

<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 Prekindergarten Standard (RL.PK.5): Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Correctly Use Common Types of Text</i></p>			
<p>5 Levels of Language Development</p>	<p>Entering (Beginner)</p>	<p>Emerging (Low Intermediate)</p>	<p>Transitioning (High Intermediate)</p>	<p>Expanding (Advanced)</p>	<p>Commanding (Proficient)</p>
<p>When acquiring a new language, using grade level texts and appropriate supports, students are able to:</p>					
<p>RECEPTIVE</p>	<p>Oracy and Literacy Links</p>	<p>Use <i>illustrated, pretaught words</i> and <i>illustrated cards</i> to interact with a variety of common types of texts, during/after a teacher read aloud, shared reading or independent reading time</p>	<p>Use <i>illustrated, preidentified words</i> and <i>illustrated cards</i> to interact with a variety of common types of texts, during/after a teacher read aloud, shared reading or independent reading time</p>	<p>Use <i>illustrated phrases and short sentences from a bank</i> and <i>illustrated cards</i> to interact with a variety of common types of texts, during/after a teacher read aloud, shared reading or independent reading time</p>	<p>Use <i>illustrated sentences from a bank</i> and <i>illustrated cards</i> to interact with a variety of common types of texts, during/after a teacher read aloud, shared reading or independent reading time</p>
		<p>Use <i>illustrated, pretaught words</i> and an <i>illustrated chart</i> to describe a variety of common types of texts, when speaking, dictating to a teacher and/or drawing/writing</p>	<p>Use <i>illustrated, preidentified words</i> and an <i>illustrated chart</i> to describe a variety of common types of texts, when speaking, dictating to a teacher and/or drawing/writing</p>	<p>Use <i>illustrated phrases and short sentences from a bank</i> and an <i>illustrated chart</i> to describe a variety of common types of texts, when speaking, dictating to a teacher and/or drawing/writing</p>	<p>Use <i>illustrated sentences</i> and an <i>illustrated chart</i> to describe a variety of common types of texts, when speaking, dictating to a teacher and/or drawing/writing</p>
<p>PRODUCTIVE</p>	<p>Oracy and Literacy Links</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 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>

Common Core Grade Prekindergarten Standard (RL.PK.5): Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).

GRADE LEVEL ACADEMIC DEMAND
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 storybooks (e.g., books that tell a story), poems (e.g., a short story with rhyming words) and songs (e.g., has music).

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 Prekindergarten.