

<p><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.</p>	<p><b>MAIN ACADEMIC DEMAND</b> <i>Gather and Evaluate Information from Multiple Sources to Avoid Plagiarism</i></p>
<p><b>Common Core Grade 1 Standard (W.1.8):</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>GRADE LEVEL ACADEMIC DEMAND</b> <i>With Guidance and Support, Recall and Gather Information to Answer a Question</i></p>

5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
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When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:

<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a topic web</i> to identify information to answer a question, as text is read <i>in partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a topic web</i> to identify information to answer a question, as text is read <i>in partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed topic web</i> to identify information to answer a question, as text is read <i>in partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>sentences on a topic web</i> to identify information to answer a question, as text is read <i>in partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a self-created topic web, independently</i>, to identify information to answer a question, as text is read <i>in partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a concept map</i> to gather information from provided sources</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a concept map</i> to gather information from provided sources</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed concept map</i> to gather information from provided sources</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a concept map, after teacher modeling</i>, to gather information from provided sources</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a self-created concept map, independently</i>, to gather information from provided sources</p>
		<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and, occasionally, in the home language.</i></p>	<p><i>in the new language.</i></p>	<p><i>in the new language.</i></p>

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>	<p><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 retell information from experiences, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 retell information from experiences, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to retell information from experiences, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to retell information from experiences, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to retell information from experiences, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete a cloze paragraph</i> that answers a question using past experiences and information from provided sources</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to complete cloze paragraphs</i> that answer a question using past experiences and information from provided sources</p>	<p><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 answers a question using past experiences and information from provided sources</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that answers a question using past experiences and information from provided sources</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that answers a question using past experiences and information from provided sources</p>
		<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and, occasionally, in the home language.</i></p>	<p>in the <i>new language.</i></p>	<p>in the <i>new language.</i></p>

**Common Core Grade 1 Standard (W.1.8):** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**GRADE LEVEL ACADEMIC DEMAND**  
*With Guidance and Support, Recall and Gather Information to Answer a Question*

**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 experiences (e.g., Has something like this happened to you before? What does this remind you of? This reminds me of \_\_\_; I remember that \_\_\_).
- Ask and answer questions from provided sources (e.g., Do you remember where you learned \_\_\_? Do you recall in which book? In what other book did you \_\_\_? In these books it says \_\_\_; I learned that \_\_\_).

### **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 1st grade.