

Common Core Anchor Standard (RI.6): Assess how point of view or purpose shapes the content and style of a text.		MAIN ACADEMIC DEMAND <i>Assess Author’s Point of View</i>				
Common Core Grade Prekindergarten Standard (RI.PK.6): With prompting and support, can describe the role of an author and illustrator.		GRADE LEVEL ACADEMIC DEMAND <i>Describe the Roles of an Author and an Illustrator</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 T-chart</i> to identify the author and illustrator and differentiate their roles, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words on a T-chart</i> to identify the author and illustrator and differentiate their roles, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated phrases and short sentences from a bank on a T-chart</i> to identify the author and illustrator and differentiate their roles, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated sentences from a bank on a T-chart</i> to identify the author and illustrator and differentiate their roles, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated sentences on a T-chart</i> to identify the author and illustrator and differentiate their roles, during/after a teacher read aloud, shared reading or independent reading time
		Use <i>illustrated, pretaught words</i> and an <i>illustrated chart</i> to describe the differences in the roles of an author and illustrator, when speaking, dictating to a teacher and/or drawing/writing	Use <i>illustrated, preidentified words</i> and an <i>illustrated chart</i> to describe the differences in the roles of an author and illustrator, when speaking, dictating to a teacher and/or drawing/writing	Use <i>illustrated phrases and short sentences from a bank</i> and an <i>illustrated chart</i> to describe the differences in the roles of an author and illustrator, when speaking, dictating to a teacher and/or drawing/writing	Use <i>illustrated sentences</i> and an <i>illustrated chart</i> to describe the differences in the roles of an author and illustrator, when speaking, dictating to a teacher and/or drawing/writing	Use an <i>illustrated chart</i> to describe the differences in the roles of an author and illustrator, when speaking, dictating to a teacher and/or drawing/writing
PRODUCTIVE		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 (RI.PK.6): With prompting and support, can describe the role of an author and illustrator.

GRADE LEVEL ACADEMIC DEMAND
Describe the Roles of an Author and an Illustrator

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 to associate the role of an author with writing (e.g., authors write).
- Use words and phrases to associate the role of an illustrator with drawing pictures in a book (e.g., illustrators tell stories with pictures).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Text 1</p> <p>Authors get ideas at the strangest moments!</p> <p>When authors have ideas for books they start to write.</p> <p>Some authors who write picture books are also illustrators. Sometimes they sketch as they write. The sketches give them ideas.</p> <p>Text 2</p> <p>What do illustrators do? They tell stories with pictures.</p> <p>Text 1</p> <p>Christelow, E. (1997). <i>What do authors do?</i> Boston: HMH Books for Young Readers.</p> <p>Text 2</p> <p>Christelow, E. (1999). <i>What do illustrators do?</i> New York: Clarion.</p>	<p>In a small group or whole class setting, describe the role of an author and illustrator of a book:</p> <ul style="list-style-type: none">• Use words and phrases to associate the role of an author with writing (e.g., authors write).• Use words and phrases to associate the role of an illustrator with drawing or making pictures in a book (e.g., illustrators tell stories with pictures).