

<p><b>Common Core Anchor Standard (RI.7):</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, and in words.</p>		<p><b>MAIN ACADEMIC DEMAND</b> <i>Synthesize and Evaluate Content Presented in Various Formats</i></p>				
<p><b>Common Core Grade 2 Standard (RI.2.7):</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>		<p><b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Explain the Contributions and Impact of Images in a Text</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 <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a web</i> to identify how an image contributes to a text, as text is read <i>in partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a web</i> to identify how an image contributes to a text, as text is read <i>in partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed web</i> to identify how an image contributes to a text, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>sentences on a web</i> to identify how an image contributes to a text, as text is read in <i>partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a double column chart</i> to identify and connect images with their impact on the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a double column chart</i> to identify and connect images with their impact on the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed double column chart</i> to identify and connect images with their impact on the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a double column chart, after teacher modeling</i>, to identify and connect images with their impact on the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a self-created double column chart, independently</i>, to identify and connect images with their impact on the text</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)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that describe how an image contributes to or impacts a text, when speaking in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that describe how an image contributes to or impacts a text, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe how an image contributes to or impacts a text, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>previously completed graphic organizers</i> to describe how an image contributes to or impacts a text, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to describe how an image contributes to or impacts a text, when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete a cloze paragraph</i> that analyzes how an image contributes to and affects a text	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>complete cloze paragraphs</i> that analyze how an image contributes to and affects a text	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that analyzes how an image contributes to and impacts a text	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that analyzes how an image contributes to and impacts a text	<b>Writing-Centered Activity:</b> Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that analyzes how an image contributes to and impacts a text
		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 2 Standard (RI.2.7):** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**GRADE LEVEL ACADEMIC DEMAND**  
*Explain the Contributions and Impact of Images in a 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 the nouns (e.g., seesaw, lever) that indicate the subject of the images and text.
- Identify the verbs (e.g., goes, lifts) that indicate the action that the illustrations and the text depict.
- Use cause and effect words and phrases (e.g., that is, that is why) to explain how the images clarify the text.
- Use sentence structures to provide examples of how an image and the text support each other (e.g., The image shows \_\_\_; the text explains \_\_\_; the text says \_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpt



A good example of a first class level is the **seesaw**. As the **seesaw goes** up and down, the children **go** up and down. They **take** turns being the **lever** and the **force**. That is, as a child **goes** down his or her weight **provides** the **force** that **lifts** the other child.

*Simple machines activity cards set.* Learning Resources.

#### Teacher Directions

In a small group or whole class setting, explain how a diagram showing how a machine works, contributes to clarify the text:

- Identify the nouns (**bold**) (e.g., **seesaw, lever**) that indicate the subject of the images and text.
- Identify the verbs (*italics*) (e.g., *goes, lifts*) that indicate the action that the illustrations and the text depict.
- Use cause and effect words and phrases (e.g., that is, that is why) to explain how the images clarify the text.
- Use sentence structures to provide examples of how an image and the text support each other (e.g., The image shows \_\_\_; the text explains \_\_\_; the text says \_\_\_).