

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/Contrast and Evaluate the Credibility of Information Presented in Various Formats</i>				
Common Core Prekindergarten Standard (SL.PK.2): With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		GRADE LEVEL ACADEMIC DEMAND <i>With Guidance and Support, Ask and Answer Questions to Clarify and Request Information Presented Orally</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	Organize <i>illustrated, pretaught words on a story board</i> to identify key details of a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words on a story board</i> to identify key details of a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases from a bank on a story board</i> to identify key details of a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases on a story board</i> to identify key details of a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases on a story board</i> to identify key details of a text, during/after a teacher read-aloud, shared reading or independent reading time
		Use <i>illustrated, pretaught words to ask and answer questions to clarify information presented orally</i> , when speaking, dictating to teacher and/or drawing/writing	Use <i>illustrated, preidentified words to ask and answer questions to clarify information presented orally</i> , when speaking, dictating to teacher and/or drawing/writing	Use <i>illustrated, preidentified words and phrases from a bank to ask and answer questions to clarify information presented orally</i> , when speaking, dictating to teacher and/or drawing/writing	Use <i>illustrated, preidentified words and phrases to ask and answer questions to clarify information presented orally</i> , when speaking, dictating to teacher and/or drawing/writing	Use <i>illustrated, preidentified words and phrases to ask and answer questions to clarify information presented orally</i> , when speaking, dictating to teacher and/or drawing/writing
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 Prekindergarten Standard (SL.PK.2): With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

GRADE LEVEL ACADEMIC DEMAND
With Guidance and Support, Ask and Answer Questions to Clarify and Request Information Presented Orally

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 words and phrases to ask and clarify information pertaining to a text. The following are sentence forms that can be used according to the text:

- *WHO questions and answers target the subject(s) who were involved in an event.*
- *WHERE questions and answers refer to the place (or even circumstances) where an event takes place).*
- *WHY questions refer to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference.*
- *WHAT questions and answers refer to the event that took place.*
- *HOW questions and answers refer to the sequence that leads to the main event (timelines, cycles, procedures can be part of explaining the HOW of an event). HOW can also be covered by WHAT, WHERE and WHEN.*

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it refers to asking and answering questions if something is not understood. For examples of text excerpts please consult Reading for Information and Reading Literature standard 2 for Prekindergarten.