## NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)

### Grade Prekindergarten: Reading for Information 7

<table>
<thead>
<tr>
<th>Common Core Anchor Standard (RI.7):</th>
<th>Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Academic Demand</strong></td>
<td>Synthesize and Evaluate Content Presented in Various Formats</td>
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<tr>
<td>Common Core Grade Prekindergarten Standard (RI.PK.7):</td>
<td>With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).</td>
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<tr>
<td><strong>Grade Level Academic Demand</strong></td>
<td>Make Connections between Illustrations and Text</td>
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</tbody>
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<tr>
<th>5 Levels of Language Development</th>
<th>Entering (Beginner)</th>
<th>Emerging (Low Intermediate)</th>
<th>Transitioning (High Intermediate)</th>
<th>Expanding (Advanced)</th>
<th>Commanding (Proficient)</th>
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</thead>
<tbody>
<tr>
<td><strong>Receptive</strong></td>
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<tr>
<td><strong>Oracy and Literacy Links</strong></td>
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<td><strong>Productive</strong></td>
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<td><strong>Links</strong></td>
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<tr>
<td>Organize illustrated, pretaught words on a story board to identify the relationship between illustrations and text, during/after a teacher read aloud, shared reading or independent reading time</td>
<td>Organize illustrated, preidentified words on a story board to identify the relationship between illustrations and text, during/after a teacher read aloud, shared reading or independent reading time</td>
<td>Organize illustrated phrases and short sentences from a bank on a story board to identify the relationship between illustrations and text, during/after a teacher read aloud, shared reading or independent reading time</td>
<td>Organize illustrated sentences from a bank on a story board to identify the relationship between illustrations and text, during/after a teacher read aloud, shared reading or independent reading time</td>
<td>Organize illustrated sentences on a story board to identify the relationship between illustrations and text, during/after a teacher read aloud, shared reading or independent reading time</td>
<td></td>
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</tbody>
</table>

When acquiring a new language, using grade level texts and appropriate supports, students are able to:

- **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 Grade Prekindergarten Standard (RI.PK.7):** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).

**GRADE LEVEL ACADEMIC DEMAND**  
*Make Connections between Illustrations and 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/use the nouns and associated pronouns (e.g., road/it) that indicate the subject of the illustrations and text.
- Identify/use the verbs (e.g., dig) that indicate the action that the illustrations and the text convey.
- Use sentence structures to describe the relationship between illustrations and text (e.g., Here is/are ___; they are ___).

<table>
<thead>
<tr>
<th><strong>Example to Address the Linguistic Demands</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Text Excerpt</strong></td>
</tr>
<tr>
<td><img src="image_url" alt="Image of children digging a road" /></td>
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