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 *Synthesize and Evaluate Content Presented in Various Formats*
Common Core Grade Prekindergarten Standard (RL.PK.7): With prompting and support, students will engage in a picture walk to make connections between self, illustrations and the story.	GRADE LEVEL ACADEMIC DEMAND *Make Connections between Self, Illustrations and Story*

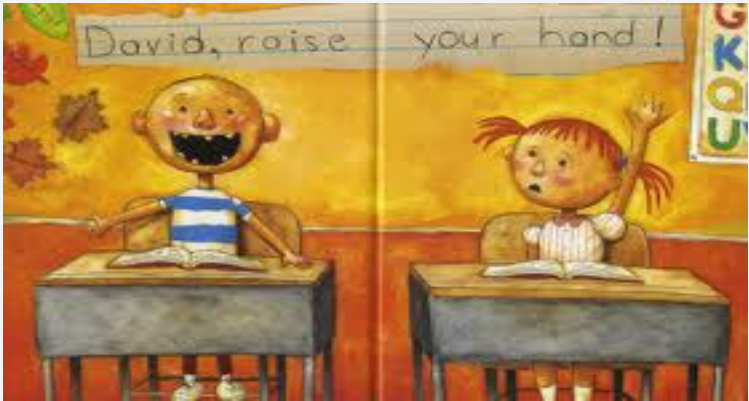| 5 Levels of Language Development		**Entering (Beginner)**	**Emerging (Low Intermediate)**	**Transitioning (High Intermediate)**	**Expanding (Advanced)**	**Commanding (Proficient)**
		When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:				
RECEPTIVE	**Oracy and Literacy Links**	Organize *illustrated, pretaught words on a text-to-self chart* to make connections between self-illustrations and the story, during/after a teacher read aloud, shared reading or independent reading time	Organize *illustrated, preidentified words on a text-to-self chart* to make connections between self-illustrations and the story, during/after a teacher read aloud, shared reading or independent reading time	Organize *illustrated phrases and short sentences from a bank on a text-to-self chart* to make connections between self-illustrations and the story, during/after a teacher read aloud, shared reading or independent reading time	Organize *illustrated sentences from a bank on a text-to-self chart* to make connections between self-illustrations and the story, during/after a teacher read aloud, shared reading or independent reading time	Organize *illustrated sentences on a text-to-self chart* to make connections between self-illustrations and the story, during/after a teacher read aloud, shared reading or independent reading time
PRODUCTIVE		Use *illustrated, pretaught words* to describe the connections between self-illustrations and the story, when speaking, dictating to a teacher and/or drawing/writing	Use *illustrated, preidentified words* to describe the connections between self-illustrations and the story, when speaking, dictating to a teacher and/or drawing/writing	Use *illustrated phrases and short sentences from a bank* to describe the connections between self-illustrations and the story, when speaking, dictating to a teacher and/or drawing/writing	Use *illustrated sentences from a bank* to describe the connections between self-illustrations and the story, when speaking, dictating to a teacher and/or drawing/writing	Use *illustrated sentences* to describe the connections between self-illustrations and the story, when speaking, dictating to a teacher and/or drawing/writing
		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.7): With prompting and support, students will engage in a picture walk to make connections between self, illustrations and the story.	GRADE LEVEL ACADEMIC DEMAND *Make Connections between Self, Illustrations and Story*

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 to describe the connection between self and the illustrations and/or self and the story (e.g., I think, I feel, I like, I dislike, I remember).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
  Shannon, D. (1999). *David goes to school.* New York: Blue Sky Press.	In a small group or whole class setting, engage students in a picture walk to make connections between the illustrations and themselves: Use sentence structures to describe the connection between self and the illustrations and/or self and the story (e.g., I think, I feel, I like, I dislike, I remember).