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

#### Grade Prekindergarten: Writing 8

<table>
<thead>
<tr>
<th>Common Core Anchor Standard (W.8):</th>
<th>Main Academic Demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.</td>
<td>Gather and Evaluate Information from Multiple Sources and Avoid Plagiarism</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Common Core Grade Prekindergarten Standard (W.PK.8):</th>
<th>Grade Level Academic Demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</td>
<td>With Guidance and Support, Recall and Gather Information to Answer a Question</td>
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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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>RECEPTIVE</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Oracy and Literacy Links</strong></td>
<td>Organize illustrated, pretaught words on a flannel board, with prompting and support, to identify information, during/after a teacher read aloud, shared reading or independent reading time</td>
<td>Organize illustrated, preidentified words on a flannel board, with prompting and support, to identify information, during/after a teacher read aloud, shared reading or independent reading time</td>
<td>Organize illustrated, preidentified words and phrases from a bank on a flannel board, with prompting and support, to identify information, during/after a teacher read aloud, shared reading or independent reading time</td>
<td>Organize illustrated, preidentified words and phrases on a flannel board, with prompting and support, to identify information, during/after a teacher read aloud, shared reading or independent reading time</td>
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<td><strong>PRODUCTIVE</strong></td>
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<tr>
<td><strong>Links</strong></td>
<td>Use illustrated, pretaught words, with prompting and support, to recall information that answers a question, when dictating to the teacher and/or drawing/writing</td>
<td>Use illustrated, preidentified words, with prompting and support, to recall information that answers a question, when dictating to the teacher and/or drawing/writing</td>
<td>Use illustrated, preidentified words and phrases from a bank, with prompting and support, to recall information that answers a question, when dictating to the teacher and/or drawing/writing</td>
<td>Use illustrated, preidentified words and phrases, with prompting and support, to recall information that answers a question, when dictating to the teacher and/or drawing/writing</td>
<td>Use illustrated, preidentified words and phrases, independently, to recall information that answers a question, when dictating to the teacher and/or drawing/writing</td>
</tr>
<tr>
<td></td>
<td>in the new and/or the home language.</td>
<td>in the new and/or the home language.</td>
<td>in the new and, occasionally, in the home language.</td>
<td>in the new language.</td>
<td>in the new language.</td>
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**Common Core Grade Prekindergarten Standard (W.PK.8):** With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

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<td>With Guidance and Support, Recall and Gather Information to Answer a Question</td>
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**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 question and answer forms to recall experiences (e.g., Has something like this happened to you before? It happened when ____).
- Ask and answer questions from provided sources (e.g., Do you remember where you learned ____? Do you recall in which book ____? I learned this from ____ I know that ____).

**Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires students to recall information from experience or provided sources. For examples of text excerpts, please consult the Reading for Information standard 8 for kindergarten.