

Common Core Anchor Standard (SL.2): Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.			MAIN ACADEMIC DEMAND <i>Compare/Contrast and Evaluate the Credibility of Information Presented in Various Formats</i>		
Common Core Grade 6 Standard (SL.6.2): Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text or issue under study. a. 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 <i>Interpret Information Presented in Diverse Media and Explain How It Contributes to a Topic</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 what's-the-big-idea graphic organizer</i> to identify and interpret important information presented in diverse media and formats, as the material is read aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a what's-the-big-idea graphic organizer</i> to identify important information presented in diverse media and formats, as the material is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed what's-the-big-idea graphic organizer</i> to identify important information presented in diverse media and formats, as the material is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a what's-the-big-idea graphic organizer</i> to identify important information presented in diverse media and formats, as the material is read aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a double entry journal</i> to explain how information presented in diverse media contributes to a topic	Reading-Centered Activity: Organize <i>preidentified words and phrases on a double entry journal</i> to explain how information presented in diverse media contributes to a topic	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed double entry journal</i> to explain how information presented in diverse media contributes to a topic	Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to explain how information presented in diverse media contributes to a topic
		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> .

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 address problems creatively and by integrating information presented in diverse media with students' prior knowledge and experience, 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 address problems creatively by integrating information presented in diverse media with students' prior knowledge and experience, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to address problems creatively by integrating information presented in diverse media with students' prior knowledge and experience, 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 address problems creatively by integrating information presented in diverse media with students' prior knowledge and experience, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>knowledge of the topic, independently</i> , to address problems creatively by integrating information presented in diverse media with students' prior knowledge and experience, 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 explain how information presented in diverse media and formats contributes to a topic	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that explain how information presented in diverse media and formats contributes to a topic	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that explains how information presented in diverse media and formats contributes to a topic	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that explains how information presented in diverse media and formats contributes to a topic	Writing-Centered Activity: Use <i>knowledge of the topic, independently</i> , to <i>develop a multiple paragraph essay</i> that explains how information presented in diverse media and formats contributes to a topic
		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 6 Standard (SL.6.2): Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text or issue under study.

a. 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
*Interpret Information Presented in Diverse Media
and Explain How It Contributes to a Topic*

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 their new and/or home language.

- Use sequencing and chronological markers (e.g., then, after that, in the beginning, in the end) to present a topic.
- 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.
- Use introductory words and phrases (e.g., in fact, an example, in other words) to cite examples.

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it requires interpreting information presented in diverse media and formats. For examples of text excerpts, please consult Reading for Information and Reading Literature standard 2 for 6th grade.