

Common Core Anchor Standard (SL.2): Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.				MAIN ACADEMIC DEMAND <i>Compare and Contrast and Evaluate the Credibility of Information Presented in Various Formats</i>	
Common Core Grade 4 Standard (SL.4.2): Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.				GRADE LEVEL ACADEMIC DEMAND <i>Paraphrase Portions of a Text Read</i>	
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 <i>pretaught words and phrases on a main-idea-and-details web</i> to identify information read aloud or presented in diverse media and formats, when speaking in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a main-idea-and-details web</i> to identify information read aloud or presented in diverse media and formats, when speaking in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed main-idea-and-details web</i> to identify information read aloud or presented in diverse media and formats, when speaking in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a self-created main-idea-and-details web, independently</i> , to identify information read aloud or presented in diverse media and formats, when speaking in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on an in-my-own-words graphic organizer</i> to paraphrase information from a text read aloud or presented in diverse media and formats	Reading-Centered Activity: Organize <i>preidentified words and phrases on an in-my-own-words graphic organizer</i> to paraphrase information from a text read aloud or presented in diverse media and formats	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed in-my-own-words graphic organizer</i> to paraphrase information from a text read aloud or presented in diverse media and formats	Reading-Centered Activity: Organize <i>information on a self-created in-my-own-words graphic organizer, independently</i> , to paraphrase information from a text read aloud or presented in diverse media and formats
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>

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</i> to <i>complete sentence starters</i> that paraphrase portions of a text or information presented in diverse media and formats, 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</i> to <i>complete sentence starters</i> that paraphrase portions of a text or information presented in diverse media and formats, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to paraphrase portions of a text or information presented in diverse media and formats, 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 paraphrase portions of a text or information presented in diverse media and formats, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>knowledge of the topic, independently</i> , to paraphrase portions of a text or information presented in diverse media and formats, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete a cloze paragraph</i> that summarizes and paraphrases the information from a text or from diverse media formats	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that summarize and paraphrase the information from a text or from diverse media formats	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 summarizes and paraphrases the information from a text or from diverse media formats	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that summarizes and paraphrases the information from a text or from diverse media formats	Writing-Centered Activity: Use <i>knowledge of the topic, independently</i> , to <i>develop a multiple paragraph essay</i> that summarizes and paraphrases the information from a text or from diverse media formats
		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
Paraphrase Portions of a Text Read

Linguistic Demands: The following are some 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 introductory words and phrases to paraphrase and present the topic of the text (e.g., this text is about).
- Use transitional words (e.g., then, after that, in the beginning, in the end) to support the paraphrasing sequencing and chronological markers.
- Use compare and contrast words and phrases (e.g., like, unlike, whereas, similar, on the one hand, on the other hand) to present relational information.
- Use cause and effect words (e.g., because, since, so) to present information.
- Use signal words (e.g., however, but, nonetheless) to convey a change of direction.

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it requires paraphrasing portions of a text read aloud or information presented in diverse media or formats. For examples of text excerpts, please consult Reading for Information and Reading Literature standard 2 for 4th grade.