

<b>Common Core Anchor Standard (SL.2):</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.		<b>MAIN ACADEMIC DEMAND</b> <i>Compare, Contrast and Evaluate the Credibility of Information Presented in Various Formats</i>				
<b>Common Core Grade 5 Standard (SL.5.2):</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.		<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Summarize a Written Text Read Aloud</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>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a main-idea-and-details graphic organizer</i> to identify important information from a text read aloud or presented in diverse media and formats, as the information is presented in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a main-idea-and-details graphic organizer</i> to identify important information from a text read aloud or presented in diverse media and formats, as the information is presented in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main-idea-and-details graphic organizer</i> to identify important information from a text read aloud or presented in diverse media and formats, as the information is presented in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>sentences on a main-idea-and-details graphic organizer</i> to identify important information from a text read aloud or presented in diverse media and formats, as the information is presented in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a self-created main-idea-and-details graphic organizer, independently,</i> to identify important information from a text read aloud or presented in diverse media and formats, as the information is presented in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a summary graphic organizer</i> to summarize a written text read aloud or information presented in diverse formats	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a summary graphic organizer</i> to summarize a written text read aloud or information presented in diverse formats	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed summary graphic organizer</i> to summarize a written text read aloud or information presented in diverse formats	<b>Reading-Centered Activity:</b> Organize <i>sentences on a summary graphic organizer, after teacher modeling,</i> to summarize a written text read aloud or information presented in diverse formats	<b>Reading-Centered Activity:</b> Organize <i>information on a self-created summary graphic organizer, independently,</i> to summarize a written text read aloud or information presented in diverse formats
		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 to complete sentence starters</i> that summarize text and information presented in diverse media and formats, when speaking 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 to complete sentence starters</i> that summarize text and information presented in diverse media and formats, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to summarize text and information presented in diverse media and formats, when speaking 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 summarize text and information presented in diverse media and formats, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic, independently</i>, to summarize text and information presented in diverse media and formats, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete a cloze paragraph</i> that summarizes and analyzes the text and information presented in diverse formats</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that summarize and analyze the text and information presented in diverse formats</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that summarizes and analyzes the text and information presented in diverse formats</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that summarizes and analyzes the text and information presented in diverse formats</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, independently, to develop a multiple paragraph essay</i> that summarizes and analyzes the text and information presented in diverse formats</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.5.2):** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

**GRADE LEVEL ACADEMIC DEMAND**  
*Summarize a Written Text Read Aloud*

**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 introductory words and phrases to paraphrase and present the topic of the text (e.g., this text is about).
- Use concluding words to support summarizing (e.g., in conclusion, in sum, to summarize).
- Use sequencing and chronological markers (e.g., then, after that, in the beginning, in the end).
- Use compare and contrast words and phrases (e.g., like, unlike, whereas, similar, on the one hand, on the other hand) to present relational information.
- Use cause and effect words (e.g., because, since, so, the consequence was, the reason was) to present information.
- Use signal words (e.g., however, but, nonetheless, even though) to convey a change of direction.

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

This standard does not have an example of a linguistic demand because it requires summarizing a written text read aloud. For examples of text excerpts, please consult Reading for Information and Reading Literature standard 2 for 5th grade.