

<p>Common Core Anchor Standard (RL.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.</p>		<p>MAIN ACADEMIC DEMAND <i>Analyze Relationship of Linguistic and Text Structures</i></p>				
<p>Common Core Grade 1 Standard (RL.1.5): Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Describe Differences between Fiction and Informational Texts</i></p>				
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)	
<p>When acquiring a new language, using grade level texts and appropriate supports, students are able to:</p>						
RECEPTIVE	Oracy and Literacy Links	<p>Listening-Centered Activity: Organize <i>pretaught words and phrases on a text structure graphic organizer</i> to identify the structure of a text, as text is read in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Organize <i>pre-identified words and phrases on a text structure graphic organizer</i> to identify the structure of a text, as text is read in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed text structure graphic organizer</i> to identify the structure of a text, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>sentences on a text structure graphic organizer</i> to identify the structure of a text, as text is read in <i>partnership, small group and/or whole class settings</i></p>	
		<p>Reading-Centered Activity: Organize <i>pretaught words and phrases on a T-chart</i> to identify the differences between fiction and informational texts</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a T-chart</i> to identify the differences between fiction and informational texts</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed T-chart</i> to identify the differences between fiction and informational texts</p>	<p>Reading-Centered Activity: Organize <i>sentences on a T-chart, after teacher modeling</i>, to identify the differences between fiction and informational texts</p>	<p>Reading-Centered Activity: Organize <i>information on a self-created graphic organizer, independently</i>, to identify and connect sections of a text with the development of ideas</p>
		<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and, occasionally, in the home language.</i></p>	<p><i>in the new language.</i></p>	<p><i>in the new language.</i></p>

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that explain the differences between fiction and informational text, when speaking in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that explain the differences between fiction and informational text, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to explain the differences between fiction and informational text, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to explain the differences between fiction and informational text, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to explain the differences between fiction and informational text, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases to complete a cloze paragraph</i> that analyzes the differences between fiction and informational texts	Writing-Centered Activity: Use <i>preidentified words and phrases to complete cloze paragraphs</i> that analyze the differences between fiction and informational texts	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that analyzes the differences between fiction and informational texts	Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes the differences between fiction and informational texts	Writing-Centered Activity: Use <i>information, independently, to develop a multiple paragraph essay</i> that analyzes the differences between fiction and informational texts
		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> .	in the <i>new language</i> .

Common Core Grade 1 Standard (RL.1.5): Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

GRADE LEVEL ACADEMIC DEMAND
Describe Differences between Fiction and Informational Texts

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 words and phrases associated with fiction (e.g., imaginary, characters, setting, problem) and nonfiction texts (e.g., information, real) to describe each type of text.
- Use comparison words (e.g., but, like, just as, different) to explain differences between types of books.

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it requires that students interact with books. For examples of text excerpts, refer to the Reading for Information and Reading Literature standards for 1st grade.