

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 <i>Respond to, Reflect on and Interpret American and World Culture Texts</i>	
Common Core Grade 8 Standard (RL.8.11): Interpret, analyze and evaluate narratives, poetry and drama, artistically and ethically, by making connections to other texts, ideas, cultural perspectives, eras, personal events and situations. a. Self-select text to develop personal preferences. b. Establish and use criteria to classify, select and evaluate texts to make informed judgments about the quality of the pieces.				GRADE LEVEL ACADEMIC DEMAND <i>Evaluate Self-Selected Texts and Use Established Criteria to Evaluate Narratives, Poetry and Drama</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 making connections matrix</i> to analyze connections between literary texts and other texts, ideas, perspectives, eras and situations, as a text is read aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a making connections matrix</i> to analyze connections between literary texts and other texts, ideas, perspectives, eras and situations, as a text is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed making connections matrix</i> to analyze connections between literary texts and other texts, ideas, perspectives, eras and situations, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a making connections matrix</i> to analyze connections between literary texts and other texts, ideas, perspectives, eras and situations, as a text 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> to interpret and analyze the connections between literary texts and other texts, ideas, perspectives, eras and situations	Reading-Centered Activity: Organize <i>preidentified words and phrases in a double entry journal</i> to interpret and analyze the connections between literary texts and other texts, ideas, perspectives, eras and situations	Reading-Centered Activity: Organize <i>phrases and sentences in a partially completed double entry journal</i> to interpret and analyze the connections between literary texts and other texts, ideas, perspectives, eras and situations	Reading-Centered Activity: Organize <i>information in a double entry journal, after teacher modeling</i> , to interpret and analyze the connections between literary texts and other texts, ideas, perspectives, eras and situations
		<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>
				<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 evaluate the quality of a self-selected piece of literature, using established criteria, when speaking 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 evaluate the quality of a piece of self-selected literature, using established criteria, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to evaluate the quality of a piece of self-selected literature, using established criteria, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to evaluate the quality of a piece of self-selected literature, using established criteria, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to evaluate the quality of a piece of self-selected literature, using established criteria, when speaking 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 evaluate literary texts, ethically and artistically, and their connections to other texts, ideas, perspectives, eras and situations	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that evaluate literary texts, ethically and artistically, and their connections to other texts, ideas, perspectives, eras and situations	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 evaluates literary texts, ethically and artistically, and their connections to other texts, ideas, perspectives, eras and situations	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that evaluates literary texts, ethically and artistically, and their connections to other texts, ideas, perspectives, eras and situations	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that evaluates literary texts, ethically and artistically, and their connections to other texts, ideas, perspectives, eras and situations
		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 (RL.8.11): Interpret, analyze and evaluate narratives, poetry and drama, artistically and ethically, by making connections to other texts, ideas, cultural perspectives, eras, personal events and situations.

- Self-select text to develop personal preferences.
- Establish and use criteria to classify, select and evaluate texts to make informed judgments about the quality of the pieces.

GRADE LEVEL ACADEMIC DEMAND
Evaluate Self-Selected Texts and Use Established Criteria to Evaluate Narratives, Poetry and Drama

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 words and phrases to identify the subjects (nouns and their associated pronouns) (e.g., Noah/he).
- Use words and phrases to identify the cultural perspectives of two texts (abstract nouns) (e.g., flood myths)
- Use sentence structures to compare and contrast, recognize, interpret and make cultural connections across texts (e.g., Both texts develop the topic of ____ but are different in that ____; Text 1 presents ____ as opposed to ____).
- Use sentence structures to self-select books (e.g., I like to read books about ____; I prefer ____; I don't like reading about ____; I enjoy ____).
- Use established criteria to judge the quality of the books (e.g., This myth is known world-wide because ____; the quality of the text/illustrations shows ____; the depiction of characters and/or situations is ____).

Example to Address the Linguistic Demands

Text Excerpts	Teacher Directions
<p>Text 1</p> <p>Allah sent Noah to warn the people to serve none but Allah, but most of them would not listen. They challenged Noah to make good his threats and mocked him when, under Allah's inspiration, he built a ship. Allah told Noah not to speak to Him on behalf of wrongdoers; they would be drowned. In time, water gushed from underground and fell from the sky. Noah loaded onto his ship pairs of all kinds, his household, and those few who believed. One of Noah's sons didn't believe and said he would seek safety in the mountains. He was among the drowned. The ship sailed amid great waves. Allah commanded the earth to swallow the water and the sky to clear, and the ship came to rest on Al-Judi.</p> <p>Text 2</p> <p>As a girl was grinding flour, a goat came to lick it. She first drove it away, but when it came back, she allowed it to lick as much as it could. In return for the kindness, the goat told her there will be a flood that day and advised her and her brother to run elsewhere immediately. They escaped with a few belongings and looked back to see water covering their village.</p> <p>Texts 1 and 2</p> <p>Isaac, M. <i>Flood stories from around the world</i>. Retrieved from http://www.talkorigins.org/faqs/flood-myths.html</p>	<p>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:</p> <ul style="list-style-type: none"> Use words and phrases to identify the subjects (nouns and their associated pronouns) (bold) (e.g., Text 1: Noah/he; Text 2: girl/she, they). Use words and phrases to identify the cultural perspectives of two texts (abstract nouns) (e.g., flood myths) and their origin (e.g., Text 1 is an Islamic text; Text 2 is from Cameroon). Use sentence structures to compare and contrast, recognize, interpret and make cultural connections across texts (e.g., Both texts develop the topic of ____ but are different in that ____; Text 1 presents ____ as opposed to ____). Use sentence structures to self-select books (e.g., I like to read books about ____; I prefer ____; I don't like reading about ____; I enjoy ____). Use established criteria to judge the quality of the books (e.g., This is myth is known world-wide because ____; the quality of the text/illustrations shows ____; the depiction of characters and/or situations is ____).