

<b>Common Core Anchor Standard (W.8):</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.		<b>MAIN ACADEMIC DEMAND</b> <i>Gather and Evaluate Information from Multiple Sources and Avoid Plagiarism</i>				
<b>Common Core Grade 5 Standard (W.5.8):</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.		<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Gather Relevant Information from Multiple Sources (Print and Digital) and Assess the Credibility of Each Source, Paraphrasing and Summarizing Information</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 and phrases on a concept map</i> to identify relevant information from print and digital sources, as text is read in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a concept map</i> to identify relevant information from print and digital sources, as text is read in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed concept map</i> to identify relevant information from print and digital sources, as text is read in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>sentences on a concept map</i> to identify relevant information from print and digital sources, as text is read in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a self-created concept map, independently</i> , to identify relevant information from print and digital sources, as text is read in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a summary graphic organizer</i> to summarize and paraphrase information	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a summary graphic organizer</i> to summarize and paraphrase information	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed summary graphic organizer</i> to summarize and paraphrase information	<b>Reading-Centered Activity:</b> Organize <i>sentences on a summary graphic organizer, after teacher modeling</i> , to summarize and paraphrase information	<b>Reading-Centered Activity:</b> Organize <i>information on a self-created summary graphic organizer, independently</i> , to summarize and paraphrase information
		<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)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> to share information from 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 to complete sentence starters</i> to share information from experiences, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to share information from experiences, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to share information from experiences, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to share information from experiences, when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete a cloze paragraph</i> that summarizes and paraphrases information from different sources and provides a list of sources	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that summarize and paraphrase information from different sources and provide a list of sources	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that summarizes and paraphrases information from different sources and provides a list of sources	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that summarizes and paraphrases information from different sources and provides a list of sources	<b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that summarizes and paraphrases information from different sources and provides a list of sources
		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 5 Standard (W.5.8):** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

**GRADE LEVEL ACADEMIC DEMAND**  
*Gather Relevant Information from Multiple Sources (Print and Digital) and Assess the Credibility of Each Source, Paraphrasing and Summarizing Information*

**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.

- Use question and answer forms to recall information from experience (e.g., Has something like this happened to you before? What does this remind you of? I know that \_\_\_\_; this reminds me of \_\_\_\_).
- Use question and answer forms that focus on gathering information from print and digital sources (e.g., Where did you find that information? Where did you learn that? What books/database/articles have you used for \_\_\_\_? I used the following books/chapters/articles/website/browser/database to \_\_\_\_).
- Use sentence structures to summarize (e.g., I compiled the following information \_\_\_\_; to sum up \_\_\_\_; the main points are \_\_\_\_).

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires recalling information from experience or provided sources. For examples of text excerpts, please consult the Reading for Information standard 8 for 5th grade.