

<p><b>Common Core Anchor Standard (RL.7):</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>		<p><b>MAIN ACADEMIC DEMAND</b> <i>Compare and Contrast Information Presented in Different Formats</i></p>				
<p><b>Common Core Grade 1 Standard (RL.1.7):</b> Use illustrations and details in a story to describe its characters, setting or events.</p>		<p><b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Describe Story Characters through Text Details and Illustrations</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 <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a character wheel</i> to describe story characters, as text is read <i>in partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a character wheel</i> to describe story characters, as text is read <i>in partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed character wheel</i> to describe story characters, as text is read <i>in partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>sentences on a character wheel</i> to describe story characters, as text is read <i>in partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a character chart</i> to identify illustrations and details that describe a character</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a character chart</i> to identify illustrations and details that describe a character</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed character chart</i> to identify illustrations and details that describe a character</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a character chart, after teacher modeling</i>, to identify illustrations and details that describe a character</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a character chart, independently</i>, to identify illustrations and details that describe a character</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)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that refer to details and illustrations that describe story characters, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that refer to details and illustrations that describe story characters, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to refer to details and illustrations that describe story characters, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to refer to details and illustrations that describe story characters, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to refer to details and illustrations that describe story characters, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete a cloze paragraph</i> that describes story characters by referring to details and illustrations</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to complete cloze paragraphs</i> that describe story characters by referring to details and illustrations</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that describes story characters by referring to details and illustrations</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that describes story characters by referring to details and illustrations</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently</i>, to develop a <i>multiple paragraph essay</i> that describes story characters by referring to details and illustrations</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**Common Core Grade 1 Standard (RL.1.7):** Use illustrations and details in a story to describe its characters, setting or events.

**GRADE LEVEL ACADEMIC DEMAND**  
*Describe Story Characters through Text Details and Illustrations*

**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.

- Identify/use nouns or associated pronouns (e.g., I) to describe the subject of the illustrations and story.
- Identify/use verbs and adjectives (e.g., begged, woke, ate, refused, promised) to describe the characters in the illustrations and story.
- Identify/use verbs to describe the events in the illustrations and story.
- Identify/use location and chronological markers (e.g., at home, in the evening) to describe the setting in the illustrations and story.

### Example to Address the Linguistic Demands

#### Text Excerpt



“Please, Mommy, *can I* have JUST ONE MORE?”

I *begged* when I *woke* up from my nap.

“You get what you get, and you don’t get upset,” she said.

After dinner I *ate* more cupcakes. Then I *refused* to go to bed.

“Just one more pink cupcake, and I’ll go to sleep,” I *promised*.

Kann, V., & Kann, E. (2006). *Pinkalicious* [V. Kann, Illus.]. New York: Harper Collins.

#### Teacher Directions

In a small group or whole class setting, use the illustrations and the text to describe details of a character:

- Identify/use nouns or associated pronouns (**bold**) (e.g. **I**, referring to the girl) to describe the subject of the illustrations and story
- Identify/use verbs (*italics*) (e.g., *begged*, *woke*, *ate*, *refused*, *promised*) to describe the actions of the girl in the story.
- Identify/use nouns and adjectives (underline) (e.g., after dinner) and adverbs (e.g., then) to identify events.
- Identify/use location and chronological markers (wavy underline) (e.g., nap, bed) to describe the setting in the illustrations and story.