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 *Gather and Evaluate Information from Multiple Sources and Avoid Plagiarism*
Common Core Grade 8 Standard (W.8.8): Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	GRADE LEVEL ACADEMIC DEMAND *Gather Relevant Information from a Variety of Print and Electronic Sources, Assessing Their Credibility and Accuracy* *Quote and Paraphrase Using a Standard Format for Citation*

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 matrix* to identify relevant information from multiple sources, as text is read in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a matrix* to identify relevant information from multiple sources, as text is read in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed matrix* to identify relevant information from multiple sources, as text is read in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a matrix* to identify relevant information from multiple sources, as text is read in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information in a note-taking guide, independently,* to identify relevant information from multiple sources, as text is read in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on a double column graphic organizer* to quote or paraphrase the data and conclusions of others	**Reading-Centered Activity:** Organize *preidentified words and phrases on a double column graphic organizer* to quote or paraphrase the data and conclusions of others	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed double column graphic organizer* to quote or paraphrase the data and conclusions of others	**Reading-Centered Activity:** Organize *information on a double column graphic organizer, after teacher modeling,* to quote or paraphrase the data and conclusions of others	**Reading-Centered Activity:** Organize *information in a note-taking guide, independently,* to quote or paraphrase the data and conclusions of others
		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* to evaluate the relevance, credibility and accuracy of sources, 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* to evaluate the relevance, credibility and accuracy of sources, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to evaluate the relevance, credibility and accuracy of sources, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to evaluate the relevance, credibility and accuracy of sources, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to evaluate the relevance, credibility and accuracy of sources, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to complete cloze paragraphs* that quote and paraphrase information from a variety of sources and use a standard format of citation	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that quote and paraphrase information from a variety of sources and use a standard format of citation	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that quotes and paraphrases information from a variety of sources and uses a standard format of citation	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that quotes and paraphrases information from a variety of sources and uses a standard format of citation	**Writing-Centered Activity:** Use *information, independently, to develop a multiple paragraph essay* that quotes and paraphrases information from a variety of sources and uses a standard format of citation
		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 8 Standard (W.8.8): Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	GRADE LEVEL ACADEMIC DEMAND *Gather Relevant Information from a Variety of Print and Electronic Sources, Assessing Their Credibility and Accuracy Quote and Paraphrase Using a Standard Format for Citation*

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 gather and present information from multiple sources (e.g., I used books/database/articles to find the following information ___).
- Use search words and terms effectively to gather information (e.g., right click, drop down menu, double click).

- Use sentence structures to analyze the credibility of sources (e.g., This source is valid/reliable because ___; the information from this source is invalid/unreliable because ___).
- Use sentence structures to describe the data and conclusions of others (e.g., These authors conclude that ___; the final outcome is ___; the conclusion was ___).

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 8th grade.