Common Core Anchor Standard (RL.7): Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		MAIN ACADEMIC DEMAND *Compare and Contrast Information Presented in Different Formats*
Common Core Grade 2 Standard (RL.2.7): Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.		GRADE LEVEL ACADEMIC DEMAND *Describe/Explain Story Characteristics, Setting or Plot by Using Information from Illustrations and Text*

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 *pretaught words and phrases on a story map* to identify a story's characters, setting or plot, as text is read *in partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a story map* to identify a story's characters, setting or plot, as text is read *in partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed story map* to identify a story's characters, setting or plot, as text is read in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *sentences on a story map* to identify a story's characters, setting or plot, as text is read in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a self-created story map, independently,* to identify a story's characters, setting or plot, as text is read in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on a double column chart* to identify and connect information from illustrations or words in a text with its characters, setting or plot	**Reading-Centered Activity:** Organize *preidentified words and phrases on a double column chart* to identify and connect information from illustrations or words in a text with its characters, setting or plot	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed double column chart* to identify and connect information from illustrations or words in a text with its characters, setting or plot	**Reading-Centered Activity:** Organize *sentences on a double column chart, after teacher modeling,* to identify and connect information from illustrations or words in a text with its characters, setting or plot	**Reading-Centered Activity:** Organize *information on a self-created double column chart, independently,* to identify and connect information from illustrations or words in a text with its characters, setting or plot
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

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 *pretaught words and phrases* and the *previously completed graphic organizers to complete sentence starters* that describe the characters, setting or plot by referring to information from illustrations and words in the text, when speaking in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* that describe the characters, setting or plot by referring to information from illustrations and words in the text, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to describe the characters, setting or plot by referring to information from illustrations and words in the text, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to describe the characters, setting or plot by referring to information from illustrations and words in the text, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to describe the characters, setting or plot by referring to information from illustrations and words in the text, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to complete a cloze paragraph* that refers to illustrations or words in a text to describe the characters, setting or plot of a text	**Writing-Centered Activity:** Use *preidentified words and phrases to complete cloze paragraphs* that refer to illustrations or words in a text to describe the characters, setting or plot of a text	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that refers to illustrations or words in a text to describe the characters, setting or plot of a text	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that refers to illustrations or words in a text to describe the characters, setting or plot of a text	**Writing-Centered Activity:** Use *information, independently, to develop a multiple paragraph essay* that refers to illustrations or words in a text to describe the characters, setting or plot of a text
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

Common Core Grade 2 Standard (RL.2.7): Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot	GRADE LEVEL ACADEMIC DEMAND *Describe/Explain Story Characteristics, Setting or Plot by Using Information from Illustrations and Text*

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/use nouns or associated pronouns (e.g., the hamster, it) to describe the subject in the illustrations and text.
- Identify/use verbs and adjectives (e.g., running, fat and round) to describe the character in the illustrations and text.

- Identify/use verbs (e.g., sat, was, looked) to describe the plot in the illustrations and text.
- Identify/use location and chronological markers (e.g., at school, everyday) to describe the setting in the illustrations and text.

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
Sam had the best seat in second grade. **He** sat at the back of Room 75. **He** did not sit near the globe, or the dinosaur models, or the paper pioneer fort. **Sam** sat beside **George Washington**. **George Washington** was *small* and *round* and the *color of honey*, and **he** sneezed. **George Washington** was a hamster. **Sam** loved **George Washington** more than anything else at school. **George Washington** was **Sam's** *favorite* subject. Copyrighted Material Kenah, K. (2006). *The best seat in second grade* [A. Carter, Illus.]. New York: Harper Collins.	In a small group or whole class setting, model how to use the illustrations and the text to understand the characters, setting or plot: - Identify/use nouns or associated pronouns (**bold**) (e.g., **Sam, he, George Washington**) to describe the subjects in the illustrations and text. - Identify/use verbs and adjectives (*italics*) (e.g. *small, round*) to describe the character in the illustrations and text. - Identify/use verbs (underline) (e.g. sit, loved, sneezed) to describe the plot in the illustrations and text. - Identify/use location and chronological markers (wavy underline) (e.g., at school) to describe the setting in the illustrations and text.