

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 <i>Compare and Contrast Information Presented in Different Formats</i>	
Common Core Grade 3 Standard (RL.3.7): Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).				GRADE LEVEL ACADEMIC DEMAND <i>Describe Contributions of Text's Illustrations in Conveying Meaning of Story</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 main idea graphic organizer</i> to identify the meaning of the story, as text is read <i>in partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a main idea graphic organizer</i> to identify the meaning of the story, as text is read <i>in partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed main idea graphic organizer</i> to identify the meaning of the story, as text is read <i>in partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>sentences on a main idea graphic organizer</i> to identify the meaning of the story, as text is read <i>in partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a Venn diagram</i> to identify details and descriptions about the characters and setting in both the text and illustrations	Reading-Centered Activity: Organize <i>preidentified words and phrases on a Venn diagram</i> to identify details and descriptions about the characters and setting in both the text and illustrations	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed Venn diagram</i> to identify details and descriptions about the characters and setting in both the text and illustrations	Reading-Centered Activity: Organize <i>sentences on a Venn diagram, after teacher modeling</i> , to identify details and descriptions about the characters and setting in both the text and illustrations
		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 describe how illustrations contribute to the meaning of the story, 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 organizers</i> to <i>complete sentence starters</i> that describe how illustrations contribute to the meaning of the story, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to describe how illustrations contribute to the meaning of the story, 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 describe how illustrations contribute to the meaning of the story, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to describe how illustrations contribute to the meaning of the story, 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 aspects of a text's illustrations contribute to the meaning of a story	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze how aspects of a text's illustrations contribute to the meaning of a story	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 aspects of a text's illustrations contribute to the meaning of a story	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 aspects of a text's illustrations contribute to the meaning of a story	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that analyzes how aspects of a text's illustrations contribute to the meaning of a story
		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 3 Standard (RL.3.7): Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting.)

GRADE LEVEL ACADEMIC DEMAND
Describe Contributions of Text’s Illustrations in Conveying Meaning of Story

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/use specific sections (sentences) in a text that match the illustrations.
- Identify/use adverbs and verbs (e.g., every day, ate) to explain the mood, character or setting that the illustration and text create.
- Use sentence structures to explain how aspects of the illustrations and the text contribute to the mood, settings or aspects of a character (e.g., The illustrations and the text show ____; the mood the illustrations and text create is ____).

Example to Address the Linguistic Demands

Text Excerpt

Every day when Henry woke up, he saw Mudge’s big head. And every day when Mudge woke up, he saw Henry’s small face.

They *ate* breakfast at the same time; they *ate* supper at the same time.



Rylant, C. (1987/1996). *Henry and Mudge: The first book of their adventure* [S. Stevenson, Illus.]. New York: Atheneum. (From Appendix B, CCSS, p. 39.)

Teacher Directions

In a mini lesson and small group/whole class conversations, explain how a specific aspect of a text’s illustrations contribute to the text:

- Identify/use specific sections (sentences) in a text that match the illustrations (**bold**) (e.g., **They ate breakfast at the same time; they ate supper at the same time**).
- Identify/use adverbs and verbs (*italics*) (e.g., *every day*, *ate*) to explain the mood, character or setting that the illustration and text create.
- Use sentence structures to explain how aspects of the illustrations and the text contribute to the mood, settings or aspects of a character (e.g., The illustrations and the text show ____; the mood the illustrations and text create is ____). In this case, the text and the illustration contribute to the story’s mood and emphasize the close relationship of the characters (e.g., Henry and Mudge were very close. They always *ate* at the same time.).