dictating to the teacher and/or drawing/writing	Use <i>illustrated phrases and short sentences from a bank, with prompting and support</i> , to role-play expressing thoughts, feelings and ideas about a topic, when speaking, dictating to the teacher and/or drawing/writing	Use <i>illustrated sentences, with prompting and support</i> , to role-play expressing thoughts, feelings and ideas about a topic, when speaking, dictating to the teacher and/or drawing/writing	Use <i>illustrated sentences, independently</i> , to role-play expressing thoughts, feelings and ideas about a topic, when speaking, dictating to the teacher and/or drawing/writing
		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.6): Demonstrate an emergent ability to express thoughts, feelings and ideas.		GRADE LEVEL ACADEMIC DEMAND <i>Express Thoughts, Feelings and Ideas</i>
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 these linguistic demands 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 express thoughts (e.g., I think that ____).		
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.		
Text Excerpt		Teacher Directions
Sample texts appropriate for Prekindergarten students can be found in the Reading for Information and Reading Literature standards.		In a small group and whole class setting, model how to express thoughts, feelings and ideas using whole sentences that include subjects and predicates.