

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 Grade Prekindergarten Standard (RI.PK.5): Identify the front cover, back cover; display correct orientation of book, page turning skills.		GRADE LEVEL ACADEMIC DEMAND <i>Identify and Correctly Use Parts of a Book</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 chart</i> to identify the parts of a book, during/after a teacher read aloud, shared reading or independent reading time	Use <i>illustrated, preidentified words</i> and an <i>illustrated chart</i> to identify the parts of a book 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 chart</i> to identify the parts of a book, during/after a teacher read aloud, shared reading or independent reading time	Use <i>illustrated sentences from a bank</i> and an <i>illustrated chart</i> to identify the parts of a book, during/after a teacher read aloud, shared reading or independent reading time
		Use <i>illustrated, pretaught words</i> and an <i>illustrated chart</i> to describe the parts of a book, when speaking, dictating to a teacher and/or drawing/writing	Use <i>illustrated, preidentified words</i> and an <i>illustrated chart</i> to describe the parts of a book, 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 chart</i> to describe the parts of a book, when speaking, dictating to a teacher and/or drawing/writing	Use <i>illustrated sentences from a bank</i> and an <i>illustrated chart</i> to describe the parts of a book, 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> .

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<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 Prekindergarten.</p>	