

<b>Common Core Anchor Standard (SL.2):</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.			<b>MAIN ACADEMIC DEMAND</b> <i>Compare, Contrast and Evaluate the Credibility of Information Presented in Various Formats</i>		
<b>Common Core Grade 7 Standard (SL.7.2):</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.			<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Analyze the Main Idea and Supporting Details Presented in Diverse Media and Format</i> <i>Explain How an Idea Clarifies a Topic</i>		
<b>5 Levels of Language Development</b>	<b>Entering (Beginner)</b>	<b>Emerging (Low Intermediate)</b>	<b>Transitioning (High Intermediate)</b>	<b>Expanding (Advanced)</b>	<b>Commanding (Proficient)</b>
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:					
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words on a main-idea-and-supporting-details graphic organizer</i> to identify the main ideas and supporting details presented in diverse media and formats, as the material is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a main-idea-and-supporting-details graphic organizer</i> to identify the main ideas and supporting details presented in diverse media and formats, as the material is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main-idea-and-supporting-details graphic organizer</i> to identify the main ideas and supporting details presented in diverse media and formats, as the material is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a main-idea-and-supporting-details graphic organizer</i> to identify the main ideas and supporting details presented in diverse media and formats, as the material is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words in a double entry journal</i> to identify how an idea clarifies a topic	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases in a double entry journal</i> to identify how an idea clarifies a topic	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences in a partially completed double entry journal</i> to identify how an idea clarifies a topic	<b>Reading-Centered Activity:</b> Organize <i>information in a double entry journal, after teacher modeling</i> , to identify how an idea clarifies a topic
		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> .

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<b>Speaking-Centered Activity:</b> Use <i>pretaught words</i> and the <i>previously completed graphic organizers</i> to complete <i>sentence starters</i> to address problems creatively and advocate persuasively by integrating new information presented in diverse formats with their own knowledge and experiences when speaking in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to complete <i>sentence starters</i> to address problems creatively and advocate persuasively by integrating new information presented in diverse formats with their own knowledge and experiences when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to address problems creatively and advocate persuasively by integrating new information presented in diverse formats with their own knowledge and experiences when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously created graphic organizers</i> to address problems creatively and advocate persuasively by integrating new information presented in diverse formats with their own knowledge and experiences when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic, independently</i> , to address problems creatively and advocate persuasively by integrating new information presented in diverse formats with their own knowledge and experiences when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words</i> to complete <i>cloze paragraphs</i> that analyze the ideas and details presented in diverse media and formats and explain how they clarify a topic	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to complete an <i>essay outline</i> that analyzes the ideas and details presented in diverse media and formats and explains how they clarify a topic	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to develop a <i>short essay</i> that analyzes the ideas and details presented in diverse media and formats and explains how they clarify a topic	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to develop an <i>essay</i> that analyzes the ideas and details presented in diverse media and formats and explains how they clarify a topic	<b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, independently</i> , to develop a <i>multiple paragraph essay</i> that analyzes the ideas and details presented in diverse media and formats and explains how they clarify a topic
		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 7 Standard (SL.7.2):** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study.

a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.

**GRADE LEVEL ACADEMIC DEMAND**  
*Analyze the Main Idea and Supporting Details  
 Presented in Diverse Media and Format  
 Explain How an Idea Clarifies a Topic*

**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 the standards in their new and/or home language.

- Identify words and phrases (nouns, pronouns and verbs) that are repeated throughout the text and that signal the main idea.
- Use sequencing and chronological markers (e.g., then, after that, in the beginning, in the end) to present a topic.
- Use compare and contrast words and phrases (e.g., like, unlike, whereas, similar to, contrary to, on the one hand, on the other hand) to present relational information.
- Use cause and effect words (e.g., because, since, so, the consequence was, the reason was, yet) to present information.
- Use signal words (e.g., however, but, nonetheless, even though, notwithstanding) to convey a change of direction.
- Use introductory words and phrases (e.g., in fact, an example, in other words, for instance) to present examples.
- Use transitional words and phrases (e.g., to add, in addition, furthermore, moreover) to convey add information.

### Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it requires explaining how the ideas clarify a topic, text, or issue. Sample text excerpts can be found in Reading for Information and Reading Literature standard 2 for 7th grade.