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| 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<br>Develop Connections within and across Genres as Students Respond to Texts through Written, Digital and Oral Presentations  |  |  |
| Common Core Grade 5 Standard (W.5.11): Create and present an original poem, narrative, play, art work or literary critique in response to a particular author or theme studied in class.<br>a. Recognize and illustrate social, historical and cultural features in the presentation of literary texts. |                          |   |   | GRADE LEVEL ACADEMIC DEMAND<br>Create a Personal Response to a Particular Author or Theme through Written, Personal, Cultural, Textual or Thematic Connections   |  |  |
| 5 Levels of Language Development  | Entering (Beginner)      | Emerging (Low Intermediate)   | Transitioning (High Intermediate)   | Expanding (Advanced)   | Commanding (Proficient)  |  |
| When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:   |                          |   |   |  |  |  |
| RECEPTIVE   | Oracy and Literacy Links | <b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a personal connections graphic organizer</i> to identify personal, social, historical or cultural connections, as the text is read aloud in <i>partnership and/or teacher-led small groups</i> | <b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a personal connections graphic organizer</i> to identify personal, social, historical or cultural connections, as the 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 personal connections graphic organizer</i> to identify personal, social, historical or cultural connections, as the text is read aloud in <i>partnership, small group and/or whole class settings</i> | <b>Listening-Centered Activity:</b> Organize <i>sentences on a personal connections graphic organizer</i> to identify personal, social, historical or cultural connections, as the text is read aloud in <i>partnership, small group and/or whole class settings</i> | <b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify personal, social, historical or cultural connections, as the 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 text-to-self graphic organizer</i> to establish personal connections in response to a particular author or theme studied in class  | <b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a text-to-self graphic organizer</i> to establish personal connections in response to a particular author or theme studied in class  | <b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed text-to-self graphic organizer</i> to establish personal connections in response to a particular author or theme studied in class   | <b>Reading-Centered Activity:</b> Organize <i>sentences on a text-to-self graphic organizer</i> to establish personal connections in response to a particular author or theme studied in class   | <b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to establish personal connections in response to a particular author or theme studied in class   |
|   |                          | 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> .   |

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| 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 <i>complete sentence starters</i> that express an original response to a particular author or theme, when speaking 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 <i>complete sentence starters</i> that express an original response to a particular author or theme, when speaking 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 participate in the presentation of an original poem or narrative play in response to a particular author or theme, in <i>partnership, small group and/or whole class settings</i> | <b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to participate in the presentation of an original poem or narrative play in response to a particular author or theme, in <i>partnership, small group and/or whole class settings</i> | <b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to lead the presentation of an original poem or narrative play in response to a particular author or theme, 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 present a personal response to a particular author or theme  | <b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that present a personal response to a particular author or theme   | <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 presents a personal response to a particular author or theme   | <b>Writing-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to <i>develop an essay</i> that presents a personal response to a particular author or theme  | <b>Writing-Centered Activity:</b> Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that presents a personal 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> .  |

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| <p><b>Common Core Grade 5 Standard (W.5.11):</b> Create and present an original poem, narrative, play, art work or literary critique in response to a particular author or theme studied in class.</p> <p>a. Recognize and illustrate social, historical and cultural features in the presentation of literary texts.</p>  | <p><b>GRADE LEVEL ACADEMIC DEMAND</b></p> <p><i>Create a Personal Response to a Particular Author or Theme through Written, Personal, Cultural, Textual or Thematic Connections</i></p> |
| <p><b>Linguistic Demands:</b> 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.</p> <ul style="list-style-type: none"> <li>• 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 ____).</li> <li>• Use introductory words and phrases 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 ____).</li> </ul> |   |
| <p><b>Example to Address the Linguistic Demands</b></p> <p>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, refer to the Reading Literature standards for 5th grade.</p>   |   |