Common Core Anchor Standard (RL.3): Analyze how and why individuals, events and ideas develop and interact over the course of a text.		MAIN ACADEMIC DEMAND *Analyze Cause and Effect Interactions between Key Text Elements*		
Common Core Grade Prekindergarten Standard (RL.PK.3): With prompting and support, ask and answer questions about characters and major events in a story.		GRADE LEVEL ACADEMIC DEMAND *Describe Characters and Major Events*		

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 *illustrated, pretaught words in a pocket chart* to connect *two or more* characters and major events, during/after a read aloud, shared reading or independent reading time	Organize *illustrated, preidentified words in a pocket chart* to connect *two or more* characters and major events, during/after a read aloud, shared reading or independent reading time	Organize *illustrated, preidentified words and phrases in a pocket chart* to connect *multiple* characters and major events, during/after a read aloud, shared reading or independent reading time	Organize *illustrated words and phrases from a bank in a pocket chart, after teacher modeling,* to connect *multiple* characters and major events, during/after a read aloud, shared reading or independent reading time	Organize *illustrated words and phrases from a bank in a pocket chart, independently,* to connect *multiple* characters and major events, during/after a read aloud, shared reading or independent reading time
PRODUCTIVE		Use *illustrated, pretaught words to complete sentence starters* that ask and answer questions about characters and major events, during/after a read aloud, shared reading or independent reading time	Use *illustrated, preidentified words to complete sentence starters* that ask and answer questions about characters and major events, during/after a read aloud, shared reading or independent reading time	Use *illustrated, preidentified words and phrases* and a *previously completed pocket chart* to ask and answer questions about characters and major events, during/after a read aloud, shared reading or independent reading time	Use *sentence starters* and a *previously completed pocket chart* to ask and answer questions about characters and major events, during/after a read aloud, shared reading or independent reading time	Use a *previously completed pocket chart to independently* ask and answer questions about characters and major events, during/after a read aloud, shared reading or independent reading time
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

Common Core Grade Prekindergarten Standard (RL.PK.3): With prompting and support, ask and answer questions about characters and major events in a story.	GRADE LEVEL ACADEMIC DEMAND *Describe Characters and Major Events*

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 who, what, where, why and how question forms based on the text about the characters and events in the story.
- WHO questions and answers target the subject(s) who were involved in an event.
- WHERE questions and answers refer to the place (or even circumstances) where an event takes place.

- WHY refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference.
- WHAT questions and answers refer to the event that took place.
- HOW questions and answers refer to the sequence that leads to the main event. (Timelines and plots can be part of explaining the HOW of an event.) HOW can also be covered by WHAT, WHERE and WHEN.

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
"Mother Bear, Mother Bear, Where *are* you?" *calls* **Little Bear**. "Oh, dear, Mother Bear *is* not here, and today *is* **my** birthday. **"I** *think* **my** friends will *come*, but **I** *do* not *see* a birthday cake. My goodness – no birthday cake. What *can I do?* "The pot *is* by the fire. The water in the pot *is* hot. If **I** *put* something in the water**,** **I** can *make* Birthday Soup. All **my** friends *like* soup. "Let **me** *see* what **we** *have*. **We** *have* carrots and potatoes, peas and tomatoes; **I** *can make* soup with carrots, potatoes, peas and tomatoes." So **Little Bear** begins to *make* soup in the big black pot. First, **Hen** *comes* in. "Happy Birthday, Little Bear," **she** *says*. "Thank you, **Hen**," *says* **Little Bear**. **Hen** says, "My! Something *smells* good here. *Is* it in the big black pot?" Minarik, E.H. (1957). *Little bear*. In *Birthday soup*. (M. Sendak, Illus.). New York: HarperCollins. (From Appendix B, CCSS, p. 14.)	In a mini lesson, small group or whole class, demonstrate understanding of key details in a text by asking and answering questions to: - WHO questions and answers target the subject(s) (nouns and associated pronouns) who were involved in an event (**bold**) (e.g., associate **Little Bear** with **I**, **my** with **my friends** and **my birthday**, **Hen** with **she**) and by asking who questions (e.g., Who is celebrating his birthday?). - WHERE questions and answers refer to the place (nouns) (or even circumstances) where an event takes place. In this text the place is not explicitly stated but the inference can be supported by a where question (e.g., Where might Little Bear be?). - WHY refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference supported by a why question (e.g., Why is Little Bear making soup?). - WHAT questions and answers refer to the event (verbs) *(italics)* (e.g., *is, think, see, can, make, come*) and by asking what questions (e.g., What was Little Bear doing?). - HOW question and answers refer to the sequence that leads to the main event or conflict (focus on the sequence of the verbs or actions: is, think, see, can, make, some) and by asking how questions (e.g., How will Little Bear celebrate his birthday?).

NLAP Reading for Literature (RL)
RL. 3: RL.PK.3