

# NEW LANGUAGE ARTS PROGRESSIONS and HOME LANGUAGE ARTS PROGRESSIONS

**Common Core Anchor Standard (RI.10):** Read and comprehend complex literary and informational texts independently and proficiently.

MAIN ACADEMIC DEMAND  
*Build Comprehension of Grade Level Texts*

## Common Core Reading for Information Standard 10:

**Grade 3**—By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

**Grade 4**—By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Grade 5**—By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

5 Levels of New Language Development		Entering	Emerging	Transitioning	Expanding	Commanding
When acquiring a new language, student performance of the standard with proper supports at each level demonstrates that students are:						
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.

## Common Core Reading for Information Standard 10:

**Grade 3**—By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

**Grade 4**—By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Grade 5**—By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

**Building Background Knowledge:** Background knowledge (or prior knowledge) is a frame of reference that encompasses the information and concepts that 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 children are reading nonfiction they need to have some background knowledge in order to understand the text. 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:

- Pre-reading discussions to build background knowledge and open ended questions during 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 level 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 also play an important role in building a student’s ability to comprehend grade appropriate texts. *See* RI 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 address these skills development.

**Examples of Text to Build Background Knowledge in 3-5 Informational Text:** The following books develop and expand knowledge of the human body. The sequence from K to 5th grade is recommended in the Common Core State Standards (p.33).

English Texts			
Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> and 3 <sup>rd</sup> Grade	4 <sup>th</sup> and 5 <sup>th</sup> Grade
<u>Introduction to the senses</u> <ul style="list-style-type: none"><li>• <i>My five senses</i> by Alikì (1986)</li><li>• <i>Hearing</i> by Maria Rius (1985)</li><li>• <i>Sight</i> by Maria Rius (1985)</li><li>• <i>Smell</i> by Maria Rius (1985)</li><li>• <i>Taste</i> by Maria Rius (1985)</li><li>• <i>Touch</i> by Maria Rius (1985)</li></ul>	<u>Introduction to the systems of the human body and associated body parts</u> <ul style="list-style-type: none"><li>• <i>Under Your Skin: Your Amazing Body</i> by Manning (2007)</li><li>• <i>Me and My Amazing Body</i> by Sweeney (1999)</li><li>• <i>The Human Body</i> by Gallimard Jeunesse (2007)</li></ul>	<u>The digestive and excretory systems</u> <ul style="list-style-type: none"><li>• <i>What Happens to a Hamburger</i> by Paul Showers (1985)</li><li>• <i>The Digestive System</i> by Christine Taylor-Butler (2008)</li><li>• <i>The Digestive System</i> by Rebecca L. Johnson (2006)</li><li>• <i>The Digestive System</i> by Kristin</li></ul>	<u>The Respiratory system</u> <ul style="list-style-type: none"><li>• <i>The Lungs</i> by Seymour Simon (2007)</li><li>• <i>The Respiratory System</i> by Susan Glass (2004)</li><li>• <i>The Respiratory System</i> by Kristin Petrie (2007)</li><li>• <i>The Remarkable Respiratory System</i></li></ul>

<p><u>Taking care of your body: Overview (hygiene, diet, exercise, rest)</u></p> <ul style="list-style-type: none"> <li>• <i>My Amazing Body: A First Look at Health &amp; Fitness</i> by Pat Thomas (2001)</li> <li>• <i>Get Up and Go!</i> by Nancy Carlson (2008)</li> <li>• <i>Go Wash Up</i> by Doering Tourville (2008)</li> <li>• <i>Sleep</i> by Paul Showers (1997)</li> <li>• <i>Fuel the Body</i> by Doering Tourville (2008)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Busy Body Book</i> by Lizzy Rockwell (2008)</li> <li>• <i>First Encyclopedia of the Human Body</i> by Chandler (2004)</li> </ul> <p><u>Taking care of your body: Germs, diseases, and preventing illness</u></p> <ul style="list-style-type: none"> <li>• <i>Germs Make Me Sick</i> by Marilyn Berger (1995)</li> <li>• <i>Tiny Life on Your Body</i> by Christine Taylor-Butler (2005)</li> <li>• <i>Germ Stories</i> by Arthur Kornberg (2007)</li> <li>• <i>All About Scabs</i> by Genichiro Yagu (1998)</li> </ul>	<p>Petrie (2007)</p> <p><u>Taking care of your body: Healthy eating and nutrition</u></p> <ul style="list-style-type: none"> <li>• <i>Good Enough to Eat</i> by Lizzy Rockwell (1999)</li> <li>• <i>Showdown at the Food Pyramid</i> by Rex Barron (2004)</li> </ul> <p><u>Muscular, skeletal, and nervous systems</u></p> <ul style="list-style-type: none"> <li>• <i>The Mighty Muscular and Skeletal Systems</i> Crabtree Publishing (2009)</li> <li>• <i>Muscles</i> by Seymour Simon (1998)</li> <li>• <i>Bones</i> by Seymour Simon (1998)</li> <li>• <i>The Astounding Nervous System</i> Crabtree Publishing (2009)</li> <li>• <i>The Nervous System</i> by Joelle Riley (2004)</li> </ul>	<p>by John Burstein (2009)</p>
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### Spanish Texts

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> and 3 <sup>rd</sup> Grade	4 <sup>th</sup> and 5 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>• <i>De la cabeza a los pies</i> por Eric Carle, (2003)</li> <li>• <i>Head Shoulders, Kees and Toes/ Cabeza, Hombros, Rodillas y Pies</i> por Annie Kubler (1999)</li> <li>• <i>Tengo diez deditos</i> por Annie Kubler (2009)</li> </ul>	<p><u>Introducción a los sentidos</u></p> <ul style="list-style-type: none"> <li>• <i>Mis cinco sentidos</i> por Aliki (2000)</li> <li>• <i>La vista</i> por María Rius (1993)</li> <li>• <i>El oído</i> por María Rius (1993)</li> <li>• <i>El olfato</i> por María Rius (1993)</li> <li>• <i>El tacto</i> por María Rius (1993)</li> <li>• <i>El gusto</i> por María Rius (1993)</li> </ul> <p><u>Cuidando tu cuerpo: Nutrición y cuidado del mismo</u></p> <ul style="list-style-type: none"> <li>• <i>Vamos a comer/Let's Eat</i> por Alan Benjamin y Hideo Shiroani (1992)</li> <li>• <i>Fruits and Vegetables/Frutas y Vegetales</i> por Gladys Rosa Mendoza y Linda Holtz (2002)</li> <li>• <i>Mi primera visita al dentista.</i> Equipo Todolibro (2010)</li> <li>• <i>Mi Cuerpo</i> por Gladys Rosa Mendoza y Chess Butler (2002)</li> </ul>	<p><u>Introducción a los sistemas del cuerpo humano</u></p> <ul style="list-style-type: none"> <li>• <i>El Cuerpo Humano</i> por Richard Ferguson y Peter Hall</li> <li>• <i>El Cuerpo Humano</i> por Andrew Haslam (2011)</li> </ul> <p><u>Cuidando tu cuerpo: Gérmenes y prevención de enfermedades</u></p> <ul style="list-style-type: none"> <li>• <i>Germs are not for sharing/Los gérmenes no son para compartir</i> por Elizabeth Verdick y Marieka Henlen (2011)</li> <li>• <i>Matar a los gérmenes</i> por Melanie Mitchell (2005)</li> </ul>	<p><u>El Cuerpo Humano y el sistema respiratorio</u></p> <ul style="list-style-type: none"> <li>• <i>El autobús mágico en el cuerpo humano</i> por Joanna Cole y Bruce Degan (1994)</li> <li>• <i>El aparato respiratorio</i> por Judith Jango Cohen (2006)</li> <li>• <i>El sistema respiratorio ¿Por qué me quedo sin aliento?</i> por Sue Barraclough (2006)</li> </ul>

### Chinese Texts

**Note: Note:** In general, non-fiction books in Chinese are comprehensive and are not available by sub-topic (e.g. the respiratory system or the digestive system exclusively) presented in the grade sequence as in the books presented for English and Spanish samples. Below are sample texts about the human

body that are inclusive of sub-topics.

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> and 3 <sup>rd</sup> Grade	4 <sup>th</sup> and 5 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>• 人體百科(上) [Human Encyclopedia volume 1] edited by DK books, translated by Yóu Zíling, 2006</li> <li>• 人體百科(下) [Human Encyclopedia volume 2] edited by DK books, translated by Yóu Zíling, 2006</li> <li>• 人體神秘遊：魔法校車 [The Magic School Bus Inside the Human Body, 10th Anniversary edition] by Joanna Cole and Bruce Degen (2012)</li> <li>• 人體好好玩 [The Way We Work: Getting to Know the Amazing Human Body] by David Macaulay (2009)</li> <li>• 元氣寶寶 Vita 運動和腦力 [Baby Vita: Exercise and Mental Health] By the Institute for Health and Medical Education Foundation (2014)</li> </ul>	<ul style="list-style-type: none"> <li>• 人體神秘遊：魔法校車 [The Magic School Bus Inside the Human Body, 10th Anniversary edition] by Joanna Cole and Bruce Degen (2012)</li> <li>• 人體好好玩 [The Way We Work: Getting to Know the Amazing Human Body] by David Macaulay (2009)</li> <li>• 驚奇立體酷百科：揭開人體的奧秘 [The Amazing Life-like encyclopedia: uncovering the mystery of the human body] by Jack Guichard, (2013)</li> </ul>	<ul style="list-style-type: none"> <li>• 人體的一天：參觀你的身體每天24小時的工作實況 [A Day in the Life of your Body: An Around the Clock Guide to how your body works] by Beverly McMillan, translated by Lín Jiéying (2012)</li> <li>• 驚奇人體 [The Surprises of the Human Body] by Zhu Jiaxing (2013)</li> <li>• 十萬個為什麼：身體奧秘 [10,000 Whys: The mystery of the body] by Wáng Yǒnghuì (2014)</li> </ul>	<ul style="list-style-type: none"> <li>• 人體與生活：新版兒童十萬個為什麼 [The human body and life: A new book of 10,000 whys] edited by the Windmill group (2013)</li> <li>• 奇妙的身體：不一樣的人體百科 [The Wonderful Body: Every body is different encyclopedia] by The Institute of the Human Body, translated by Lin Meihui (2013)</li> <li>• 人體結構圖解事典 [The illustrated encyclopedia of human anatomy] by Yuán nèi yì hēng (2009)</li> <li>• </li> </ul>

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>)

**Rosen Publishers** (<http://www.rosenpublishing.com>)

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

Useful websites for books in Arabic and Haitian Creole:

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

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

Unite for Literacy (<http://uniteforliteracy.com>) is a website that presents nonfiction books written in English but read in 15 different languages.

