

<b>Common Core Anchor Standard (W.11):</b> 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.				<b>MAIN ACADEMIC DEMAND</b> <i>Make Connections within and across Genres as Students Respond to Texts through Written, Digital and Oral Presentations</i>		
<b>Common Core Grade 8 Standard (W.8.11):</b> Create a presentation, art work or text in response to a literary work with a commentary that identifies connections and explains divergences from the original. a. Make well-supported personal, cultural, textual and thematic connections across genres. b. Create poetry, stories, plays and other literary forms (e.g., videos, art work).				<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Create a Personal Response to a Particular Author or Theme through Written, Personal, Cultural, Textual or Thematic Connections across Genres</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>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on an aesthetic response-and-commentary chart</i> to develop a personal response to a particular author or theme as text is read aloud, in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>pre-identified words and phrases on an aesthetic response-and-commentary chart</i> to develop a personal response to a particular author or theme as text is read aloud, in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed aesthetic response-and-commentary chart</i> to develop a personal response to a particular author or theme as text is read aloud, in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on an aesthetic response-and-commentary chart</i> to develop a personal response to a particular author or theme as text is read aloud, in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information, when taking notes independently</i> , to develop a personal response to a particular author or theme as text is read aloud, in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a Venn diagram</i> that compares a literary work and a student-produced reaction, to identify thematic, cultural and textual connections	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a Venn diagram</i> that compares a literary work and a student-produced reaction, to identify thematic, cultural and textual connections	<b>Reading-Centered Activity:</b> Organize <i>information on a partially completed Venn diagram</i> that compares a literary work and a student-produced reaction, to identify thematic, cultural and textual connections	<b>Reading-Centered Activity:</b> Organize <i>information on a Venn diagram</i> that compares a literary work and a student-produced reaction, to identify thematic, cultural and textual connections	<b>Reading-Centered Activity:</b> Organize <i>information, independently, in a note-taking guide</i> that compares a literary work and a student-produced reaction, to identify thematic, cultural and textual connections
		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> .

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to present a response to a literary work with a commentary that explains connections and divergences from the original text, in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to present a response to a literary work with a commentary that explains connections and divergences from the original text, in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to present a response to a literary work with a commentary that explains connections and divergences from the original text, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to present a response to a literary work with a commentary that explains connections and divergences from the original text, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to present a response to a literary work with a commentary that explains connections and divergences from the original text, in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that describe a personal response to a literary work, identifying connections and explaining divergences	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that describe a personal response to a literary work, identifying connections and explaining divergences	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that describes a personal response to a literary work, identifying connections and explaining divergences	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that describes a personal response to a literary work, identifying connections and explaining divergences	<b>Writing-Centered Activity:</b> Use <i>knowledge of the text, independently</i> , to <i>develop a multiple paragraph essay</i> that describes a personal response to a literary work, identifying connections and explaining divergences
		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 8 Standard (W.8.11):** Create a presentation, art work or text in response to a literary work with a commentary that identifies connections and explains divergences from the original.

- a. Make well-supported personal, cultural, textual and thematic connections across genres.
- b. Create poetry, stories, plays and other literary forms (e.g., videos, art work).

## GRADE LEVEL ACADEMIC DEMAND

*Create a Personal Response to a Particular Author or Theme through Written, Personal, Cultural, Textual or Thematic Connections across Genres*

**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 the standard in the new and/or home language.

- Use introductory words and phrases to present a poem, narrative, play, art work or literary critique in response to an author or theme (e.g., I think that \_\_\_\_; I don't agree with [name of author] because \_\_\_\_; this reminds me of \_\_\_\_; other authors say that \_\_\_\_).
- Use introductory words and phrases that indicate how the personal commentary is different from the original (e.g., The author states \_\_\_\_ but I think that \_\_\_\_; the author says \_\_\_\_ but I also want to add that \_\_\_\_).
- Use introductory words and phrases to make deliberate, personal, cultural and textual connections across genres (e.g., Other authors state \_\_\_\_; I had a personal experience that relates to this topic \_\_\_\_; a similar point is made in \_\_\_\_).

### 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 8th grade.