

<p>Common Core Anchor Standard (SL.2): Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</p>		<p>MAIN ACADEMIC DEMAND <i>Compare, Contrast and Evaluate the Credibility of Information Presented in Various Formats</i></p>				
<p>Common Core Grade 8 Standard (SL.8.2): Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Analyze the Purpose of Information Presented in Diverse Media and Formats</i> <i>Evaluate the Motives behind Its Presentation</i></p>				
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)	
<p>When acquiring a new language, using grade level texts and appropriate supports, students are able to:</p>						
RECEPTIVE	Oracy and Literacy Links	<p>Listening-Centered Activity: Organize <i>pretaught words and phrases on a matrix</i> to analyze the purpose of information presented in diverse media and formats, as different sources of information are read aloud in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a matrix</i> to analyze the purpose of information presented in diverse media and formats, as different sources of information are read aloud in <i>partnership and/or in small groups</i></p>	<p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed matrix</i> to analyze the purpose of information presented in diverse media and formats, as different sources of information are read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>information on a matrix</i> to analyze the purpose of information presented in diverse media and formats, as different sources of information are read aloud in <i>partnership, small group and/or whole class settings</i></p>	
		<p>Reading-Centered Activity: Organize <i>pretaught words and phrases on a cluster web</i> to identify the motives behind different methods of presentation</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a cluster web</i> to identify the motives behind different methods of presentation</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed cluster web</i> to identify the motives behind different methods of presentation</p>	<p>Reading-Centered Activity: Organize <i>information on a cluster web, after teacher modeling</i>, to identify the motives behind different methods of presentation</p>	<p>Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i>, to identify the motives behind different methods of presentation</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	<p>Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that analyze the purpose of information, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p>Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that analyze the purpose of information, when speaking in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank</i> to analyze the purpose of information, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to analyze the purpose of information, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use <i>knowledge of the topic, independently</i>, to analyze the purpose of information, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p>Writing-Centered Activity: Use <i>pretaught words and phrases to complete cloze paragraphs</i> that analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation</p>	<p>Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that analyzes the purpose of information presented in diverse media and formats and evaluates the motives behind its presentation</p>	<p>Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes the purpose of information presented in diverse media and formats and evaluates the motives behind its presentation</p>	<p>Writing-Centered Activity: Use <i>knowledge of the topic, independently</i>, to develop a <i>multiple paragraph essay</i> that analyzes the purpose of information presented in diverse media and formats and evaluates the motives behind its presentation</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 8 Standard (SL.8.2): Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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
*Analyze the Purpose of Information Presented
in Diverse Media and Formats*
Evaluate the Motives behind Its Presentation

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.

- Identify the purpose of information and evaluate the motives.
- Identify words and phrases (nouns, pronouns and verbs) that are repeated throughout the text and to evaluate the purpose and the main idea.
- Use sequencing and chronological markers (e.g., then, after that, in the beginning, in the end) to present a topic.
- Use words and phrases (e.g., like, unlike, whereas, similar to, contrary to, on the one hand, on the other hand) for comparing and contrasting.
- Use cause and effect words (e.g., because, since, so, the consequence was, the reason was, yet) to present information.
- Use signal words (e.g., however, but, nonetheless, even though, notwithstanding) to convey a change of direction.
- Use introductory words and phrases (e.g., in fact, an example, in other words, for instance) to present examples.
- Use transitional words and phrases (e.g., to add, in addition, furthermore, moreover) to convey add information.
- Use concluding words and phrases (e.g., although this may be true, in contrast, different from, of course, but, at the same time) to present evaluation of the text.

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it requires that students analyze and evaluate the motives behind the presentation. For examples of text excerpts, please consult the Reading for Information and Reading Literature standard 2 for 8th grade.