

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 4 Standard (RL.4.11): Recognize, interpret and make connections in narratives, poetry and drama to other texts, ideas, cultural perspectives, personal events and situations. a. Self-select text based upon personal preferences.				GRADE LEVEL ACADEMIC DEMAND <i>Recognize, Interpret and Make Connections between Narratives, Poetry, Drama and Other Texts, Perspectives and Experiences</i> <i>Self-Select Texts Based on Personal Preferences</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 graphic organizer</i> to identify connections between literary texts and other texts, perspectives and experiences, 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 graphic organizer</i> to identify connections between literary texts and other texts, perspectives and experiences, 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 graphic organizer</i> to identify connections between literary texts and other texts, perspectives and experiences, 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 making connections graphic organizer</i> to identify connections between literary texts and other texts, perspectives and experiences, 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 self-created making connections graphic organizer; independently,</i> to identify connections between literary texts and other texts, perspectives and experiences, 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 matrix</i> to recognize and interpret connections between literary texts and other texts, perspectives and experiences	Reading-Centered Activity: Organize <i>preidentified words and phrases on a matrix</i> to recognize and interpret connections between literary texts and other texts, perspectives and experiences	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed matrix</i> to recognize and interpret connections between literary texts and other texts, perspectives and experiences	Reading-Centered Activity: Organize <i>sentences on a matrix, after teacher modeling,</i> to recognize and interpret connections between literary texts and other texts, perspectives and experiences	Reading-Centered Activity: Organize <i>information on a self-created matrix, independently,</i> to recognize and interpret connections between literary texts and other texts, perspectives and experiences
		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>

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 to complete sentence starters</i> that interpret the connections between a self-selected literary text and other texts, perspectives and experiences, 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 to complete sentence starters</i> that interpret the connections between a self-selected literary text and other texts, perspectives and experiences, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to interpret the connections between a self-selected literary text and other texts, perspectives and experiences, 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 interpret the connections between a self-selected literary text and other texts, perspectives and experiences, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to interpret the connections between a self-selected literary text and other texts, perspectives and experiences, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases to complete a cloze paragraph</i> that analyzes the connections between literary texts and other texts, perspectives and experiences	Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze the connections between literary texts and other texts, perspectives and experiences	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that analyzes the connections between literary texts and other texts, perspectives and experiences	Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes the connections between literary texts and other texts, perspectives and experiences	Writing-Centered Activity: Use <i>information, independently, to develop a multiple paragraph essay</i> that analyzes the connections between literary texts and other texts, perspectives and experiences
		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 (RL.4.11): Recognize, interpret and make connections in narratives, poetry and drama to other texts, ideas, cultural perspectives, personal events and situations.

a. Self-select text based upon personal preferences.

GRADE LEVEL ACADEMIC DEMAND
Recognize, Interpret and Make Connections between Narratives, Poetry, Drama and Other Texts, Perspectives and Experiences
Self-Select Texts Based on Personal Preferences

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., Text 1: bird; Text 2: two cats, these cats) in the texts.
- Use words and phrases to identify the location of the story (nouns) (e.g., Text 1: small village; Text 2: jungle in West Africa).
- Use sentence structures to compare and contrast, make connections and analyze cultural perspectives and situations across texts (e.g., Both texts are alike in that ____ but different in that ____; just like Text 1, Text 2 also ____, however ____; both texts show different cultural perspectives in that ____).
- Use sentence structures to self-select books (e.g., I like to read books about ____; I prefer ____).

Example to Address the Linguistic Demands

Text Excerpts	Teacher Directions
<p>Text 1 One day, a strange bird arrived in a <i>small village</i> that nestled among the hills. From that moment on, nothing was safe. Anything the villagers planted in the fields disappeared overnight. Every morning there were fewer and fewer sheep and goats and chickens.</p> <p>Text 2 In a <i>jungle in West Africa</i>, two cats found a large piece of cheese. Now these cats loved cheese more than anything. They could not believe their good fortune. “How should we divide our cheese?” said one cat.</p> <p>Text 1 Mandela, N. (2007). <i>Nelson Mandela’s favorite African folktales</i>: New York: Norton.</p> <p>Text 2 Cleveland, R., & Hoffmire, B. (2006). <i>The clever monkey: A folktale from West Africa</i>. Atlanta, GA: August House.</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: bird; Text 2: two cats, these cats) in the texts.• Use words and phrases to identify the location of the story (nouns) (<i>italics</i>) (e.g., Text 1: <i>small village</i>; Text 2: <i>jungle in West Africa</i>).• Use sentence structures to compare and contrast, make connections and analyze cultural perspectives and situations across texts (e.g., Both texts are alike in that ____ but different in that ____; just like Text 1, Text 2 also ____, however ____; both texts show different cultural perspectives in that ____).• Use sentence structures to self-select books (e.g., I like to read books about ____; I prefer ____).