

<b>Common Core Anchor Standard (SL.3):</b> Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric.	<b>MAIN ACADEMIC DEMAND</b> <i>Prepare and Participate in Conversations, Expressing Their Points of View Clearly and Persuasively</i>
<b>Common Core Grade 1 Standard (SL.1.3):</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Ask and Answer Questions to Gather and Clarify Information</i>

5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
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When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:

<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>preidentified key words and phrases on a questioning graphic organizer, with prompting and support</i> , in preparation for asking and answering questions about information presented by a speaker, in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a questioning graphic organizer, with prompting and support</i> , in preparation for asking and answering questions about information presented by a speaker, in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed questioning graphic organizer, with prompting and support</i> , in preparation for asking and answering questions about information presented by a speaker, in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a partially completed questioning graphic organizer, with prompting and support</i> , in preparation for asking and answering questions about information presented by a speaker, in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a questioning graphic organizer, independently</i> , in preparation for asking and answering questions about information presented by a speaker, in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a question/answer T-chart, with prompting and support</i> , to clarify ideas when reading information given by a speaker	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a question/answer T-chart, with prompting and support</i> , to clarify ideas when reading information given by a speaker	<b>Reading-Centered Activity:</b> Organize <i>information on a partially completed question/answer T-chart, with prompting and support</i> , to clarify ideas when reading information given by a speaker	<b>Reading-Centered Activity:</b> Organize <i>information on a question/answer T-chart, with prompting and support</i> , to clarify ideas when reading information given by a speaker	<b>Reading-Centered Activity:</b> Organize <i>information on a question/answer T-chart, independently</i> , to clarify ideas when reading information given by a speaker
		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)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to complete question stems and prompts, to gather and clarify information given by a speaker, when participating in collaborative conversations in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to complete question stems and prompts, to gather and clarify information given by a speaker, when participating in collaborative conversations in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to contribute to discourse and to gather and clarify information given by a speaker, when participating in collaborative conversations in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to contribute to discourse and to gather and clarify information given by a speaker, when participating in collaborative conversations in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic</i> and the <i>previously completed graphic organizers, independently</i>, to lead discourse and to gather and clarify information given by a speaker, when participating in collaborative conversations in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to complete cloze sentences, with <i>prompting and support</i>, that synthesize information gathered from a speaker</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to complete cloze sentences, with <i>prompting and support</i>, that synthesize information gathered from a speaker</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> to complete a short cloze paragraph, with <i>prompting and support</i>, that synthesizes information gathered from a speaker</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to develop a short paragraph, with <i>prompting and support</i>, that synthesizes information gathered from a speaker</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and a <i>glossary</i> to develop a short paragraph, <i>independently</i>, that synthesizes information gathered from a speaker</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 1 Standard (SL.1.3):** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**GRADE LEVEL ACADEMIC DEMAND**  
*Ask and Answer Questions to Gather and Clarify Information*

**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 who, what, where, why and how question forms to gather and clarify information: *Did you notice what \_\_\_ said? Who just said that? Where did you say it happened? When? Can you help me with \_\_\_? Would you like to add something? Can you repeat that part? What about \_\_\_?*

**Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires students to ask and answer questions. Sample texts can be found in the Reading for Information and Reading Literature standard 3 for 1st grade.