

<p>Common Core Anchor Standard (SL.2): Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</p>		<p>MAIN ACADEMIC DEMAND <i>Compare/Contrast and Evaluate the Credibility of Information Presented in Various Formats</i></p>				
<p>Common Core Grade 1 Standard (SL.1.2): Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Ask and Answer Questions about Details Presented Orally</i></p>				
<p>5 Levels of Language Development</p>	<p>Entering (Beginner)</p>	<p>Emerging (Low Intermediate)</p>	<p>Transitioning (High Intermediate)</p>	<p>Expanding (Advanced)</p>	<p>Commanding (Proficient)</p>	
<p>When acquiring a new language, using grade level texts and appropriate supports, students are able to:</p>						
<p>RECEPTIVE</p>	<p>Oracy and Literacy Links</p>	<p>Listening-Centered Activity: Organize <i>pretaught words and phrases on a web</i> to identify details from a read aloud or information presented orally, as text or another media source is read aloud in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a web</i> to identify details from a read aloud or information presented orally, as text or another media source is read aloud in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed web</i> to identify details from a read aloud or information presented orally, as text or another media source is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>sentences on a web</i> to identify details from a read aloud or information presented orally, as text or another media source is read aloud in <i>partnership, small group and/or whole class settings</i></p>	
		<p>Reading-Centered Activity: Organize <i>pretaught words and phrases on a main-idea-and-details graphic organizer</i> to identify key details in a text or multimedia presentation</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a main-idea-and-details graphic organizer</i> to identify key details in a text or multimedia presentation</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed main-idea-and-details graphic organizer</i> to identify key details in a text or multimedia presentation</p>	<p>Reading-Centered Activity: Organize <i>sentences on a main-idea-and-details graphic organizer, after teacher modeling</i>, to identify key details in a text or multimedia presentation</p>	<p>Reading-Centered Activity: Organize <i>information on a self-created main-idea-and-details graphic organizer, independently</i>, to identify key details in a text or multimedia presentation</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>

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<p>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 ask and answer questions about details presented orally or through other media, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p>Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that ask and answer questions about details presented orally or through other media, when speaking in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank</i> to ask and answer questions about details presented orally or through other media, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use the <i>previously completed graphic organizers, after teacher modeling</i>, to ask and answer questions about details presented orally or through other media, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use the <i>previously completed graphic organizers, independently</i>, to ask and answer questions about details presented orally or through other media, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p>Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete a cloze paragraph</i> that summarizes information presented orally or through other media</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>complete several cloze paragraphs</i> that summarize information presented orally or through other media</p>	<p>Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a paragraph</i> that summarizes information presented orally or through other media</p>	<p>Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models</i> to <i>develop a short essay</i> that summarizes information presented orally or through other media</p>	<p>Writing-Centered Activity: Use the <i>previously completed graphic organizers, independently</i>, to <i>develop an essay</i> that summarizes information presented orally or through other media</p>
		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 1 Standard (SL.1.2): Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

GRADE LEVEL ACADEMIC DEMAND
*Ask and Answer Questions about Details
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:

- *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 the Reading for Information and Reading Literature standard 2 for 1st grade.