

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 2 Standard (W.2.8): Recall information from experiences or gather information from provided sources to answer a question.				GRADE LEVEL ACADEMIC DEMAND <i>Recall and Gather Information to Answer a Question</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 topic web</i> to identify information to answer a question, as text is read <i>in partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a topic web</i> to identify information to answer a question, as text is read <i>in partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed topic web</i> to identify information to answer a question, as text is read <i>in partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a self-created topic web, independently</i> , to identify information to answer a question, as text is read <i>in partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a concept map</i> to gather information from provided sources	Reading-Centered Activity: Organize <i>preidentified words and phrases on a concept map</i> to gather information from provided sources	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed concept map</i> to gather information from provided sources	Reading-Centered Activity: Organize <i>information on a self-created concept map, independently</i> , to gather information from provided sources
		<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 cloze paragraph that answers a question using past experiences and information from provided sources	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to complete cloze paragraphs that answer a question using past experiences and information from provided sources	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to develop a short essay that answers a question using past experiences and information from provided sources	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to develop an essay that answers a question using past experiences and information from provided sources	Writing-Centered Activity: Use <i>information, independently</i> , to develop a multiple paragraph essay that answers a question using past experiences and information from provided sources
		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 (W.2.8): Recall information from experiences or gather information from provided sources to answer a question.

GRADE LEVEL ACADEMIC DEMAND
Recall and Gather Information to Answer a Question

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 experiences (e.g., Has something like this happened to you before? What does this remind you of? This reminds me of ____; I remember that ____).
- Ask and answer questions from provided sources (e.g., Do you remember where you learned ____? Do you recall in which book? In what other book did you ____? In these books it says ____; I learned that ____).

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 2nd grade.