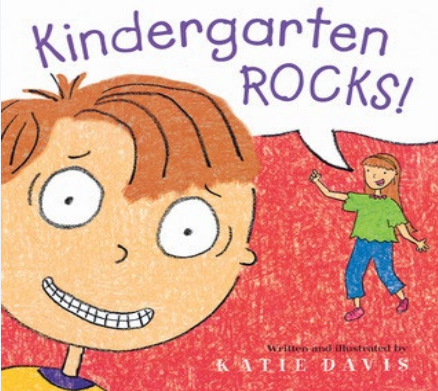
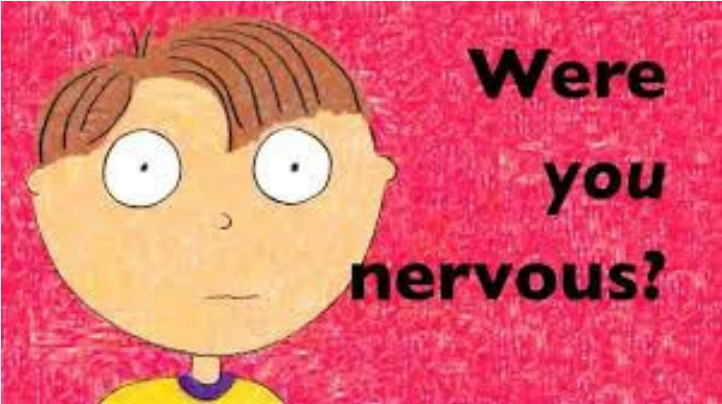


Common Core Anchor Standard (RL.7): Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.			MAIN ACADEMIC DEMAND <i>Synthesize and Evaluate Content Presented in Various Formats</i>		
Common Core Grade Kindergarten Standard (RL.K.7): With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story 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 chart</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 chart</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 chart</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 chart</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 make connections between illustrations and text, when speaking, dictating to a teacher and/or drawing/writing	Use <i>illustrated, preidentified words</i> to make connections 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 make connections between illustrations and text, when speaking, dictating to a teacher and/or drawing/writing	Use <i>illustrated sentences from a bank</i> to make connections 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> .

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 nouns (e.g., the boy) to describe the subject of the illustration and story.
- Identify/use adjectives that describe what the character is feeling (e.g., nervous, sad, mad, happy) to address the relationship between the illustration and the story.

- Use sentence structures to describe the relationship between illustrations and text (e.g., Here is a ____; he feels ____; the illustration shows ____).

Example to Address the Linguistic Demands	
Text Excerpt	Teacher Directions
<div>   </div> <div> Davis, K. (2008). <i>Kindergarten rocks</i>. Boston: HMH Books for Young Readers. </div>	<p>In a small group or whole class setting, ask and answer questions about the illustrations in the text:</p> <ul style="list-style-type: none"> Identify/use nouns (e.g., the boy) to describe the subject of the illustration and story. Identify/use adjectives that describe what the character is feeling (e.g., happy, nervous) to address the relationship between the illustration and the story. Use sentence structures to describe the relationship between illustrations and text (e.g., Here is a ____; he feels ____; the illustration shows ____).