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.	MAIN ACADEMIC DEMAND *Analyze Relationship of Linguistic and Text Structures*
Common Core Kindergarten Standard (RL.K.5): Recognize common types of texts (e.g., storybooks, poems).	GRADE LEVEL ACADEMIC DEMAND *Identify and Correctly Use Common Types of Text*

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**	Use *illustrated, pretaught words* and an *illustrated chart* to identify common types of text, during/after a teacher read aloud, shared reading or independent reading time	Use *illustrated, preidentified words* and an *illustrated chart* to identify common types of text during/after a teacher read aloud, shared reading or independent reading time	Use *illustrated phrases and short sentences from a bank* and an *illustrated chart* to identify common types of text, during/after a teacher read aloud, shared reading or independent reading time	Use *illustrated sentences from a bank* and an *illustrated chart* to identify common types of text, during/after a teacher read aloud, shared reading or independent reading time	Use an *illustrated chart* to identify common types of text, during/after a teacher read aloud, shared reading or independent reading time
PRODUCTIVE		Use *illustrated, pretaught words* and an *illustrated chart* to describe common types of texts, when speaking, dictating to a teacher and/or drawing/writing	Use *illustrated, preidentified words* and an *illustrated chart* to describe common types of texts, when speaking, dictating to a teacher and/or drawing/writing	Use *illustrated phrases and short sentences from a bank* and an *illustrated chart* to describe common types of texts, when speaking, dictating to a teacher and/or drawing/writing	Use *illustrated sentences* and an *illustrated chart* to describe common types of texts, when speaking, dictating to a teacher and/or drawing/writing	Use an *illustrated types-of-text chart* and an *illustrated chart* to describe common types of texts, 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 Kindergarten Standard (RL.K.5): Recognize common types of texts (e.g., storybooks, poems).	GRADE LEVEL ACADEMIC DEMAND *Identify and Correctly Use Common Types of Text*

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 characteristics of stories (e.g., has characters, tells a story).	• Identify characteristics of poems (e.g., short story with rhyming words).

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 Kindergarten.