

<p>Common Core Anchor Standard (RI.7): Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, and in words.</p>		<p>MAIN ACADEMIC DEMAND <i>Synthesize and Evaluate Content Presented in Various Formats</i></p>				
<p>Common Core Grade 4 Standard (RI.4.7): Interpret information presented visually, orally or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Interpret Information Presented in Various Formats and How It Contributes to Understanding of Texts</i></p>				
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)	
<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 web</i> to identify information presented in various formats that contributes to an understanding of the text, 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 web</i> to identify information presented in various formats that contributes to an understanding of the text, 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 web</i> to identify information presented in various formats that contributes to an understanding of the text, as text is read <i>in partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>sentences on a web</i> to identify information presented in various formats that contributes to an understanding of the text, 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 double column chart</i> to explain how information presented in various formats contributes to an understanding of the text</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a double column chart</i> to explain how information presented in various formats contributes to an understanding of the text</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed double column chart</i> to explain how information presented in various formats contributes to an understanding of the text</p>	<p>Reading-Centered Activity: Organize <i>sentences on a double column chart, after teacher modeling</i>, to explain how information presented in various formats contributes to an understanding of the text</p>	<p>Reading-Centered Activity: Organize <i>information on a self-created double column chart, independently</i>, to explain how information presented in various formats contributes to an understanding of the text</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	Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that explain how information presented in various formats contributes to an understanding of the text, when speaking in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that explain how they used illustrations and words in a text to determine when, where, why and how key events occur, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to explain how they used illustrations and words in a text to determine when, where, why and how key events occur, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to explain how they used illustrations and words in a text to determine when, where, why and how key events occur, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to explain how they used illustrations and words in a text to determine when, where, why and how key events occur, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases to complete a cloze paragraph</i> that analyzes how information presented in various formats contributes to an understanding of the text	Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze how information presented in various formats contributes to an understanding of the text	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that analyzes how information presented in various formats contributes to an understanding of the text	Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes how information presented in various formats contributes to an understanding of the text	Writing-Centered Activity: Use <i>information, independently, to develop a multiple paragraph essay</i> that analyzes how information presented in various formats contributes to an understanding of the text
		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> .

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GRADE LEVEL ACADEMIC DEMAND
Interpret Information Presented in Various Formats and How It Contributes to Understanding of Texts

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., Mama Berta/she, malaria) that indicate the subject of the images and text.
- Identify the verbs (e.g., lives, cares, pose) that indicate the action that the illustrations and/or text depict.
- Identify quantitative information (e.g., 300 million) that provides facts.
- Use sentence structures to explain how the information contributes to an understanding of the text (e.g., The facts show ___; the picture of Mama Berta reflects ___).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Mama Berta <i>lives</i> in a village in the African country of Tanzania. She <i>cares</i> for her three grandchildren, who are two, five, and seven years old. You might <i>be surprised</i> to learn that her biggest worry is something very tiny: mosquitoes. Though tiny, mosquitoes in Africa <i>pose</i> a big danger. Many of them carry a parasite that <i>causes</i> a disease called malaria.</p> <p>Fast Facts</p> <ul style="list-style-type: none"> • Each year there <u>300 million</u> cases of <i>malaria</i> worldwide • <u>One million</u> of those cases result in death • <u>90 percent</u> of the deaths are in Africa  <p>Mama Berta with one of her grandchildren. (Photograph courtesy John Rae 2008.)</p> <p>Clarke Fox, C. Malaria is still a problem in Africa. <i>National Geographic for Kids</i>. Retrieved from http://kids.nationalgeographic.com/kids/stories/spacescience/malaria/</p>	<p>Analyze in a small group/whole class discussion how to interpret information presented visually, orally or quantitatively and explain how the information contributes to an understanding of the text in which it appears:</p> <ul style="list-style-type: none"> • Identify the nouns and associated pronouns (who or what) (bold) in the text. The text starts with Mama Berta being the subject of this paragraph. • Identify the verbs (<i>italics</i>) (e.g., <i>lives, cares, pose</i>) that indicate the action that the illustrations and/or text depict. • Identify quantitative information (<u>underline</u>) (e.g., 300 million) that provides facts. • Use sentence structures to explain how the information contributes to an understanding of the text (e.g., The facts show ___; the picture of Mama Berta reflects ___).