Common Core Anchor Standard (RL.7): Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	MAIN ACADEMIC DEMAND *Compare and Contrast Information Presented in Different Formats*
Common Core Grade 5 Standard (RL.5.7): Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth and poem).	GRADE LEVEL ACADEMIC DEMAND *Analyze the Contributions of Visual and Multimedia Elements to the Meaning, Tone or Beauty of a Text*

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 *pretaught words and phrases on a web* to identify the meaning, tone or beauty of a text, as text is read *in partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a web* to identify the meaning, tone or beauty of a text, as text is read *in partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed web* to identify the meaning, tone or beauty of a text, as text is read in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *sentences on a web* to identify the meaning, tone or beauty of a text, as text is read in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a self-created web, independently,* to identify the meaning, tone or beauty of a text, setting or plot, as text is read in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on a comparison chart* to determine how visual and multimedia elements contribute to a text	**Reading-Centered Activity:** Organize *preidentified words and phrases on a comparison chart* to determine how visual and multimedia elements contribute to a text	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed comparison chart* to determine how visual and multimedia elements contribute to a text	**Reading-Centered Activity:** Organize *sentences on a comparison chart, after teacher modeling,* to determine how visual and multimedia elements contribute to a text	**Reading-Centered Activity:** Organize *information on a self-created comparison chart, independently,* to determine how visual and multimedia elements contribute to a text
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

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 *pretaught words and phrases* and the *previously completed graphic organizers to complete sentence starters* that describe how visual and multimedia elements contribute to a text, when speaking in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers* to describe how visual and multimedia elements contribute to a text, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to describe how visual and multimedia elements contribute to a text, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to describe how visual and multimedia elements contribute to a text, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to describe how visual and multimedia elements contribute to a text, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases* to *complete a cloze paragraph* that analyzes the contributions of visual and multimedia elements to the meaning, tone or beauty of a text	**Writing-Centered Activity:** Use *preidentified words and phrases* to write *two or more paragraphs* that analyze the contributions of visual and multimedia elements to the meaning, tone or beauty of a text	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that analyzes the contributions of visual and multimedia elements to the meaning, tone or beauty of a text	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that analyzes the contributions of visual and multimedia elements to the meaning, tone or beauty of a text	**Writing-Centered Activity:** Use *information, independently, to develop a multiple paragraph essay* that analyzes the contributions of visual and multimedia elements to the meaning, tone or beauty of a text
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

Common Core Grade 5 Standard (RL.5.7): Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth and poem).	GRADE LEVEL ACADEMIC DEMAND *Analyze the Contributions of Visual and Multimedia Elements to the Meaning, Tone or Beauty of a Text*

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.

- Identify sections (sentences and paragraphs) in the text that correspond to the illustration (e.g., "I wasn't too happy about the situation, but at least I was warm on my way home" matches the illustration in the example).

- Use sentence structures to analyze the visual elements in a graphic novel (e.g., The illustrations in this graphic novel show that ___, whereas the text clarifies ___; both media show ___).

Example to Address the Linguistic Demands

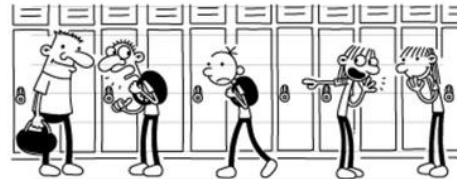| Text Excerpt	Teacher Directions
Kinney, J. (2012). *Diary of a wimpy kid: Third wheel*. New York: Amulet. Retrieved from www.mightyape.co.nz/product/Book/Diary-of-a-Wimpy-Kid-The-Third-Wheel/20712719/ images/14540809/	In a small group/whole class discussion analyze visual and multimedia elements and how these contribute to the meaning, tone or beauty of a text: • Identify sections (sentences and paragraphs) in the text that correspond to the illustration (e.g., "I wasn't too happy about the situation, but at least I was warm on my way home" matches the illustration in the example). • Use sentence structures to analyze the visual elements in a graphic novel (e.g., The illustrations in this graphic novel show that ___, whereas the text clarifies ___; both media show ___).