Common Core Anchor Standard (RL.11): Respond to literature by employing knowledge of literary language, textual features and forms to read and comprehend, reflect upon and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.	MAIN ACADEMIC DEMAND *Respond to, Reflect on and Interpret American and World Culture Texts*
Common Core Grade 6 Standard (RL.6.11): Recognize, interpret and make connections in narratives, poetry and drama, ethically and artistically, to other texts, ideas, cultural perspectives, eras, personal events and situations. a. Self-select text based on personal preferences. b. Use established criteria to classify, select and evaluate texts to make informed judgments about the quality of the pieces.	GRADE LEVEL ACADEMIC DEMAND *Recognize, Interpret, and Connect Self-Selected Texts, and Use Established Criteria to Evaluate Them*

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**	**Listening-Centered Activity:** Organize *pretaught words and phrases on a making connections chart* to identify connections between literary texts and other texts, ideas, perspectives, eras and experiences, as a text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a making connections chart* to identify connections between literary texts and other texts, ideas, perspectives, eras and experiences, as a text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed making connections chart* to identify connections between literary texts and other texts, ideas, perspectives, eras and experiences, as a text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a making connections chart* to identify connections between literary texts and other texts, ideas, perspectives, eras and experiences, as a text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information in a note-taking guide, independently,* to identify connections between literary texts and other texts, ideas, perspectives, eras and experiences, as a text is read aloud in *partnership, small group and/or whole class settings*
	Reading-Centered Activity: Organize *pretaught words and phrases in a double entry journal* to recognize, interpret and make connections between literary texts and other texts, ideas, perspectives, eras and experiences	**Reading-Centered Activity:** Organize *pre-identified words and phrases in a double entry journal* to recognize, interpret and make connections between literary texts and other texts, ideas, perspectives, eras and experiences	**Reading-Centered Activity:** Organize *phrases and sentences in a partially completed double entry journal* to recognize, interpret and make connections between literary texts and other texts, ideas, perspectives, eras and experiences	**Reading-Centered Activity:** Organize *information in a double entry journal, after teacher modeling,* to recognize, interpret and make connections between literary texts and other texts, ideas, perspectives, eras and experiences	**Reading-Centered Activity:** Organize *information in a note-taking guide, independently,* to recognize, interpret and make connections between literary texts and other texts, ideas, perspectives, eras and experiences
	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.*

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	**Oracy and Literacy Links**	**Speaking-Centered Activity:** Use *pretaught words and phrases* and the *previously completed graphic organizers to complete sentence starters* that judge the quality of a self-selected piece of literature, using established criteria, when speaking in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* that judge the quality of a piece of self-selected literature, using established criteria, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to judge the quality of a piece of self-selected literature, using established criteria, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to judge the quality of a piece of self-selected literature, using established criteria, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to judge the quality of a piece of self-selected literature, using established criteria, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to complete cloze paragraphs* that analyze and interpret, ethically and artistically, the connections between literary texts and other texts, ideas, perspectives, eras and experiences	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that analyze and interpret, ethically and artistically, the connections between literary texts and other texts, ideas, perspectives, eras and experiences	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that analyzes and interprets, ethically and artistically, the connections between literary texts and other texts, ideas, perspectives, eras and experiences	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that analyzes and interprets, ethically and artistically, the connections between literary texts and other texts, ideas, perspectives, eras and experiences	**Writing-Centered Activity:** Use *information, independently, to develop a multiple paragraph essay* that analyzes and interprets, ethically and artistically, the connections between literary texts and other texts, ideas, perspectives, eras and experiences
		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 6 Standard (RL.6.11): Recognize, interpret and make connections in narratives, poetry and drama, ethically and artistically, to other texts, ideas, cultural perspectives, eras, personal events and situations. a. Self-select text based on personal preferences. b. Use established criteria to classify, select and evaluate texts to make informed judgments about the quality of the pieces.	GRADE LEVEL ACADEMIC DEMAND *Recognize, Interpret, and Connect Self-Selected Texts, and Use Established Criteria to Evaluate Them*

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 the subjects (nouns and their associated pronouns) (e.g., Text 1: my, I; Text 2: Nya, her) in the texts.
- Identify the location (nouns) (e.g., Text 1: New York City; Text 2: Southern Sudan) of the story.
- Use sentence structures to compare and contrast, recognize, interpret and make cultural connections across texts (e.g., Both texts are similar in that ___ but are different in that ___; just like Text 1, Text 2 is about ___ but the aspects that are different are ___).

- Use phrases to self-select books (e.g., I like to read books about___; I prefer ___; I don't like reading about ___; I enjoy ___).
- Use introductory phrases to analyze established criteria (e.g., This book can be considered a classic because ___; the quality of illustrations is ___; the depiction of characters and/or situations is ___) to judge the quality of the books.

Example to Address the Linguistic Demands

Text Excerpts	Teacher Directions
Text 1 New York City, 1998 **My** high school friends have begun to suspect **I** haven't told them the full story of my life. Why did **you** leave Sierra Leone?' "Because there is a war." "Did **you** witness any of the fighting?' "Everyone in the country did." "**You** mean you saw people running around with guns and shooting each other?' "Yes, all the time." "*Cool*." **I** smile a little. "**You** should tell us about it sometime." "Yes, sometime."	In a mini lesson and small group/whole class conversations, model how to recognize and make connections in narratives, poetry and drama to other texts: - Identify the subjects (nouns and their associated pronouns) (**bold**) (e.g., Text 1: **my**, **I**; Text 2: **Nya**, **her**) in the texts. - Identify the location (nouns) (e.g., Text 1: New York City; Text 2: Southern Sudan) of the story. - Use sentence structures to compare and contrast, recognize, interpret and make cultural connections across texts (e.g., The events are similar/different in these texts because ___; Text 1 and Text 2 present different situations and events in that ___). - Use phrases to self-select books (e.g., I like to read books about___; I prefer ___; I don't like reading about ___; I enjoy ___). - Use sentence structures to judge the quality of the books (e.g., This book can be considered a classic because ___; the quality of illustrations is ___; the depiction of characters and/or situations is ___).

Text 2
A Long Walk to Water

Going was easy. Going, the big plastic container held only air. Tall for her eleven years, **Nya** could switch the handle from one hand to the other, swing the container by **her** side, or cradle it in both arms. She could even drag it behind her, bumping it against the ground and raising a tiny cloud of dust with each step.

Text 1
Beah, I. (2007). *A long way gone. Memoirs of a boy soldier*. New York: Sarah Crichton Books/Farrar, Straus and Giroux.

Text 2
Park, L. S. (2011). *A long walk to water*. Boston: HMH Books for Young Readers.