

Common Core Anchor Standard (RI.7): Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, and in words.		MAIN ACADEMIC DEMAND <i>Synthesize and Evaluate Content Presented in Various Formats</i>				
Common Core Grade 5 Standard (RI.5.7): Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.		GRADE LEVEL ACADEMIC DEMAND <i>Demonstrate Ability to Locate Information from Different Sources</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 topic map</i> to identify information from multiple sources, as text is read <i>in partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a topic map</i> to identify information from multiple sources, as text is read <i>in partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed topic map</i> to identify information from multiple sources, as text is read <i>in partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>sentences on a topic map</i> to identify information from multiple sources, as text is read <i>in partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a self-created topic map, independently</i> , to identify information from multiple sources, as text is read <i>in partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a matrix</i> to identify information from print and digital sources	Reading-Centered Activity: Organize <i>preidentified words and phrases on a matrix</i> to identify information from print and digital sources	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed matrix</i> to identify information from print and digital sources	Reading-Centered Activity: Organize <i>sentences on a matrix, after teacher modeling</i> , to identify information from print and digital sources	Reading-Centered Activity: Organize <i>information on a self-created matrix, independently</i> , to identify information from print and digital sources
		<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>	<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 to complete sentence starters</i> that describe how to locate information from different sources, 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 describe how to locate information from different sources, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to describe how to locate information from different sources, 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 describe how to locate information from different sources, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to describe how to locate information from different sources, 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 evaluates information from multiple print and digital sources	Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that evaluate information from multiple print and digital sources	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that evaluates information from multiple print and digital sources	Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that evaluates information from multiple print and digital sources	Writing-Centered Activity: Use <i>information, independently, to develop a multiple paragraph essay</i> that evaluates information from multiple print and digital sources
		<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>	<i>in the new language.</i>

Common Core Grade 5 Standard (RI.5.7): Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

GRADE LEVEL ACADEMIC DEMAND
Demonstrate Ability to Locate Information from Different Sources

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., Hurricane Katrina, storm) that indicate the subject of the text and/or digital sources.
- Identify adjectives (e.g., heavy, powerful) and verbs (e.g., destroyed) that describe the actions in the print and digital sources.
- Identify quantitative information (e.g., hundreds of thousands) that provide facts.
- Identify cause and effect words (e.g. eventually, because) that describe the reasons for an event).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Text 1 Ed McGinnis remembers the day the storm came. On August 26, 2010, Hurricane Katrina slammed the Gulf Coast, leaving a trail of destruction in Louisiana, Mississippi and Alabama. <i>Heavy</i> rain and <i>powerful</i> winds washed out roads and <i>destroyed</i> more than 350,000 homes. <u>Hundreds of thousands of residents</u> were forced to evacuate the region. <u>Some</u> still haven't returned to their homes in the Gulf.</p> <p>Text 2 On August 26, 2010, both Louisiana and Mississippi <i>activated</i> their emergency response plans and began preparations for evacuations along the coast. <u>Most</u> people <i>evacuated</i> from coastal Mississippi and Louisiana. <u>Many people</u> who did not were unable to for medical reasons or had limited access to transportation. It is estimated that around <u>1.2 million people</u> evacuated the metropolitan New Orleans region and that about <u>100,000 people</u> remained in New Orleans. Of those remaining, around <u>10,000</u> went to the Superdome shelter before the storm.</p> <p>In New Orleans, the combination of surge and waves led to failure and overtopping of the levee system. More than 50 breaches of the levee system lead to <i>flooding</i> that <u>eventually</u> covered 80% of the city of New Orleans to depth above 15 ft. in some places. <u>Because</u> the city of New Orleans is mostly below sea level, and most of the pump stations used to remove rain water from the city were <i>disabled</i> by the storm, the water stayed in the city.</p>	<p>In a small group or whole class setting, analyze information from different sources using related key words and concepts:</p> <ul style="list-style-type: none"> • Identify the nouns and associated pronouns (bold) (e.g., Hurricane Katrina, storm) that indicate the subject of the text and digital sources. • Identify adjectives and verbs (<i>italics</i>) (e.g., <i>heavy, powerful, destroyed</i> in Text 1, <i>activated, evacuated, flooding, disabled</i> in Text 2) that describe the actions in the print and digital sources. • Identify quantitative information (<u>underline</u>) (e.g., <u>hundreds of thousands, some, many, 100,000 people</u>) that provides facts. • Identify cause-and-effect words (<u>wavy underline</u>) (e.g. <u>eventually, because</u> in Text 2) that describe the reasons why in New Orleans the situation was worse than elsewhere.
<p>Text 1 An V. (2010, August). Building a brighter future. <i>Time for Kids</i>. Retrieved from www.timeforkids.com/news/building-brighter-future/11591</p> <p>Text 2 <i>Hurricanes and society</i>. Retrieved from http://www.hurricanescience.org/history/studies/katrinacase/impacts/</p>	