

		<b>Common Core Anchor Standard (RI.7):</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.			<b>MAIN ACADEMIC DEMAND</b> <i>Synthesize and Evaluate Content Presented in Various Formats</i>	
		<b>Common Core Grade Prekindergarten Standard (RI.PK.7):</b> 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).			<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Make Connections between Illustrations and Text</i>	
<b>5 Levels of Language Development</b>		<b>Entering (Beginner)</b>	<b>Emerging (Low Intermediate)</b>	<b>Transitioning (High Intermediate)</b>	<b>Expanding (Advanced)</b>	<b>Commanding (Proficient)</b>
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	Organize <i>illustrated, pretaught words on a story board</i> to identify the relationship between illustrations and text, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words on a story board</i> to identify the relationship between illustrations and text, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated phrases and short sentences from a bank on a story board</i> to identify the relationship between illustrations and text, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated sentences from a bank on a story board</i> to identify the relationship between illustrations and text, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated sentences on a story board</i> to identify the relationship between illustrations and text, during/after a teacher read aloud, shared reading or independent reading time
		Use <i>illustrated, pretaught words</i> to describe the relationship between illustrations and text, when speaking, dictating to a teacher and/or drawing/writing	Use <i>illustrated, preidentified words</i> to describe the relationship between illustrations and text, when speaking, dictating to a teacher and/or drawing/writing	Use <i>illustrated phrases and short sentences from a bank</i> to describe the relationship between illustrations and text, when speaking, dictating to a teacher and/or drawing/writing	Use <i>illustrated sentences from a bank</i> to describe the relationship between illustrations and text, when speaking, dictating to a teacher and/or drawing/writing	Use <i>illustrated sentences</i> to describe the relationship between illustrations and text, when speaking, dictating to a teacher and/or drawing/writing
<b>PRODUCTIVE</b>		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.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).

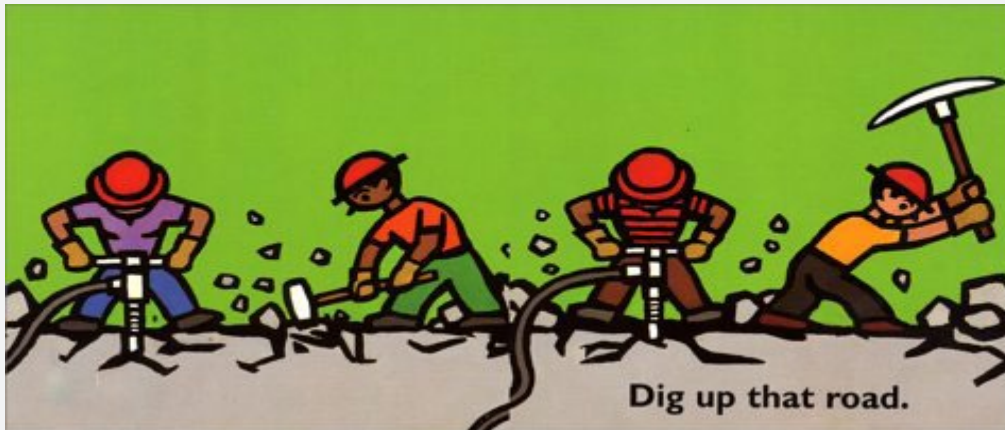
**GRADE LEVEL ACADEMIC DEMAND**  
*Make Connections between Illustrations and Text*

**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 \_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpt



Barton, B. (1997). *Machines at work*. New York: HarperFestival.

#### Teacher Directions

- In a small group or whole class setting, describe the relationships between the illustration and the text:
- Identify/use the nouns (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 \_\_\_).