

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 They Respond to Texts through Written, Digital and Oral Presentations</i>		
Common Core Grade 4 Standard (W.4.11): Create and present a poem, narrative, play, art work or literary review in response to a particular author or theme studied in class.			GRADE LEVEL ACADEMIC DEMAND <i>Create a Personal Response to a Particular Author or Theme, through Written, Personal, Cultural, Textual or Thematic Connections</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 partially completed text says/my connection T-chart</i> to identify textual details to generate a personal response to a particular author or theme, 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 partially completed text says/my connection T-chart</i> to identify textual details to generate a personal response to a particular author or theme, 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 text says/my connection T-chart</i> to identify textual details to generate a personal response to a particular author or theme, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>sentences on a text says/my connection T-chart</i> to identify textual details to generate a personal response to a particular author or theme, 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 on a personal connections matrix</i> to develop personal, textual, cultural or thematic connections in response to a particular author or theme	Reading-Centered Activity: Organize <i>preidentified words and phrases on a personal connections matrix</i> to develop personal, textual, cultural or thematic connections in response to a particular author or theme	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed personal connections matrix</i> to develop personal, textual, cultural or thematic connections in response to a particular author or theme	Reading-Centered Activity: Organize <i>sentences on a personal connections matrix</i> to develop personal, textual, cultural or thematic connections in 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 respond to a particular author or theme studied in class, 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 respond to a particular author or theme studied in class, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to participate in a discussion that responds to a particular author or theme studied in class, 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 participate in a discussion that responds to a particular author or theme studied in class, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to lead a discussion that responds to a particular author or theme studied in class, 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 a cloze paragraph</i> that addresses personal, cultural, textual and thematic connections within and across genres in response to a particular author or theme studied in class	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that address personal, cultural, textual and thematic connections within and across genres in response to a particular author or theme studied in class	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 addresses personal, cultural, textual and thematic connections within and across genres in response to a particular author or theme studied in class	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that addresses personal, cultural, textual and thematic connections within and across genres in response to a particular author or theme studied in class	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that addresses personal, cultural, textual and thematic connections within and across genres 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> .

Common Core Grade 4 Standard (W.4.11): Create and present a poem, narrative, play, art work or literary review in response to a particular author or theme studied in class.

GRADE LEVEL ACADEMIC DEMAND
Create a Personal Response to a Particular Author or Theme, through Written, Personal, Cultural, Textual or Thematic Connections

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 ____).

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 4th grade.