

# NEW LANGUAGE ARTS PROGRESSIONS and HOME LANGUAGE ARTS PROGRESSIONS

Common Core Anchor Standard (RL.10): Read and comprehend complex literary and informational texts, independently and proficiently.				MAIN ACADEMIC DEMAND <i>Build Comprehension of Grade Level Texts</i>		
Common Core Grades 3 to 5 Standard (RL.PK-2.10): (by the end of grades Pre-K, K, 1 and 2 respectively) Read and comprehend literature, including stories, dramas, and poems, in the grade complexity band proficiently, with scaffolding as needed at the high end of the range.				GRADE LEVEL ACADEMIC DEMAND <i>Build Comprehension of Grade-Appropriate Texts</i>		
5 Levels of New Language Development		Entering	Emerging	Transitioning	Expanding	Commanding
When acquiring a new language, using <u>grade level</u> texts and appropriate supports, students are able to:						
RECEPTIVE	Oracy and Literacy Links	Comprehend <i>at least one</i> high interest, grade-appropriate text when teacher has built background knowledge, pre-taught vocabulary, provided a context for the text, and read aloud in class <i>in the new and/or home language</i> .	Comprehend <i>two or more</i> high interest, grade-appropriate texts when teacher has built background knowledge, provided pre-identified words and phrases, provided a context for the text, and read the text aloud in class <i>in the new and/or home language</i> .	Comprehend <i>multiple</i> high-interest, grade-appropriate texts when teacher has built background knowledge, provided a bank of phrases and sentences, and provided a context for the text <i>in the new and, occasionally, in the home language</i> .	Comprehend <i>multiple</i> grade or above grade-level texts when teacher has provided a glossary of new vocabulary, and provided a context for the text <i>in the new language</i> .	Comprehend <i>multiple</i> grade or above grade-level texts when teacher has glossed new vocabulary <i>in the new language</i> .
5 Levels of Home Language Development		Entering	Emerging	Transitioning	Expanding	Commanding
When developing home language literacy, using <u>grade level</u> texts and appropriate supports, students are able to:						
RECEPTIVE	Oracy and Literacy Links	Comprehend <i>at least one</i> high interest, grade-appropriate text when teacher has built background knowledge, provided pre-identified vocabulary and a context for the text, and read aloud in class.	Comprehend <i>two or more</i> high interest, grade-appropriate texts when teacher has provided background knowledge, provided pre-identified phrases and sentences and a context for the text, and read the text aloud in class.	Comprehend <i>multiple</i> grade-appropriate texts when teacher has glossed new vocabulary, and provided a context for the text.	Comprehend <i>multiple</i> grade or above grade-level texts when teacher has glossed new vocabulary, and provided a context for the text	Comprehend <i>multiple</i> grade or above grade-level texts when teacher has glossed new vocabulary.

**Building Background Knowledge:** Background knowledge (or prior knowledge) is a frame of reference that encompasses the information and concepts the learner brings to the learning task. Background knowledge reflects the learner’s prior experiences and both formal and informal learning. It provides the foundation for approaching, processing, interpreting, and retaining new learning, and is indispensable to the learner’s making sense and understanding how the world works. When students are reading fiction they develop a framework for understanding the overarching structure of the story (i.e. setting, characters, conflict and resolution). The process of inferencing and interpreting the text is facilitated by the knowledge of this framework. The more a student knows about a topic, the more difficult the texts a student can approach. Students’ background knowledge, including developmental, experiential, and cognitive factors, influences their ability to understand the explicit and inferential qualities of a text.

The following are some strategies to build background knowledge:

- One of the best ways to develop background knowledge in the early primary grades is through read aloud and accountable talk, in this way you are exposing children to the text and allowing them to exchange views with others.
- Pre-reading discussions to build background knowledge and open-ended questions during a read aloud can increase the students’ reliance on the text and the information they are integrating.
- Background knowledge can be enriched by providing students with texts they can read independently that match their reading levels and that are aligned with the grade-level text/topic being developed in class.
- Students who are developing a new language and can read and comprehend grade level text in their home language can build background knowledge by independently reading higher level text aligned with the text/topic being developed in class.
- Pairing fiction and nonfiction books that address the same topic.

**Note:** Text structures and oral language development play an important role in building a student’s ability to comprehend grade-appropriate texts. (See RL Standards 5, 6 and 7 for standards that target text structures and Standards 1 and 2, which addresses comprehension strategies.) Also, in order to engage in grade-appropriate texts, students must have mastered the phonemic and phonological characteristics of the home and/or new language as well as fluency. (See Foundations of Reading, which addresses the development of these skills.)

**Examples of Text to Build Background Knowledge in PreK to 2<sup>nd</sup> grade:** The following books develop and expand knowledge of stories (including fairy/folk tales and myths). An effort has been made to incorporate as many cultural perspectives as possible.

English Texts			
Pre-Kindergarten	Kindergarten	1 <sup>st</sup> grade	2 <sup>nd</sup> and 3 <sup>rd</sup> grade
<b>Lexile Levels:</b> no lexiles for Pre-Kindergarten <b>BR:</b> means <i>Beginning Reading</i>	<b>Lexile Levels:</b> no lexiles for Kindergarten <b>BR:</b> means <i>Beginning Reading</i>	<b>Lexile Levels:</b> <b>1<sup>st</sup> grade:</b> up to 300 L <b>AD:</b> means <i>Adult Directed</i> , as an adult reading to the child	<b>Lexile Levels:</b> <b>2<sup>nd</sup> grade:</b> 140 to 500 L <b>3<sup>rd</sup> grade:</b> from 330 to 700 L <b>AD:</b> means <i>Adult Directed</i> , as an adult reading to the child
<i>Good Night, Good Night</i> by Shelley Moore Thomas (2002), BR	<i>Crocodile and Hen: A Bakongo Folktale</i> by Joan Lexau (2001), 120L	<i>The Cow in the House</i> by Harriet Ziefert and Emily Bolam (2000), 60L	<i>Twenty Heartbeats</i> by Dennis Hasseley and Ed Young (2008), AD 500L
<i>Snow White</i> by Melissa Torres (2003), 80L	<i>His Majesty the King</i> by Ruth Corrin (1996), 130L	<i>Three Goats. Norwegian Fairy Tale</i> (no author listed, 2012), 290L	<i>Dear Petter Rabbit</i> , by Alma Flor Ada and F. Isabel Campoy (2000), AD780L
<i>Goldilocks and the Three Bears</i> by Betty Miles and Bari Weissman (1998), BR	<i>Anansi and the Magic Stick</i> by Eric Kimmel (2002), AD170L	<i>Cinderella</i> by Hara Lewis and Barbara Lanza (2000), 310L	<i>Three Goats. Norwegian Fairy Tale</i> (no author listed, 2012), 290L

<p><i>The Flying Horse</i> by Jane Mason (1999), 90L</p> <p><i>Crocodile and Hen: A Bakongo Folktale</i> by Joan Lexau (2001), 120L</p> <p><i>Princess for a Day</i> by Maryann Cocca-Leffler (1998), 140L</p> <p><i>The Enormous Turnip</i> by Kathy Parkinson (1987), BR</p>	<p><i>Jacky and the Giant</i> by Diane Muldrow (1999), 180L</p>		<p><i>Cinderella</i> by Hara Lewis and Barbara Lanza (2000), 310L</p> <p><i>Folklore and Fairy Tale Funnies</i> by Art Spiegeman (1999), 360L</p> <p><i>The Great-Great Grandmother of La Cucarachita Martina</i> by Alma Flor Ada (1993), 460L</p> <p><i>The Teacher’s Secret and Other Folktales</i> by Joyce Hannam (2004), 440L</p>
Chinese Texts			
Pre-Kindergarten	Kindergarten	1 <sup>st</sup> grade	2 <sup>nd</sup> and 3 <sup>rd</sup> grade
<p>龜兔賽跑[The Tortoise and the Hare] published by Gui Taihua (2011)</p> <p>伊索寓言世界[The World of Aesop’s Fables] by Huang Shuping (2008)</p> <p>世界童話故事[Fairy Tales From Around the World] by Chen Li Yu (2011)</p>	<p>龜兔賽跑[The Tortoise and the Hare] published by Gui Taihua (2011)</p> <p>伊索寓言世界[The World of Aesop’s Fables] by Huang Shuping (2008)</p> <p>世界童話故事[Fairy Tales From Around the World] by Chen Li Yu (2011)</p>	<p>龜兔賽跑[The Tortoise and the Hare] published by Gui Taihua (2011)</p> <p>伊索寓言世界[The World of Aesop’s Fables] by Huang Shuping (2008)</p> <p>世界童話故事[Fairy Tales From Around the World] by Chen Li Yu (2011)</p>	<p>會痛的小魚[The Fish That Felt Hurt] Retold by Li Xin Yuan and Meng Ning (2004)</p> <p>孩子的伊索寓言[Aesop’s Fables] by Jerry Pinkney Translated by Kong Fan Lu (2012)</p> <p>熊的宴會：世界的語言精選 [Bear’s Banquet: A Fable From Around the World] by Ivan Krylov, translated by Wei Wei (2010)</p>
Spanish texts			
<p><i>Cuentos de hadas ilustrados: El gato con botas, Caperucita Roja, La bella Durmiente, Barba Azul</i>, por Charles Perrault, Marie Michelle Joy y Walter Crane (2014) AD</p> <p><i>La canción del coquí y otros cuentos de Puerto Rico</i> por Nicholasa Mohr y Antonio Martoreli (1995) AD</p> <p><i>La bella durmiente. Versión del cuento de los hermanos Grimm</i> por Todd Ouren y Patricia Abello (2006) AD</p>	<p><i>Cuentos de hadas ilustrados: El gato con botas, Caperucita Roja, La bella Durmiente, Barba Azul</i>, por Charles Perrault, Marie Michelle Joy y Walter Crane (2014) AD</p> <p><i>La canción del coquí y otros cuentos de Puerto Rico</i> por Nicholasa Mohr y Antonio Martoreli (1995) AD</p> <p><i>La bella durmiente. Versión del cuento de los hermanos Grimm</i> por Todd Ouren y Patricia Abello (2006) AD</p>	<p><i>Reina y el coquí: Cuentos borriqueños</i> por Daisy Torres Petrovich (2009) AD</p> <p><i>Cuentos de hadas ilustrados: El gato con botas, Caperucita Roja, La bella Durmiente, Barba Azul</i>, por Charles Perrault, Marie Michelle Joy y Walter Crane (2014) AD</p> <p><i>Cuentos para niños</i>, por Susaeta Publishing, Editor (2011) AD</p>	<p><i>Cuentos que contaban nuestras abuelas</i> por Alma Flor Ada, F. Isabel Campoy (2006)</p> <p><i>Blanca Nieves. Versión del cuento de los hermanos Grimm</i>, por Eric Blair, Claudia Wolf y Patricia Abello (2006)</p> <p><i>Cuentos, Mitos y Leyendas para niños</i> por Editorial Ekare y Norma (2006)</p> <p><i>Canto al Cemí (leyendas y mitos taínos)</i> por Sadí Orsini Luigi (1996)</p>

*Mitos griegos contados para niños*, por Diego Remussi y Fernando Martinez Ruppei (2013) AD

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*Mitología Mexicana para niños* por Nélida Galván y Alberto Flandes (2004)

**Multilingual book distributors in New York (in alphabetical order):**

Multilingual book distributors in New York (in alphabetical order):

**Attanasio Publishers** ([www.attanasio-edu.com](http://www.attanasio-edu.com))

**Hexagramm** (<http://hexagrammbooks.com>)

**Lectorum** (<http://www.librerialectorum.com>)

**Scholastic** (<http://www.scholastic.com/aboutscholastic/espanol.htm>)

Useful websites for books in Arabic and Haitian Creole:

**For books in Arabic** (<http://www.alkitab.com>)

**For books in Haitian Creole** (<http://www.haitianbookcentre.com>)