

Common Core Anchor Standard (RL.9): Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				MAIN ACADEMIC DEMAND <i>Compare and Contrast Similar Texts and Subjects</i>		
Common Core Grade 8 Standard (RL.8.9): Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works such as the bible, including describing how the material is rendered new.				GRADE LEVEL ACADEMIC DEMAND <i>Analyze How Modern Works of Fiction Are Drawn from Traditional Stories, Myths or Religious Works</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 combined Venn diagram/character map</i> to analyze how a modern work of fiction draws on character types from myths, traditional stories or religious works, as the 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 combined Venn diagram/character map</i> to analyze how a modern work of fiction draws on character types from myths, traditional stories or religious works, as the text is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed combined Venn diagram/character map</i> to analyze how a modern work of fiction draws on character types from myths, traditional stories or religious works, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a combined Venn diagram/character map</i> to analyze how a modern work of fiction draws on character types from myths, traditional stories or religious works, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to analyze how a modern work of fiction draws on character types from myths, traditional stories or religious works, as the 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 T-chart</i> to analyze how a traditional story is rendered new in a modern work of fiction	Reading-Centered Activity: Organize <i>preidentified words and phrases on a T-chart</i> to analyze how a traditional story is rendered new in a modern work of fiction	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed T-chart</i> to analyze how a traditional story is rendered new in a modern work of fiction	Reading-Centered Activity: Organize <i>information on a T-chart</i> to analyze how a traditional story is rendered new in a modern work of fiction	Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to analyze how a traditional story is rendered new in a modern work of fiction
		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</i> to <i>complete sentence starters</i> that analyze how a modern work of fiction is drawn from a traditional story, 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 analyze how a modern work of fiction is drawn from a traditional story, 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 analyzes how a modern work of fiction is drawn from a traditional story, 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 analyzes how a modern work of fiction is drawn from a traditional story, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>knowledge of the text, independently</i> , to lead a discussion that analyzes how a modern work of fiction is drawn from a traditional story, 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 describe how a modern work of fiction draws on conventional character types from myths or traditional stories	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that describe how a modern work of fiction draws on conventional character types from myths or traditional stories	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 describes how a modern work of fiction draws on conventional character types from myths or traditional stories	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that describes how a modern work of fiction draws on conventional character types from myths or traditional stories	Writing-Centered Activity: Use the <i>previously completed graphic organizers, independently</i> , to <i>develop a multiple paragraph essay</i> that describes how a modern work of fiction draws on conventional character types from myths or traditional stories
		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.8.9): Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works such as the bible, including describing how the material is rendered new.

GRADE LEVEL ACADEMIC DEMAND
Analyze How Modern Works of Fiction Are Drawn from Traditional Stories, Myths or Religious Works

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 their new and/or home language.

- Use words and phrases (nouns) (e.g., Noah’s Ark, Christ) to identify the text’s theme.
- Use words and phrases (verbs) (e.g., ensured, revealed, unearthed) to identify the events in the text that convey how the biblical theme becomes a new topic.
- Use sentence structures to support analysis of how the material is rendered new (e.g., The author considers ____ and then reinterprets the information to mean ____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Fear over his own death was long past. <u>Instead</u>, Arvadi <u>wept</u> in frustration. He had been so close to his life’s goal—<u>seeing</u> <i>Noah’s Ark</i> with his own eyes—but that opportunity had <u>been snatched</u> from him with three pulls of the trigger. The bullet in each knee <u>made</u> it impossible to <u>move</u>. The one in his belly <u>ensured</u> that he wouldn’t last five minutes. <u>Although</u> the wounds were excruciating, they weren’t <u>as</u> painful as falling short of <u>reaching</u> the <i>Ark</i> when it was within grasp.</p> <p>He <u>couldn’t bear</u> the awful irony of the situation. He finally had proof that the <i>Ark</i> <u>existed</u>. Not only <u>existed</u>, still <u>exists</u>. Waiting to be found where it had lain for six thousand years. He had <u>unearthed</u> the last piece of the puzzle, <u>revealed</u> to him in ancient text <u>written</u> before <i>Christ</i> was born.</p> <p>Morrison, B. (2010). <i>The Ark</i>. New York: Simon &Schuster.</p>	<p>In a small group or whole class setting, analyze how an event in a work of fiction is drawn from a religious work (in this case, Noah’s Ark):</p> <ul style="list-style-type: none"> • Identify the subjects (nouns and associated pronouns) (bold) (e.g., Arvadi, he, his). • Identify the text’s theme (<i>italics</i>) (e.g., <i>Noah’s Ark</i>, <i>Ark</i>, <i>Christ</i>). • Identify the transitional words (<u>underline</u>) (e.g., <u>instead</u>, <u>although</u>, <u>so</u>) that signal how the story develops. • Identify the events in the text (verbs) (<u>double underline</u>) (e.g. <u>been snatched</u>, <u>ensured</u>, <u>revealed</u>, <u>existed</u>, <u>unearthed</u>) that convey how Noah’s Ark becomes a new topic. • Use sentence structures to support analysis of how the material is rendered new (e.g., The author considers ____ and then reinterprets the information to mean ____).