

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 11–12 Standard (SL.11–12.1): Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grades 11–12 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 promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed; c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions and promote divergent and creative perspectives; d. Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible and determine what additional information or research is required to deepen the investigation or complete the task; 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</i> <i>Follow Democratic and Civil Rules for Discussions</i> <i>Pose and Answer Questions That Connect Ideas</i> <i>Respond Thoughtfully to Diverse Perspectives</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 discussion reflection guide</i> to identify claims and evidence and determine additional research needed, during collaborative conversations in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a discussion reflection guide</i> to identify claims and evidence and determine additional research needed, during collaborative conversations in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed discussion reflection guide</i> to identify claims and evidence and determine additional research needed, during collaborative conversations in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a discussion reflection guide</i> to identify claims and evidence and determine additional research needed, during collaborative conversations in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information, when taking notes independently</i> , to identify claims and evidence and determine additional research needed, during collaborative conversations in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words on a discussion matrix</i> to identify and connect ideas with evidence from texts and other research	Reading-Centered Activity: Organize <i>preidentified words and phrases on a discussion matrix</i> to identify and connect ideas with evidence from texts and other research	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed discussion matrix</i> to identify and connect ideas with evidence from texts and other research	Reading-Centered Activity: Organize <i>information on a partially matrix, after teacher modeling</i> , to identify and connect ideas with evidence from texts and other research	Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to identify and connect ideas with evidence from texts and other research
		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 answer questions that connect ideas, while following democratic, civil rules for discussions, 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 answer questions that connect ideas, while following democratic, civil rules for discussions, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to pose and answer questions that connect ideas, while following democratic, civil rules for discussions, 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 answer questions that connect ideas, while following democratic, civil rules for discussions, 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 answer questions that connect ideas, while following democratic, civil rules for discussions, 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 synthesize the ideas and information presented and respond thoughtfully to diverse perspectives	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that synthesize the ideas and information presented and respond thoughtfully to diverse perspectives	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously developed graphic organizers</i> to <i>compose a short essay</i> that synthesizes the ideas and information presented and responds thoughtfully to diverse perspectives	Writing-Centered Activity: Use the <i>previously developed graphic organizers</i> and <i>teacher-provided models</i> to <i>compose an essay</i> that synthesizes the ideas and information presented and responds thoughtfully to diverse perspectives	Writing-Centered Activity: Use <i>knowledge of the topic, text or issue, independently</i> , to <i>compose an essay</i> that synthesizes the ideas and information presented and responds thoughtfully to diverse perspectives
		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> .

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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 promote civil, democratic discussions and decision making, set clear goals and deadlines and establish individual roles as needed; c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions and promote divergent and creative perspectives; d. Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible and determine what additional information or research is required to deepen the investigation or complete the task; 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 Democratic and Civil Rules for Discussions

Pose and Answer Questions That Connect Ideas

Respond Thoughtfully to Diverse Perspectives

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., 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 11th–12th 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 _____).