

<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.				<b>MAIN ACADEMIC DEMAND</b> <i>Synthesize and Evaluate Content Presented in Various Formats</i>	
<b>Common Core Grade 1 Standard (RI.1.7):</b> Use the illustrations and details in a story to describe its key ideas.				<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Describe Key Ideas by Using Illustrations and Details</i>	
<b>5 Levels of Language Development</b>	<b>Entering (Beginner)</b>	<b>Emerging (Low Intermediate)</b>	<b>Transitioning (High Intermediate)</b>	<b>Expanding (Advanced)</b>	<b>Commanding (Proficient)</b>
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:					
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a main idea graphic organizer</i> to identify key ideas, as text is read <i>in partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a main idea graphic organizer</i> to identify key ideas, as text is read <i>in partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main idea graphic organizer</i> to identify key ideas, as text is read <i>in partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a self-created main idea graphic organizer; independently</i> , to identify key ideas, as text is read <i>in partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a main-idea-and-details graphic organizer</i> to identify illustrations and details that describe key ideas	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a main-idea-and-details graphic organizer</i> to identify illustrations and details that describe key ideas	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main-idea-and-details graphic organizer</i> to identify illustrations and details that describe key ideas	<b>Reading-Centered Activity:</b> Organize <i>information on a self-created main-idea-and-details graphic organizer; independently</i> , to identify illustrations and details that describe key ideas
		<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	<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 key ideas, 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 key ideas, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe key ideas, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to describe key ideas, 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 key ideas, 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 describes key ideas by referring to illustrations and details	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>complete cloze paragraphs</i> that describe key ideas by referring to illustrations and details	<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 describes key ideas by referring to illustrations and details	<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 describes key ideas by referring to illustrations and details	<b>Writing-Centered Activity:</b> Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that describes key ideas by referring to illustrations 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> .

**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 and associated pronouns (e.g., firefighters, they) that indicate the subject of the illustrations and text.
- Identify the verbs (e.g., slide, take) that indicate the action that the illustrations and the text depict.
- Use sentence structures to describe the relationship between illustrations and text (e.g., Here are the \_\_\_\_; they are \_\_\_\_; in the picture the firefighters are \_\_\_\_; in the text it says that \_\_\_\_).

**Example to Address the Linguistic Demands**

Text Excerpt	Teacher Directions
<div> <div> </div> <p>A loudspeaker <i>blares</i> out the address of the fire, and the <b>firefighters</b> <i>go</i> into action. <b>They</b> <i>slide</i> down brass poles to the ground floor, where the fire engines are, and <i>hurry</i> into their fire-fighting gear. Then <b>they</b> <i>take</i> their positions on their engines.</p> <p>Gibbons, G. (1984). <i>Fire! Fire!</i> New York: HarperCollins. (From Appendix B, CCSS, p. 32.)</p> </div>	<div> <p>In a small group or whole class setting, use the illustrations and the text to gather details:</p> <ul style="list-style-type: none"> <li>Identify the nouns and associated pronouns (<b>bold</b>) (e.g., <b>firefighters</b>, <b>they</b>) that indicate the subject of the illustrations and text.</li> <li>Identify the verbs (<i>italics</i>) (e.g., <i>slide</i>, <i>take</i>) that indicate the action that the illustrations and the text depict.</li> <li>Use sentence structures to describe the relationship between illustrations and text (e.g., Here are the ____; they are ____; in the picture the firefighters are ____; in the text it says that ____).</li> </ul> </div>