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| <p>Common Core Anchor Standard (RI.7): Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, and in words.</p> | | <p>MAIN ACADEMIC DEMAND <i>Synthesize and Evaluate Content Presented in Various Formats</i></p> | | | | |
| <p>Common Core Grade 6 Standard (RI.6.7): Integrate information presented in different media and formats (e.g., visually, quantitatively) and in words to develop a coherent understanding of a topic or issue.</p> | | <p>GRADE LEVEL ACADEMIC DEMAND <i>Integrate Information Presented in Various Formats</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 topic web</i> to identify information presented in various formats, as text is read <i>in partnership and/or teacher-led small groups</i></p> | <p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a topic web</i> to identify information presented in various formats, as text is read <i>in partnership and/or small groups</i></p> | <p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed topic web</i> to identify information presented in various formats, as text is read <i>in partnership, small group and/or whole class settings</i></p> | <p>Listening-Centered Activity: Organize <i>information on a topic web</i> to identify information presented in various formats, as text is read <i>in partnership, small group and/or whole class settings</i></p> | |
| | | <p>Reading-Centered Activity: Organize <i>pretaught words and phrases on a matrix</i> to identify information presented in various formats that develop a topic or issue</p> | <p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a matrix</i> to identify information presented in various formats that develop a topic or issue</p> | <p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed matrix</i> to identify information presented in various formats that develop a topic or issue</p> | <p>Reading-Centered Activity: Organize <i>information on a matrix, after teacher modeling</i>, to identify information presented in various formats that develop a topic or issue</p> | <p>Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i>, to identify information presented in various formats that develop a topic or issue</p> |
| | | <p><i>in the new and/or the home language.</i></p> | <p><i>in the new and/or the home language.</i></p> | <p><i>in the new and, occasionally, in the home language.</i></p> | <p><i>in the new language.</i></p> | <p><i>in the 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 | Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that analyze how information presented in various formats helps develop an understanding of a topic or issue, 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 to complete sentence starters</i> that analyze how information presented in various formats helps develop an understanding of a topic or issue, when speaking in <i>partnership and/or small groups</i> | Speaking-Centered Activity: Use a <i>word bank</i> to analyze how information presented in various formats helps develop an understanding of a topic or issue, 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 analyze how information presented in various formats helps develop an understanding of a topic or issue, when speaking in <i>partnership, small group and/or whole class settings</i> | Speaking-Centered Activity: Use <i>information, independently</i> , to analyze how information presented in various formats helps develop an understanding of a topic or issue, when speaking in <i>partnership, small group and/or whole class settings</i> |
| | | Writing-Centered Activity: Use <i>pretaught words and phrases to complete a cloze paragraph</i> that synthesizes information presented in various formats to develop an understanding of a topic or issue | Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that synthesize information presented in various formats to develop an understanding of a topic or issue | Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that synthesizes information presented in various formats to develop an understanding of a topic or issue | Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that synthesizes information presented in various formats to develop an understanding of a topic or issue | Writing-Centered Activity: Use <i>information, independently</i> , to develop a <i>multiple paragraph essay</i> that synthesizes information presented in various formats to develop an understanding of a topic or issue |
| | | 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 (RI.6.7): Integrate information presented in different media and formats (e.g., visually, quantitatively) and in words to develop a coherent understanding of a topic or issue.

GRADE LEVEL ACADEMIC DEMAND
Integrate Information Presented in Various Formats

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.

- Identify the nouns and associated pronouns (e.g., latitude and longitude, both) that indicate the subject of the images and text.
- Identify quantitative information (e.g., both are measured in terms of the 360 degrees) that indicates facts.
- Identify phrases that introduce examples (e.g., this means).
- Use words and phrases to integrate information from the text and the diagram (e.g., both, different, similar, like, unlike, whereas)

Example to Address the Linguistic Demands

Text Excerpt

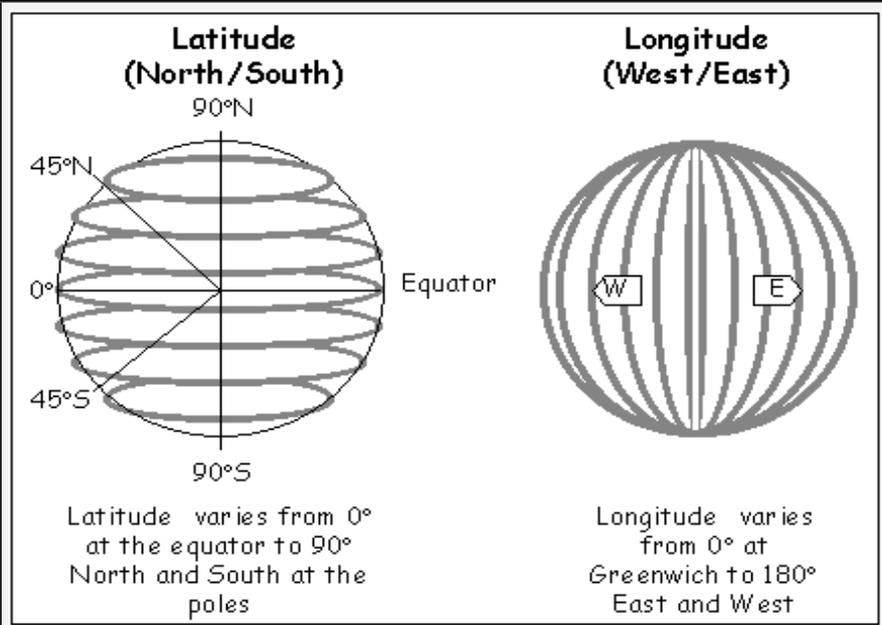
Latitude and longitude are imaginary (unreal) lines drawn on maps to easily locate places on the Earth. **Latitude** is distance north or south of the equator (an imaginary circle around the Earth halfway between the North Pole and the South Pole) and **longitude** is distance east or west of the prime meridian (an imaginary line running from north to south through Greenwich, England). **Both** are measured in terms of the *360 degrees* (symbolized by °) of a circle.

Longitude is measured in degrees east or west of the prime meridian. This means one half of the world is measured in degrees of east longitude, up to *180°*, and the other half in degrees of west longitude, up to *180°*. See the diagrams below to understand **latitudes and longitudes** better.

Teacher Directions

In a small group or whole class setting, analyze how to integrate information presented in different media and formats:

- Identify the nouns and associated pronouns (**bold**) (e.g., **latitude and longitude, both**) in the text.
- Identify quantitative information (*italics*) (e.g., *360 degrees*) that indicates facts.
- Identify phrases that introduce examples (underline) (e.g., this means).
- Use words and phrases to integrate information from the text and the diagram (e.g., both, different, similar, like, unlike, whereas).



MAPSTATS for kids. Retrieved from www.fedstats.gov/kids/mapstats/concepts_latlg.html