

Common Core Anchor Standard (RI.6): Assess how point of view or purpose shapes the content and style of a text.				MAIN ACADEMIC DEMAND <i>Assess Author's Point of View</i>	
Common Core Grade 1 Standard (RI.1.6): Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.				GRADE LEVEL ACADEMIC DEMAND <i>Differentiate Information Provided by Pictures and Words</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 double web</i> to identify information provided by pictures and information provided by words, as text is read in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a double web</i> to identify information provided by pictures and information provided by words, as text is read in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed double web</i> to identify information provided by pictures and information provided by words, as text is read in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a self-created double web, independently</i> , to identify information provided by pictures and information provided by words, as text is read in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a T-chart</i> to distinguish between information provided by pictures and words	Reading-Centered Activity: Organize <i>preidentified words and phrases on a T-chart</i> to distinguish between information provided by pictures and words	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed T-chart</i> to distinguish between information provided by pictures and words	Reading-Centered Activity: Organize <i>information on a self-created T-chart, independently</i> , to distinguish between information provided by pictures and words
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the 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 explain the differences between information provided by words and information provided by pictures, 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 explain the differences between information provided by words and information provided by pictures, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to explain the differences between information provided by words and information provided by pictures, 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 explain the differences between information provided by words and information provided by pictures, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to explain the differences between information provided by words and information provided by pictures, 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 differentiates between information provided by pictures and words	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>complete cloze paragraphs</i> that differentiate between information provided by pictures and words	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 differentiates between information provided by pictures and words	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that differentiates between information provided by pictures and words	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that differentiates between information provided by pictures and words
		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 (RI.1.6): Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

GRADE LEVEL ACADEMIC DEMAND
Differentiate Information Provided by Pictures and Words

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 sentence structures (e.g., the text says ____; here it says that ____) to describe the information provided by the text.
- Use sentence structures (e.g., the pictures show ____) to describe the information provided by pictures.
- Use compare and contrast words and phrases (e.g., same, different, but) to explain the difference between the information provided by the text and the pictures.

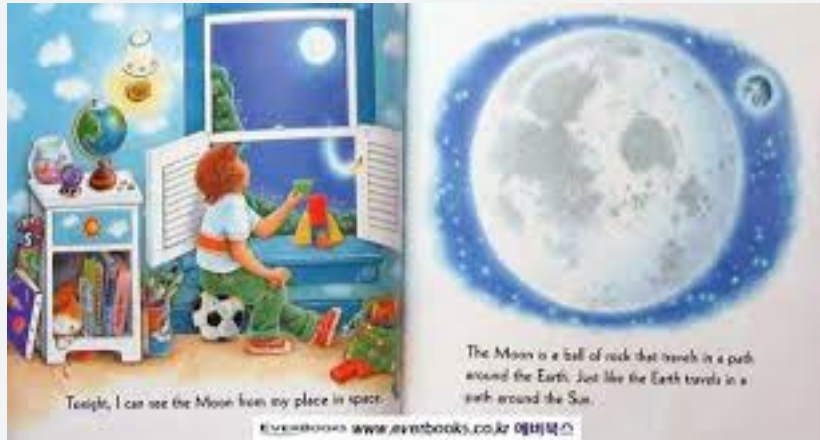
Example to Address the Linguistic Demands

Text Excerpt

This is me on my place in space. The planet Earth.
(Illustration depicting girl sitting down looking at a picture of the Earth)

Tonight, I can see the Moon from my place in space.
(Illustration of girl looking at the moon from her window)

The Moon is a ball of rock that travels in a path around the Earth. Just like the Earth travels in a path around the Sun.
(Illustration depicting the relative sizes of the Earth and Moon)



Sweeney, J. (1998). *Me and my place in space* [A. Cable, Illus.]. New York: Dragonfly.

Teacher Directions

Analyze in a small group/whole class discussion, and distinguish between information provided by the text and the illustrations:

- Use sentence structures (e.g., the text says ____; here it says that ____) to describe the information provided by the text. Sentences in **bold** represent the text (e.g., **This is me on my place in space. The planet Earth.**).
- Use sentence structures (e.g., the pictures show ____) to describe the information provided by pictures.
- Use compare and contrast words and phrases (e.g., same, different, but) to explain the difference between the information provided by the text and the pictures.