

Common Core Anchor Standard (RI.5): Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.			MAIN ACADEMIC DEMAND <i>Analyze the Relationship of Linguistic and Text Structures</i>		
Common Core Grade 2 Standard (RI.2.5): Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.			GRADE LEVEL ACADEMIC DEMAND <i>Use Text Features to Find Information</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 text features graphic organizer</i> to identify various text features, as text is read aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a text features graphic organizer</i> to identify various text features as text is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed text features graphic organizer</i> to identify various text features, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a self-created text features graphic organizer; independently</i> , to identify various text features, as text is read aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a T-chart</i> to connect text features with key facts and information	Reading-Centered Activity: Organize <i>preidentified words and phrases on a T-chart</i> to connect text features with key facts and information	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed T-chart</i> to connect text features with key facts and information	Reading-Centered Activity: Organize <i>information on a T-chart, independently</i> , to connect text features with key facts and information
		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	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 explain how they used the various text features to locate and identify key facts and information, 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 organizer</i> to <i>complete sentence starters</i> that explain how they used the various text features to locate and identify key facts and information, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to explain how they used the various text features to locate and identify key facts and information, 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 explain how they used the various text features to locate and identify key facts and information, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to explain how they used the various text features to locate and identify key facts and information, 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 a cloze paragraph</i> that analyzes how various text features can be utilized to locate and identify key facts and information	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>complete cloze paragraphs</i> that analyze how various text features can be utilized to locate and identify key facts and information	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 analyzes how various text features can be utilized to locate and identify key facts and information	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that analyzes how various text features can be utilized to locate and identify key facts and information	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that analyzes how various text features can be utilized to locate and identify key facts and information
		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> .

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<p>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.</p> <ul style="list-style-type: none"> • Use words and phrases to identify different text features (e.g., the headings tell you what the section will cover; the table of contents is found in the beginning of the book; electronic menus are at the top of the screen). • Use words and phrases to describe how text features are used (e.g., headings indicate the main idea of the section of the text; glossaries allow the reader to search for a definition of a key word; an icon is a picture in a computer). 	
<p style="text-align: center;">Example to Address the Linguistic Demands</p> <p>This standard does not have an example of a linguistic demand because it requires that students know appropriate vocabulary to refer to books and locate information in text. For examples of text excerpts, refer to the Reading for Information and Reading Literature standards for 2nd grade.</p>	