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** *Respond to, Reflect on and Interpret American and World Culture Texts*
Common Core Grade 3 Standard (RL.3.11): Recognize 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 and Make Connections between Narratives, Poetry, Drama and Other Texts, Perspectives and Experiences* *Self-Select Based on Personal Preferences*

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:		

		Entering (Beginner)	**Emerging** (Low Intermediate)	**Transitioning** (High Intermediate)	**Expanding** (Advanced)	**Commanding** (Proficient)
RECEPTIVE	**Oracy and Literacy Links**	**Listening-Centered Activity:** Organize *pretaught words and phrases on a making connections graphic organizer* to identify connections between literary texts from a variety of genres, perspectives and experiences, as a text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a making connections graphic organizer* to identify connections between literary texts from a variety of genres, perspectives and experiences, as a text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed making connections graphic organizer* to identify connections between literary texts from a variety of genres, perspectives and experiences, as a text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *sentences on a making connections graphic organizer* to identify connections between literary texts from a variety of genres, perspectives and experiences, as a text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a self-created making connections graphic organizer, independently,* to identify connections between literary texts from a variety of genres, perspectives and experiences, as a text is read aloud in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on a matrix* to recognize and make connections between literary texts from a variety of genres, perspectives and experiences	**Reading-Centered Activity:** Organize *preidentified words and phrases on a matrix* to recognize and make connections between literary texts from a variety of genres, perspectives and experiences	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed matrix* to recognize and make connections between literary texts from a variety of genres, perspectives and experiences	**Reading-Centered Activity:** Organize *sentences on a matrix, after teacher modeling,* to recognize and make connections between literary texts from a variety of genres, perspectives and experiences	**Reading-Centered Activity:** Organize *information on a self-created matrix, independently,* to recognize and make connections between literary texts from a variety of genres, perspectives and experiences
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

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 *pretaught words and phrases* and the *previously completed graphic organizers to complete sentence starters* that describe the connections between a self-selected narrative, drama or poem and other texts, perspectives and experiences, when speaking in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* that describe the connections between a self-selected narrative, drama or poem and other texts, perspectives and experiences when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to describe the connections between a self-selected narrative, drama or poem and other texts, perspectives and experiences, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to describe the connections between a self-selected narrative, drama or poem and other texts, perspectives and experiences, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to describe the connections between a self-selected narrative, drama or poem and other texts, perspectives and experiences, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to write two or more paragraphs* that analyze the connections between literary texts from a variety of genres, perspectives and experiences	**Writing-Centered Activity:** Use *preidentified words and phrases to complete cloze paragraphs* that analyze the connections between literary texts from a variety of genres, perspectives and experiences	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that analyzes the connections between literary texts from a variety of genres, perspectives and experiences	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that analyzes the connections between literary texts from a variety of genres, perspectives and experiences	**Writing-Centered Activity:** Use *information, independently, to develop a multiple paragraph essay* that analyzes the connections between literary texts from a variety of genres, perspectives and experiences
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

Common Core Grade 3 Standard (RL.3.11): Recognize 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 and Make Connections between Narratives, Poetry, Drama and Other Texts, Perspectives and Experiences* *Self-Select 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: fisherman/his wife/they; Text 2: Benizara, Kakezara, her) in the texts.
- Identify the location of the stories (nouns) (e.g., southeast Alaska, Japan).

- 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 support self-selection of books (e.g., I like to read books about ___; I prefer ___).

Example to Address the Linguistic Demands

Text Excerpts	Teacher Directions
Text 1 There once was a place where a **girl** could walk across the sea on the backs of so many wild salmon. It was here in *southeast Alaska*, **a fisherman, his wife,** and **their daughter** called home. **They** lived at the edge of a shadowy *rainforest* where waterfalls made music with the drip-drip of the rain. Text 2 Narrator: Long ago in *Japan*, in the *House of the Stepsisters*, there lived two young **girls.** The oldest was named **Benizara. Her** mother had died long ago. The youngest was named **Kakezara.** Rin, **her** mother, treated **Benizara** and **Kakezara** differently. Rin: (seriously) **Kakezara,** take this bag and go to the woods to collect chestnuts. Oh, and throw this bag to **your** stepsister! (loudly) **Benizara! Benizara!** Don't-come-home-until-your-bag-is-FULL! Text 1 Dwyer, M. (2004). *The salmon princess. An Alaska Cinderella story.* Seattle, WA: Sasquatch. Text 2 Cooney, Carole L**.** *A Japanese Cinderella story***.** Retrieved from http://www.2pageplays.com/pdfs/fables/japanese_cinderella.pdf	In a mini lesson and small group/whole class conversation, analyze how two texts present different cultural perspectives and situations: - Identify the subjects and their associated pronouns in both texts **(bold)** (e.g., Text 1: **girl, fisherman, his wife, they**; Text 2: **Benizara, Kakezara, her, your**). - Identify the location *(italics)* (e.g., Text 1: *southeast Alaska, rainforest*; Text 2: *Japan, House of the Stepsisters*). - 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 support self-selection of books (e.g., I like to read books about ___; I prefer ___).