Common Core Anchor Standard (RI.7): Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, and in words.	MAIN ACADEMIC DEMAND *Synthesize and Evaluate Content Presented in Various Formats*
Common Core Grade 3 Standard (RI.3.7): Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).	GRADE LEVEL ACADEMIC DEMAND *Demonstrate Understanding of Information from Words and Illustrations in a 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 web* to identify key details that demonstrate an understanding of the text, as text is read *in partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a web* to identify key details that demonstrate an understanding of the text, as text is read *in partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed web* to identify key details that demonstrate an understanding of the text, as text is read in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *sentences on a web* to identify key details that demonstrate an understanding of the text, as text is read in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a self-created web, independently,* to identify key details that demonstrate an understanding of the text, as text is read in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on a 5W + 1H graphic organizer* to identify when, where, why and how key events occur from illustrations and words in a text	**Reading-Centered Activity:** Organize *preidentified words and phrases on a 5W + 1H graphic organizer* to identify when, where, why and how key events occur from illustrations and words in a text	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed 5W + 1H graphic organizer* to identify when, where, why and how key events occur from illustrations and words in a text	**Reading-Centered Activity:** Organize *sentences on a 5W + 1H graphic organizer, after teacher modeling,* to identify when, where, why and how key events occur from illustrations and words in a text	**Reading-Centered Activity:** Organize *information on a self-created 5W + 1H graphic organizer, independently,* to identify when, where, why and how key events occur from illustrations and words in 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.*

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 explain how they used illustrations and words in a text to determine when, where, why and how key events occur, 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 explain how they used illustrations and words in a text to determine when, where, why and how key events occur, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to explain how they used illustrations and words in a text to determine when, where, why and how key events occur, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to explain how they used illustrations and words in a text to determine when, where, why and how key events occur, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to explain how they used illustrations and words in a text to determine when, where, why and how key events occur, 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 analyzes information such as when, where, why and how key events occur, from words and illustrations in a text	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that analyze information such as when, where, why and how key events occur, from words and illustrations in a text	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that analyzes information such as when, where, why and how key events occur, from words and illustrations in a text	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that analyzes information such as when, where, why and how key events occur, from words and illustrations in a text	**Writing-Centered Activity:** Use *information, independently, to develop a multiple paragraph essay* that analyzes information such as when, where, why and how key events occur, from words and illustrations in 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 3 Standard (RI.3.7): Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why and how key events occur).	GRADE LEVEL ACADEMIC DEMAND *Demonstrate Understanding of Information from Words and Illustrations 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 and associated pronouns (e.g., pets, these) that indicate the subject of the illustrations and text.
- Identify the verbs (e.g., loves, own) that indicate key events that the illustrations and/or text depict.
- Identify words and phrases that indicate location (e.g., Nevada) to demonstrate an understanding of where the key events took place.

- Identify chronological markers (e.g., in recent years) that indicate when key events take place.
- Identify cause and effect words and phrases (e.g., but, whether) that indicate why key events take place (e.g., *but* these kinds of pets can be very dangerous).
- Use words and phrases to explain the information gained from the text and the illustration (e.g., The illustration shows ___ and the text says ___; the illustration adds information regarding ___).

Example to Address the Linguistic Demands

Text Excerpt	**Teacher Directions**
Like many kids, **Major Tepper**, 15, *loves* loving pets. <u>But</u> **Major** doesn't have goldfish or hampsters. **He and his family** *own* lions and tigers in <u>Nevada</u>. "**They** are very loving, just like puppies," says Major. <u>But</u> **these** kinds of pets can be very dangerous. <u>Recent</u> problems with wild **pets** have started a debate about whether owning them should be outlawed nationwide.	Analyze in small group or whole class discussion how to demonstrate understanding of information from words and illustrations in a text: - Identify the nouns and associated pronouns (**bold**) (e.g., **pets, these**) that indicate the subject of the illustrations and text. - Identify the verbs (*italics*) (e.g., *loves, own*) that indicate key events that the illustrations and/or the text depict. - Identify words and phrases that indicate location (<u>underline</u>) (e.g., <u>Nevada</u>) to demonstrate an understanding of where the key events took place.

Wild Pets

Like many kids, Major Tepper, 15, loves having pets. But Major doesn't have goldfish or hamsters. He and his family own lions and tigers in Nevada. "They're very loving, just like puppies," says Major.

But these kinds of pets can be very dangerous. Recent problems with wild pets have started a debate about whether owning them should be outlawed nationwide.

Problem Pets

Having a wild animal as a pet is not as strange as you might think. More than 18 million people in the U.S. own **exotic** pets—from pythons and monkeys to kangaroos.

Words to Know
- **exotic:** something unusual from another place in the world
- **vary:** differ
- **illegal:** against the law

Watch a Video

A python on the loose in Florida is captured.

Major Tepper with one of his family's pet tigers

Click for a map of exotic pet laws by state

Laws about having wild pets **vary** from state to state.

In recent years, though, some of those rules have been changing. Last year, Ohio passed a law that makes it **illegal** to own large mammals like lions. The law was passed after a man set 56 of his exotic pets free—including tigers and bears. Police had to shoot most of the animals to protect people from being attacked.

Animal-rights groups say that kind of thing is all too common. One group, called Born Free USA, says there have been more than 1,000 escapes, attacks, and other problems involving exotic pets since 1990.
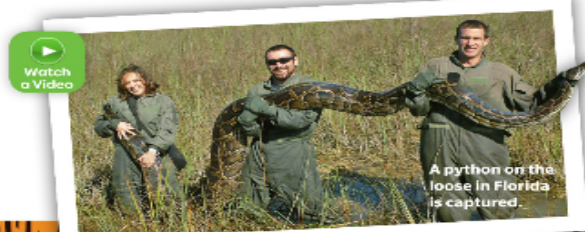
Handle With Care

Exotic-pet owners say that the animals aren't to blame for these problems—bad owners are.

"Most exotic-pet owners take special care to keep their animals and the people around them safe," says Susan Tepper, Major's mother. For example, Major and his siblings aren't allowed to get too close to their adult big cats. The Teppers' adult cats are trained for use in magic shows in Las Vegas, Nevada.

Still, many people say these animals belong in the wild.

"It doesn't matter how big or small they are, or how cute or scary," says Adam Roberts, who works for Born Free USA. "If it's a wild animal, it shouldn't be in people's homes."

Core Question

Wild pets. (2013, March). *Scholastic*. Retrieved from http://sni.scholastic.com/SN3/03_18_13_SN3/book#/2. The article is also available in Spanish and includes graphic organizers in English and Spanish at http://sni.scholastic.com/SN3/03_18_13_SN3/Printables

- Identify chronological markers (<u>wavy underline</u>) (e.g., <u>recent</u>) that indicate when key events take place.
- Identify cause and effect words and phrases (<u>double underline</u>) (e.g., <u>but</u>) that indicate a different idea from the one previously presented.
- Use words and phrases to explain the information gained from the text and the illustration (e.g., The illustration shows ___ and the text says ___; the illustration adds information regarding ___).