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| <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 5 Standard (SL.5.1): Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grade 5 topics and texts</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 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 by making comments that contribute to the discussion and elaborate on the remarks of others; d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions; e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds; f. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.</p> | | <p>GRADE LEVEL ACADEMIC DEMAND <i>Participate in Collaborative Conversations Follow Rules for Discussions Review Key Ideas and Draw Conclusions in Light of the Discussion</i></p> | | | | |
| <p>5 Levels of Language Development</p> | <p>Entering (Beginner)</p> | <p>Emerging (Low Intermediate)</p> | <p>Transitioning (High Intermediate)</p> | <p>Expanding (Advanced)</p> | <p>Commanding (Proficient)</p> | |
| <p>When acquiring a new language, using grade level texts and appropriate supports, students are able to:</p> | | | | | | |
| <p>RECEPTIVE</p> | <p>Oracy and Literacy Links</p> | <p>Listening-Centered Activity: Organize <i>pretaught words and phrases on a discussion-reflection graphic organizer</i> to identify the key ideas expressed and draw conclusions, 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 graphic organizer</i> to identify the key ideas expressed and draw conclusions, 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 graphic organizer</i> to identify the key ideas expressed and draw conclusions, as students participate in collaborative discussions in <i>partnership, small group and/or whole class settings</i></p> | <p>Listening-Centered Activity: Organize <i>sentences on a discussion-reflection graphic organizer</i> to identify the key ideas expressed and draw conclusions, 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 information to explore during discussions after reading required material</p> | <p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a discussion web</i> to identify information to explore during discussions after reading required material</p> | <p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed discussion web</i> to identify information to explore during discussions after reading required material</p> | <p>Reading-Centered Activity: Organize <i>sentences on a discussion web, after teacher modeling</i>, to identify information to explore during discussions after reading required material</p> | <p>Reading-Centered Activity: Organize <i>information on a self-created discussion web, independently</i>, to identify information to explore during discussions after reading required material</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> that ask or respond to specific questions and elaborate on the remarks or others, 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 ask or respond to specific questions and elaborate on the remarks or others, 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 specific questions and elaborate on the remarks or others, 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 specific questions and elaborate on the remarks or others, when speaking in <i>partnership, small group and/or whole class settings</i></p> | <p>Speaking-Centered Activity: Use <i>knowledge of the topic or text, independently</i>, to ask or respond to specific questions and elaborate on the remarks or others, 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 key ideas of diverse topics and/or texts presented in discussion and the conclusions drawn</p> | <p>Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that synthesize key ideas of diverse topics and/or texts presented in discussion and the conclusions drawn</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 key ideas of diverse topics and/or texts presented in discussion and the conclusions drawn</p> | <p>Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that synthesizes key ideas of diverse topics and/or texts presented in discussion and the conclusions drawn</p> | <p>Writing-Centered Activity: Use <i>knowledge of the topic or text, independently</i>, to develop a <i>multiple paragraph essay</i> that synthesizes key ideas of diverse topics and/or texts presented in discussion and the conclusions drawn</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 5 Standard (SL.5.1): Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on *grade 5 topics and texts*, 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 by making comments that contribute to the discussion and elaborate on the remarks of others; d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions; e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds; f. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.

GRADE LEVEL ACADEMIC DEMAND
Participate in Collaborative Conversations
Follow Rules for Discussions
Review Key Ideas and Draw Conclusions 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 question 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 convey an elaboration on the remarks of others (e.g., I would like to add to your point _____; Another important point is _____).
- 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., Some important ideas we discussed 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 _____).

Example to Address the Linguistic Demands

| Text Excerpt | Teacher Directions | | | | | | | | |
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| Sample texts appropriate for 5th 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>Prompts that can be used for productive conversations are:*</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Action</th> <th style="text-align: center;">What it sounds like</th> </tr> </thead> <tbody> <tr> <td>Build on others’ comments</td> <td>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>Disagree constructively</td> <td>I 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>Add information and ask for clarification</td> <td>I would like to add to your point; Another important point is _____; What did you mean when you said that _____? I don’t understand what you’re saying. Tell me again. Can you explain that again?</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 | I 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 _____. | Add information and ask for clarification | I would like to add to your point; Another important point is _____; What did you mean when you said that _____? I don’t understand what you’re saying. Tell me again. Can you explain that again? |
| 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 | I 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 _____. | | | | | | | | |
| Add information and ask for clarification | I would like to add to your point; Another important point is _____; What did you mean when you said that _____? I don’t understand what you’re saying. Tell me again. Can you explain that again? | | | | | | | | |

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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 _____; This makes me realize that _____; I hadn't considered that _____; I have learned that _____. |
| *Adapted from Pearson, P. D. (2004). <i>Rich talk about text</i> . Retrieved from http://www.nlnw.nsw.edu.au/videos09/lo_Pearson/documents/Pearson.pdf | | |