

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 8 Standard (RI.8.7): Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.				GRADE LEVEL ACADEMIC DEMAND <i>Evaluate Use of Different Media to Present a Topic or Idea</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 T-chart</i> to identify the advantages and disadvantages of using different media to present an idea or topic, 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 T-chart</i> to identify the advantages and disadvantages of using different media to present an idea or topic, as text is read <i>in partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed T-chart</i> to identify the advantages and disadvantages of using different media to present an idea or topic, as text is read <i>in partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a T-chart</i> to identify the advantages and disadvantages of using different media to present an idea or topic, 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 Venn diagram</i> to evaluate the advantages and disadvantages of using different media to present a topic or idea	Reading-Centered Activity: Organize <i>preidentified words and phrases on a Venn diagram</i> to evaluate the advantages and disadvantages of using different media to present a topic or idea	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed Venn diagram</i> to evaluate the advantages and disadvantages of using different media to present a topic or idea	Reading-Centered Activity: Organize <i>information on a Venn diagram, after teacher modeling</i> , to evaluate the advantages and disadvantages of using different media to present a topic or idea
		<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 evaluate the use of different media to present a topic or idea, 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 evaluate the use of different media to present a topic or idea, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to evaluate the use of different media to present a topic or idea, 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 evaluate the use of different media to present a topic or idea, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to evaluate the use of different media to present a topic or idea, 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 cloze paragraphs</i> that evaluate the use of different media to present a topic or idea	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that evaluate the use of different media to present a topic or idea	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 evaluates the use of different media to present a topic or idea	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that evaluates the use of different media to present a topic or idea	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that evaluates the use of different media to present a topic or idea
		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> .

Common Core Grade 8 Standard (RI.8.7): Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

GRADE LEVEL ACADEMIC DEMAND
Evaluate Use of Different Media to Present a Topic or Idea

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., homeless, they, homelessness) that indicate the subject of the sources.
- Identify qualitative information (e.g., There are several hundred thousand homeless people in America today) that present particular facts about a topic or idea.
- Use sentence structures to evaluate the advantages and disadvantages of using different sources (e.g., The interview presents ____, whereas the text clarifies ____; both sources show ____).

Example to Address the Linguistic Demands

Text Excerpts

Text 1: Interview with Homeless Men
MARGOT ADLER: This is *Justice Talking* from the University of Pennsylvania's Annenberg Public Policy Center. I'm Margot Adler. *There are several hundred thousand **homeless people** in America today.* They double-up in crowded apartments with friends, families, neighbours. Some depend on emergency shelters and others sleep on the street. We visited one Philadelphia shelter called My Brother's House, which serves the chronically **homeless**. The men that stay at My Brother's House have been **homeless** for years, some for decades. The center provides them with basic needs: a safe place to sleep, a change of clothes, and three meals a day. Up to 20 men live at My Brother's House at any given moment. Here's what some of the current residents have to say about their experiences with **homelessness**.

RICHARD: My name is Richard. I'm from, originally from, here in Philadelphia. I was never **homeless** before I left Philly, but I left, went traveling, and ended up **homeless** while I was traveling and adapted, sleeping on the street, subway when it was cold.

UNIDENTIFIED MALE: First two or three years I tried some of the shelters and I didn't like them. They can be cold but I have nowhere to go, so I come here.

Teacher Directions

In a small group or whole class setting, analyze and evaluate a topic using different media:

- Identify the adjectives and nouns and associated pronouns (**bold**) (e.g., **homeless people, they, homelessness**) that indicate the subject of the media.
- Identify qualitative information (*italics*) (e.g., *There are several hundred thousand homeless people in America today*) that present particular facts about a topic or idea.
- Use sentence structures to evaluate the advantages and disadvantages of using different sources (e.g., The interview presents ____, whereas the text clarifies ____; both sources show ____).

Text 2: Facts about **Homelessness**

- There are approximately 1.7 million **homeless teens** in the U.S.
- 39 percent of the **homeless** population is young *people* under 18.
- About 75 percent of **homeless teens** use drugs or alcohol as a means to self-medicate to deal with the traumatic experiences and abuse *they* face.
- 5,000 young *people* die every year because of assault, illness or suicide while on the street.
- A U.S. Department of Health and Human Services study found that 46 percent of **homeless youth** left their home because of physical abuse. 17 percent left because of sexual abuse.

Text 1

Justice Talking. (2007, April 23). *Can we end homelessness in 10 Years?* National Public Radio transcript. Retrieved from www.justicetalking.org/transcripts/070423_homelessness_transcript.pdf

Text 2

Do something! Retrieved from www.dosomething.org/actnow/tipsandtools/11-facts-about-homeless-youth