

Common Core Anchor Standard (RI.7): Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.			MAIN ACADEMIC DEMAND <i>Synthesize and Evaluate Content Presented in Various Formats</i>		
Common Core Grade Kindergarten Standard (RI.K.7): With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).			GRADE LEVEL ACADEMIC DEMAND <i>Make Connections between Illustrations and Text</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	Organize <i>illustrated, pretaught words on a story board</i> to identify the relationship between illustrations and text, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words on a story board</i> to identify the relationship between illustrations and text, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated phrases and short sentences from a bank on a story board</i> to identify the relationship between illustrations and text, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated sentences from a bank on a story board</i> to identify the relationship between illustrations and text, during/after a teacher read aloud, shared reading or independent reading time
		Use <i>illustrated, pretaught words</i> to describe the relationship between illustrations and text, when speaking, dictating to a teacher and/or drawing/writing	Use <i>illustrated, preidentified words</i> to describe the relationship between illustrations and text, when speaking, dictating to a teacher and/or drawing/writing	Use <i>illustrated, phrases and short sentences from a bank</i> to describe the relationship between illustrations and text, when speaking, dictating to a teacher and/or drawing/writing	Use <i>illustrated sentences from a bank</i> to describe the relationship between illustrations and text, when speaking, dictating to a teacher and/or drawing/writing
PRODUCTIVE		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> .

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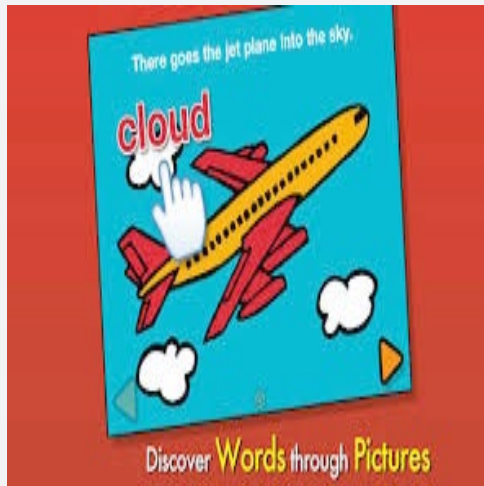
GRADE LEVEL ACADEMIC DEMAND
Make Connections between Illustrations and Text

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/use the nouns and associated pronouns (e.g., plane, people) that indicate the subject of the illustrations and text.
- Identify/use the verbs (e.g., goes, getting) that indicate the action that the illustrations and the text depict.
- Use sentence structures to describe the relationship between illustrations and text (e.g., Here is a ____; it is ____; the picture shows ____ and the words say ____).

Example to Address the Linguistic Demands

Text Excerpt



Barton, B. (1998). *Planes*. New York: HarperFestival.

Teacher Directions

In a small group or whole class setting, describe the relationships between the illustration and the text:

- Identify/use the nouns (e.g., plane, people) that indicate the subject of the illustrations and text.
- Identify/use the verbs (e.g., goes, getting) that indicate the action that the illustrations and the text depict.
- Use sentence structures to describe the relationship between illustrations and text (e.g., Here is a ____; it is ____; the picture shows ____ and the words say ____).