

Common Core Anchor Standard (W.8): Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.			MAIN ACADEMIC DEMAND <i>Gather and Evaluate Information from Multiple Sources and Avoid Plagiarism</i>		
Common Core Grade 3 Standard (W.3.8): Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.			GRADE LEVEL ACADEMIC DEMAND <i>Recall and Gather Information Make Notes about the Different Sources and Categorize Evidence</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 concept map</i> to identify information from print and digital sources, as text is read in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a concept map</i> to identify information from print and digital sources, as text is read in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed concept map</i> to identify information from print and digital sources, as text is read in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a self-created concept map, independently</i> , to identify information from print and digital sources, as text is read in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a matrix</i> to sort and categorize evidence	Reading-Centered Activity: Organize <i>pre-identified words and phrases on a matrix</i> to sort and categorize evidence	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed matrix</i> to sort and categorize evidence	Reading-Centered Activity: Organize <i>information on a self-created matrix, independently</i> , to sort and categorize evidence
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the 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 complete sentence starters to retell information from experiences, 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 complete sentence starters to retell information from experiences, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to retell information from experiences, 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 retell information from experiences, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to retell information from experiences, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to complete a <i>cloze paragraph</i> that incorporates evidence and information from different sources	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to write <i>two or more paragraphs</i> that incorporate evidence and information from different sources	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to develop a <i>short essay</i> that incorporates evidence and information from different sources	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to develop an <i>essay</i> that incorporates evidence and information from different sources	Writing-Centered Activity: Use <i>information, independently</i> , to develop a <i>multiple paragraph essay</i> that incorporates evidence and information from different sources
		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 3 Standard (W.3.8): Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

GRADE LEVEL ACADEMIC DEMAND
Recall and Gather Information
Make Notes about the Different Sources and
Categorize Evidence

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 question and answer forms to recall information from experience (e.g., Has something like this happened to you before? What does this remind you of? This reminds me of ____; I learned that ____).
- Use question and answer forms that focus on gathering information from print and digital sources (e.g., Where did you find that information? Where did you learn that? What books have you used for ____? I used the following books ____; I used the following sources ____).
- Use words and phrases to describe information gathered from print or digital sources (e.g., I used the following books/chapters/articles/website/browser/database ____).
- Use sentence structures that target sorting evidence into categories (e.g., This information can be organized by ____; the facts can be arranged by ____).

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it requires recalling information from experience or provided sources. For examples of text excerpts, please consult the Reading for Information standard 8 for 3rd grade.