

Common Core Anchor Standard (RI.5): Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.				Main Academic Demand <i>Analyze Relationship of Linguistic and Text Structures</i>		
Common Core Kindergarten Standard (RI.K.5): Identify the front cover, back cover and title page of a book.				Grade Level Academic Demand <i>Identify and Correctly Use Common Types of 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 <b>grade level</b> texts and appropriate supports, students are able to:						
RECEPTIVE	Oracy and Literacy Links	Use <i>illustrated, pretaught words</i> and an <i>illustrated parts-of-a-book chart</i> to identify different parts of a book (e.g., front and back cover and title page) during/after a teacher read aloud, shared reading or independent reading time	Use <i>illustrated, preidentified words</i> and an <i>illustrated types-of-text chart</i> to identify different parts of a book (e.g., front and back cover and title page) during/after a teacher read aloud, shared reading or independent reading time	Use <i>illustrated phrases and short sentences from a bank</i> and an <i>illustrated parts-of-a-book chart</i> to identify different parts of a book (e.g., front and back cover and title page) during/after a teacher read aloud, shared reading or independent reading time	Use <i>illustrated sentences from a bank</i> and an <i>illustrated parts-of-a-book chart</i> to identify different parts of a book (e.g., front and back cover and title page) during/after a teacher read aloud, shared reading or independent reading time	Use an <i>illustrated types-of-text chart</i> to identify different parts of a book (e.g., front and back cover and title page) during/after a teacher read aloud, shared reading or independent reading time
		Use <i>illustrated, pretaught words</i> and an <i>illustrated parts-of-a-book chart</i> to describe different parts of a book (e.g., front and back cover and title page) when speaking, dictating to a teacher and/or drawing/ writing	Use <i>illustrated, preidentified words and phrases</i> and an <i>illustrated parts-of-a-book chart</i> to describe different parts of a book (e.g., front and back cover and title page) when speaking, dictating to a teacher and/or drawing/ writing	Use <i>illustrated phrases and short sentences from a bank</i> and an <i>illustrated parts-of-a-book chart</i> to describe different parts of a book (e.g., front and back cover and title page) when speaking, dictating to a teacher and/or drawing/ writing	Use <i>illustrated sentences</i> and an <i>illustrated parts-of-a-book chart</i> to describe different parts of a book (e.g., front and back cover and title page) when speaking, dictating to a teacher and/or drawing/ writing	Use an <i>illustrated types-of-text chart</i> to describe different parts of a book (e.g., front and back cover and title page) when speaking, dictating to a teacher and/or drawing/ writing
		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> .

<b>Common Core Kindergarten Standard (RI.K.5):</b> Identify the front cover, back cover and title page of a book.	<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Identify and Correctly Use Common Types of Text</i>
<p><b>Linguistic Demands:</b> 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.</p> <p>Use specific words and phrases to name different parts of a book (e.g., front and back covers, title page).</p>	
<p style="text-align: center;"><b>Example to Address the Linguistic Demands</b></p> <p>This standard does not have an example of a linguistic demand because it requires that students know appropriate vocabulary to refer to books and locate information in text. For examples of text excerpts, refer to the Reading for Information and Reading Literature standards for Kindergarten.</p>	