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 9–10 Standard (W.9–10.8): Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	GRADE LEVEL ACADEMIC DEMAND *Gather and Evaluate Information from Multiple Sources for Task, Purpose and Audience Integrate Information Effectively Avoid Plagiarism and Follow 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 authoritative sources to answer research questions, 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 authoritative sources to answer research questions, 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 authoritative sources to answer research questions, 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 authoritative sources to answer research questions, 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 authoritative sources to answer research questions, as text is read in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on a topic-and-facts graphic organizer* to identify information to incorporate into the text effectively	**Reading-Centered Activity:** Organize *preidentified words and phrases on a topic-and-facts graphic organizer* to identify information to incorporate into the text effectively	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed topic-and-facts graphic organizer* to identify information to incorporate into the text effectively	**Reading-Centered Activity:** Organize *information on a topic-and-facts graphic organizer, after teacher modeling,* to identify information to incorporate into the text effectively	**Reading-Centered Activity:** Organize *information in a note-taking guide, independently,* to identify information to incorporate into the text effectively
		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 whether or not the sources address the task, purpose and audience, 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 whether or not the sources address the task, purpose and audience, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to evaluate whether or not the sources address the task, purpose and audience, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to evaluate whether or not the sources address the task, purpose and audience, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to evaluate whether or not the sources address the task, purpose and audience, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to complete cloze paragraphs* that effectively integrate information from multiple authoritative sources and follow a standard format for citation	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that effectively integrate information from multiple authoritative sources and follow a standard format for citation	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that effectively integrates information from multiple authoritative sources and follows a standard format for citation	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that effectively integrates information from multiple authoritative sources and follows a standard format for citation	**Writing-Centered Activity:** Use *information, independently, to develop a multiple page essay* that effectively integrates information from multiple authoritative sources and follows a standard format for 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 9–10 Standard (W.9–10.8): Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	GRADE LEVEL ACADEMIC DEMAND *Gather and Evaluate Information from Multiple Sources for Task, Purpose and Audience Integrate Information Effectively Avoid Plagiarism and Follow 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 describe authoritative print and digital sources (e.g., This website is reliable/dependable because ___; this source is reliable/unreliable because ___).
- Use words and phrases to analyze the usefulness of each source in answering the research question (e.g., This source has the advantage of ___; the benefit of using this website is that ___; the disadvantage of this source is that ___).

- Use sentence structures to describe the data and conclusions of others (e.g., The authors conclude that ___; the consequence/outcome of this research is that ___; to conclude, the authors state that ___).

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it requires gathering experience from provided sources. For examples of text excerpts, please consult the Reading for Information standard 8 for 9th–10th grades.