

Common Core Anchor Standard (W.11): Develop personal, cultural, textual and thematic connections within and across genres as they respond to texts through written, digital and oral presentations, employing a variety of media and genres.		MAIN ACADEMIC DEMAND <i>Develop Connections within and across Genres as They Respond to Texts through Written, Digital and Oral Presentations</i>				
Common Core Grade Prekindergarten Standard (W.PK.11): Create and present a poem, dramatization, art work or personal response to a particular author or theme studied in class, with prompting and support as needed.		GRADE LEVEL ACADEMIC DEMAND <i>With Prompting and Support, Create a Personal Response to a Particular Author</i>				
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	Organize <i>illustrated, pretaught words on a partially completed graphic organizer web</i> to respond to a particular author, with prompting and support, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words on a partially completed graphic organizer web</i> to respond to a particular author, with prompting and support, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases from a bank on a partially completed graphic organizer web</i> to respond to a particular author, with prompting and support, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases on a graphic organizer web</i> to respond to a particular author, with prompting and support, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases on a graphic organizer web</i> to respond to a particular author, with prompting and support, during/after a teacher read aloud, shared reading or independent reading time
		Use <i>illustrated, pretaught words and the previously completed graphic organizers</i> to create a personal response to a particular author, with prompting and support, when dictating to the teacher and/or drawing/writing	Use <i>illustrated, preidentified words and the previously completed graphic organizers</i> to create a personal response to a particular author, with prompting and support, when dictating to the teacher and/or drawing/writing	Use <i>illustrated, preidentified words and phrases from a bank</i> to create a personal response to a particular author, with prompting and support, when dictating to the teacher and/or drawing/writing	Use <i>illustrated, preidentified words and phrases</i> to create a personal response to a particular author, when dictating to the teacher and/or drawing/writing	Use <i>illustrated, preidentified words and phrases</i> to create a personal response to a particular author, when dictating to the teacher and/or drawing/writing
PRODUCTIVE	Oracy and Literacy Links	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 Prekindergarten Standard (W.PK.11): Create and present a poem, dramatization, art work or personal response to a particular author or theme studied in class, with prompting and support as needed.

GRADE LEVEL ACADEMIC DEMAND
With Prompting and Support, Create a Personal Response to a Particular Author

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 sentence structures to present a poem, dramatization, art work, author or theme (e.g., I wrote about ___; I did ___; I drew ___).

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because its purpose is to have students present a personal response to a poem, drama or art work. For examples of text excerpts, please refer to the Reading Literature standards for Prekindergarten.