

<b>Common Core Anchor Standard (SL.6):</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		<b>MAIN ACADEMIC DEMAND</b> <i>Adapt Speech to a Variety of Contexts, Demonstrating Command of Formal English</i>				
<b>Common Core Grade Kindergarten Standard (SL.K.6):</b> Speak audibly and express thoughts, feelings and ideas clearly.		<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Express Thoughts, Feelings and Ideas Clearly</i>				
<b>5 Levels of Language Development</b>	<b>Entering (Beginner)</b>	<b>Emerging (Low Intermediate)</b>	<b>Transitioning (High Intermediate)</b>	<b>Expanding (Advanced)</b>	<b>Commanding (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	Organize <i>illustrated, pretaught words on a good-speaking-skills chart, with prompting and support</i> , to express thoughts, feelings and ideas clearly, during/after a read aloud in <i>partnership and/or teacher-led small groups</i>	Organize <i>illustrated, preidentified words and phrases on a good-speaking-skills chart, with prompting and support</i> , to express thoughts, feelings and ideas clearly, during/after a read aloud in <i>partnership and/or small groups</i>	Organize <i>illustrated phrases and short sentences from a bank on a good-speaking-skills chart, with prompting and support</i> , to express thoughts, feelings and ideas clearly, during/after a read aloud in <i>partnership, small group and/or whole class settings</i>	Organize <i>illustrated sentences from a bank on a good-speaking-skills chart, with prompting and support</i> , to express thoughts, feelings and ideas clearly, during/after a read aloud in <i>partnership, small group and/or whole class settings</i>	Organize <i>illustrated sentences from a bank on a good-speaking-skills chart, independently</i> , to express thoughts, feelings and ideas clearly, during/after a read aloud in <i>partnership, small group and/or whole class settings</i>
		Use <i>illustrated, pretaught words, with prompting and support</i> , to complete <i>sentence starters</i> that express thoughts, feelings and ideas clearly, when speaking, dictating to the teacher and/or drawing/writing	Use <i>illustrated, preidentified words and phrases, with prompting and support</i> , to complete <i>sentence starters</i> that express thoughts, feelings and ideas clearly, 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 complete <i>sentence starters</i> that express thoughts, feelings and ideas clearly, when speaking, dictating to the teacher and/or drawing/writing	Use <i>illustrated sentences, with prompting and support</i> , to complete <i>sentence starters</i> that express thoughts, feelings and ideas clearly, when speaking, dictating to the teacher and/or drawing/writing	Use <i>illustrated sentences, independently</i> , to complete <i>sentence starters</i> that express thoughts, feelings and ideas clearly, 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 Kindergarten Standard (SL.K.6):** Speak audibly and express thoughts, feelings and ideas clearly.

**GRADE LEVEL ACADEMIC DEMAND**  
*Express Thoughts, Feelings and Ideas Clearly*

**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 the standards 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, feelings and ideas.
- Use words and phrases to introduce thoughts (e.g., I think), feelings (e.g., I feel) and ideas (I think; my opinion).

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires that students express their thoughts, ideas and feelings clearly.

#### **Text Excerpt**

Sample texts appropriate for Kindergarten students can be found in the Reading for Information and Reading Literature standards.

#### **Teacher Directions**

In a small group and whole class setting, model how to express thoughts, feelings and ideas using whole sentences that include subjects and predicates.