

Common Core Anchor Standard (W.11): 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.			MAIN ACADEMIC DEMAND <i>Develop Connections within and across Genres as Students Respond to Texts through Written, Digital and Oral Presentations</i>		
Common Core Grade 6 Standard (W.6.11): Create and present a text or art work in response to a literary work. a. Develop a perspective or theme supported by relevant details. b. Recognize and illustrate social, historical and cultural features in the presentation of literary texts. c. Create poetry, stories, plays and other literary forms (e.g., videos, art work).			GRADE LEVEL ACADEMIC DEMAND <i>Create a Personal Response to a Particular Author or Theme</i>		
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 <i>pretaught words and phrases on a matrix of social, historical and cultural features</i> to analyze a text, as it is read aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a matrix of social, historical and cultural features</i> to analyze a text, as it is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed matrix of social, historical and cultural features</i> to analyze a text, as it is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a matrix of social, historical and cultural features</i> to analyze a text, as it is read aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases in a double entry journal</i> for specific details and reader reflections to develop a personal response to a particular author or theme	Reading-Centered Activity: Organize <i>preidentified words and phrases in a double entry journal</i> for specific details and reader reflections to develop a personal response to a particular author or theme	Reading-Centered Activity: Organize <i>phrases and sentences in a partially completed double entry journal</i> for specific details and reader reflections to develop a personal response to a particular author or theme	Reading-Centered Activity: Organize <i>information in a double entry journal</i> for specific details and reader reflections to develop a personal response to a particular author or theme
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the 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	Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that highlight relevant social, historical and cultural features, when verbally articulating a personal response to a particular author or theme in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that highlight relevant social, historical and cultural features, when verbally articulating a personal response to a particular author or theme in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank of words and phrases</i> to participate in discourse that highlights relevant social, historical and cultural features, when verbally articulating a personal response to a particular author or theme in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use a <i>glossary of words and phrases</i> to participate in discourse that highlights relevant social, historical and cultural features, when verbally articulating a personal response to a particular author or theme in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to lead discourse that highlights relevant social, historical and cultural features, when verbally articulating a personal response to a particular author or theme in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that describe a personal perspective, with relevant details, in response to a particular author or theme	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that describe a personal perspective, with relevant details, in response to a particular author or theme	Writing-Centered Activity: 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 perspective, with relevant details, in response to a particular author or theme	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that describes a personal perspective, with relevant details, in response to a particular author or theme	Writing-Centered Activity: Use <i>knowledge of the text, independently</i> , to <i>develop a multiple paragraph essay</i> that describes a personal perspective, with relevant details, in response to a particular author or theme
		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 6 Standard (W.6.11): Create and present a text or art work in response to a literary work.

- a. Develop a perspective or theme supported by relevant details.
- b. Recognize and illustrate social, historical and cultural features in the presentation of literary texts.
- c. 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

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 sentence structures 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 ____).
- Identify/use relevant details to illustrate social, historical and cultural features (e.g., chronological markers, cause-and-effect words that indicate a relationship among events [e.g., because, therefore, as a result]).
- Use sentence structures to recognize the social, cultural and historical features of a text (e.g., This work took place when ____; we should consider the following cultural aspects ____).

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 6th grade.