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| <p>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.</p> | | <p>MAIN ACADEMIC DEMAND <i>Gather and Evaluate Information from Multiple Sources and Avoid Plagiarism</i></p> | | | | |
| <p>Common Core Grade 6 Standard (W.6.8): Gather relevant information from multiple print and digital sources; assess the credibility of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> | | <p>GRADE LEVEL ACADEMIC DEMAND <i>Gather Information from Multiple Sources and Assess Their Credibility</i> <i>Paraphrase Data and/or Conclusions and Avoid Plagiarism</i> <i>Provide Bibliography</i></p> | | | | |
| <p>5 Levels of Language Development</p> | <p>Entering (Beginner)</p> | <p>Emerging (Low Intermediate)</p> | <p>Transitioning (High Intermediate)</p> | <p>Expanding (Advanced)</p> | <p>Commanding (Proficient)</p> | |
| <p>When acquiring a new language, using grade level texts and appropriate supports, students are able to:</p> | | | | | | |
| <p>RECEPTIVE</p> | <p>Oracy and Literacy Links</p> | <p>Listening-Centered Activity: Organize <i>pretaught words and phrases on a research graphic organizer</i> to identify information from multiple sources, as text is read <i>in partnership and/or teacher-led small groups</i></p> | <p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a research graphic organizer</i> to identify information from multiple sources, as text is read <i>in partnership and/or small groups</i></p> | <p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed research graphic organizer</i> to identify information from multiple sources, as text is read <i>in partnership, small group and/or whole class settings</i></p> | <p>Listening-Centered Activity: Organize <i>information on a research graphic organizer</i> to identify information from multiple sources, as text is read <i>in partnership, small group and/or whole class settings</i></p> | |
| | | <p>Reading-Centered Activity: Organize <i>pretaught words and phrases on a paraphrasing graphic organizer</i> to quote or paraphrase the data and conclusions of others</p> | <p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a paraphrasing graphic organizer</i> to quote or paraphrase the data and conclusions of others</p> | <p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed paraphrasing graphic organizer</i> to quote or paraphrase the data and conclusions of others</p> | <p>Reading-Centered Activity: Organize <i>information on a paraphrasing graphic organizer, after teacher modeling</i>, to quote or paraphrase the data and conclusions of others</p> | <p>Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i>, to quote or paraphrase the data and conclusions of others</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) |
|----------------------------------|--|--|--|---|--|---|
| PRODUCTIVE | Oracy and Literacy Links | <p>Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> to evaluate the credibility of sources, when speaking in <i>partnership and/or teacher-led small groups</i></p> | <p>Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>write two or more paragraphs</i> to evaluate the credibility of sources, when speaking in <i>partnership and/or small groups</i></p> | <p>Speaking-Centered Activity: Use a <i>word bank</i> to evaluate the credibility of sources, when speaking in <i>partnership, small group and/or whole class settings</i></p> | <p>Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to evaluate the credibility of sources, when speaking in <i>partnership, small group and/or whole class settings</i></p> | <p>Speaking-Centered Activity: Use <i>information, independently</i>, to evaluate the credibility of sources, when speaking in <i>partnership, small group and/or whole class settings</i></p> |
| | | <p>Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete a cloze paragraph</i> that quotes and paraphrases information from different sources and provides a bibliography</p> | <p>Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that quote and paraphrase information from different sources and provide a bibliography</p> | <p>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 quotes and paraphrases information from different sources and provides a bibliography</p> | <p>Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that quotes and paraphrases information from different sources and provides a bibliography</p> | <p>Writing-Centered Activity: Use <i>information, independently</i>, to <i>develop a multiple paragraph essay</i> that quotes and paraphrases information from different sources and provides a bibliography</p> |
| | <p>in the <i>new and/or the home language</i>.</p> | <p>in the <i>new and/or the home language</i>.</p> | <p>in the <i>new and, occasionally, in the home language</i>.</p> | <p>in the <i>new language</i>.</p> | <p>in the <i>new language</i>.</p> | |

Common Core Grade 6 Standard (W.6.8): Gather relevant information from multiple print and digital sources; assess the credibility of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

GRADE LEVEL ACADEMIC DEMAND
*Gather Information from Multiple Sources and Assess
Their Credibility*
*Paraphrase Data and/or Conclusions and Avoid
Plagiarism*
Provide Bibliography

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 sentence structures to state if the information was gathered from print or digital sources (e.g., Where did you find that information? Where did you learn that? What books/database/articles have you used? I used the following books/chapters/articles/website/browser/database ____).
- Use sentence structures to quote or paraphrase information (e.g., The author states that ____; on page ____ the author says ____; [Author and date] states “____”).

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it requires gathering information from provided sources. For examples of text excerpts, please consult the Reading for Information standard 8 for 6th grade.