

| | | | | | |
|---|---------------------------------|--|--|---|---|
| Common Core Anchor Standard (SL.2): Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally. | | | MAIN ACADEMIC DEMAND <i>Compare/Contrast and Evaluate the Credibility of Information Presented in Various Formats</i> | | |
| Common Core Grade 2 Standard (SL.2.2): Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | | | GRADE LEVEL ACADEMIC DEMAND <i>Recount and Describe Key Ideas or Details from a Read Aloud</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 main idea web</i> to identify key ideas from a text read aloud or information presented orally, as text or another media source is read aloud in <i>partnership and/or teacher-led small groups</i> | Listening-Centered Activity: Organize <i>preidentified words and phrases on a main idea web</i> to identify key ideas from a text read aloud or information presented orally, as text or another media source is read aloud in <i>partnership and/or small groups</i> | Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed main idea web</i> to identify key ideas from a text read aloud or information presented orally, as text or another media source is read aloud in <i>partnership, small group and/or whole class settings</i> | Listening-Centered Activity: Organize <i>sentences on a main idea web</i> to identify key ideas from a text read aloud or information presented orally, as text or another media source is read aloud in <i>partnership, small group and/or whole class settings</i> |
| | | Reading-Centered Activity: Organize <i>pretaught words and phrases on a main-idea-and-details graphic organizer</i> to identify key ideas and details from a text or other media source | Reading-Centered Activity: Organize <i>preidentified words and phrases on a main-idea-and-details graphic organizer</i> to identify key ideas and details from a text or other media source | Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed main-idea-and-details graphic organizer</i> to identify key ideas and details from a text or other media source | Reading-Centered Activity: Organize <i>sentences on a main-idea-and-details graphic organizer, after teacher modeling</i> , to identify key ideas and details from a text or other media source |
| | | 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> . |

| 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 <i>complete sentence starters</i> that recount or describe key ideas or details from a read-aloud, 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 <i>complete sentence starters</i> that recount or describe key ideas or details from a read-aloud, when speaking in <i>partnership and/or small groups</i> | Speaking-Centered Activity: Use a <i>word bank</i> to recount or describe key ideas or details from a read-aloud, when speaking in <i>partnership, small group and/or whole class settings</i> | Speaking-Centered Activity: Use the <i>previously completed graphic organizers, after teacher modeling</i> , to recount or describe key ideas or details from a read-aloud, when speaking in <i>partnership, small group and/or whole class settings</i> | Speaking-Centered Activity: Use the <i>previously completed graphic organizers, independently</i> , to recount or describe key ideas or details from a read-aloud, when speaking in <i>partnership, small group and/or whole class settings</i> |
| | | Writing-Centered Activity: Use <i>pretaught words</i> to <i>complete a cloze paragraph</i> that summarizes information presented in a read-aloud, including key ideas and details | Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>complete multiple cloze paragraphs</i> that summarize information presented in a read-aloud, including key ideas and details | Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that summarizes information presented in a read-aloud, including key ideas and details | Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that summarizes information presented in a read-aloud, including key ideas and details | Writing-Centered Activity: Use the <i>previously completed graphic organizers, independently</i> , to <i>develop a multiple paragraph essay</i> that summarizes information presented in a read-aloud, including key ideas and details |
| | | 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 (SL.2.2): Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | GRADE LEVEL ACADEMIC DEMAND <i>Recount and Describe Key Ideas or Details from a Read Aloud</i> |
| <p>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.</p> <ul style="list-style-type: none"> • Use transitional words (e.g., in the beginning, first, then, after, in the end) that support recounting such as sequencing or chronological markers. • Use nouns and verbs that focus on the subjects and the actions. • Use adjectives that provide details. | |
| <p style="text-align: center;">Example to Address the Linguistic Demands</p> <p>This standard does not have an example of a linguistic demand because it refers to asking and answering questions if something is not understood. For examples of text excerpts, please consult the Reading for Information and Reading Literature standard 2 for 2nd grade.</p> | |