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 *Compare and Contrast Similar Texts and Subjects*	
Common Core Grade 9–10 Standard (RL.9–10.9): Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the bible or how a later author draws on a play by Shakespeare).		GRADE LEVEL ACADEMIC DEMAND *Analyze How an Author Treats or Transforms a Previously Published Piece of Work*	

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 *pretaught words and phrases on a T-chart* to compare source materials and new works, as the text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a T-chart* to compare source materials and new works, as the text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed T-chart* to compare source materials and new works, as the text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a T-chart* to compare source materials and new works, as the text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information in a note-taking guide, independently,* to compare source materials and new works, as the 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 analyze the similar and different elements of the two versions	**Reading-Centered Activity:** Organize *preidentified words on a matrix* to analyze the similar and different elements of the two versions	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed matrix* to analyze the similar and different elements of the two versions	**Reading-Centered Activity:** Organize *information on a matrix* to analyze the similar and different elements of the two versions	**Reading-Centered Activity:** Organize *information in a note-taking guide, independently,* to analyze the similar and different elements of the two versions
		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 how an author transforms a previously published work, 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 how an author transforms a previously published work, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers* to describe how an author transforms a previously published work, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to describe how an author transforms a previously published work, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *knowledge of the text, independently,* to describe how an author transforms a previously published work, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to complete cloze paragraphs* that analyze how an author uses elements of a previously published work to create a new version	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that analyze how an author uses elements of a previously published work to create a new version	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to compose a short essay* that analyzes how an author uses elements of a previously published work to create a new version	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to compose a short essay* that analyzes how an author uses elements of a previously published work to create a new version	**Writing-Centered Activity:** Use the *previously completed graphic organizers, independently. to compose a multiple page essay* that analyzes how an author uses elements of a previously published work to create a new version
		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.*

Draft

NLAP Reading for Literature (RL)
RL.9: RL.9–10.9

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Common Core Grade 9–10 Standard (RL.9–10.9): Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the bible or how a later author draws on a play by Shakespeare).	GRADE LEVEL ACADEMIC DEMAND *Analyze How an Author Treats or Transforms a Previously Published Piece of Work*

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.

- Identify the common elements (e.g., the setting) in the two versions.
- Identify the different elements (e.g., the subject and adjectives used in the introduction of the two texts) in the three versions.

- Use sentence structures to support analysis of how Shakespeare treated and transformed a previously published work (e.g., Shakespeare transformed ___; the reinterpretation renders/considers ___).

Example to Address the Linguistic Demands

Text Excerpts	Teacher Directions

Text 1
Background: A primary source for Shakespeare's *Romeo and Juliet* was a 1562 poem by Arthur Brooke, *The Tragicall Historye of Romeus and Iuliet*. This is the beginning of the poem.
 	
There is beyond the Alps, a town of *ancient* fame,
Whose *bright* renown yet shineth clear: **Verona** men it name;
Built in a *happy* time, built on a *fertile* soil
Maintained by the *heavenly* fates, and by the *townish* toil.
 	
Text 2
Beginning of Shakespeare's *Romeo and Juliet,* written in 1597.
 	
Two households, both <u>alike</u> in <u>dignity</u>,
In fair **Verona,** where we lay our scene,
From <u>ancient</u> grudge break to <u>new</u> mutiny,
Where <u>civil</u> blood makes <u>civil</u> hands <u>unclean</u>.
 	
Text 3
Summary of Ovid's (43 BC–AD 17) *Pyramus and Thisbe*.
	In a small group or whole class setting, analyze the elements from which Shakespeare drew inspiration to write *Romeo and Juliet:*
	- Identify the common elements (**bold**) (e.g., the setting: Verona) in the texts.
	- Identify the different elements in the texts:
	  ◦ Text 1 offers a more extensive description of Verona (adjectives) (*italics*): (e.g., *fertile, bright, happy, heavenly*).
	  ◦ The subjects of Text 2 (*italics*) are the *two households* (or two families). The adjectives (<u>underlined</u>) describe them (e.g. <u>dignity</u>, <u>new</u>, <u>civil</u>, <u>unclean</u>)
	  ◦ Text 3 is a summary of *Pyramus and Thisbe* by Ovid. It can be compared to Shakespeare's plot in *Romeo and Juliet*.
	- Use sentence structures to support analysis of how Shakespeare treated and transformed previously published works (e.g., Shakespeare transformed Ovid's work by ___; Brooke's poem describes ___ but Shakespeare ___; the reinterpretation by Shakespeare adds/renders/considers ___; Brooke's poem conveys ___, whereas Shakespeare ___).

Pyramus and Thisbe were two young Babylonians in love. In spite of being neighbors, their respective families were rivals. Pyramus and Thisbe communicated through a crack on a wall and, one day, decided to elope. They agreed to meet under a mulberry tree. When Thisbe arrived, she found a lioness covered in blood from a recent kill. Thisbe screamed and ran, leaving her shawl behind. When Pyramus reached the mulberry tree, he found the bloody lioness ripping the shawl apart. He assumed that Thisbe had been devoured, and stabbed himself with his sword. When Thisbe returned to the mulberry tree, she found Pyramus' dead body. She took Pyramus' sword, and killed herself. To this day, the formerly white berries of the mulberry tree are stained red with the blood of these tragic lovers.

Texts 1 and 2
Mabillard, A. *Sources for Romeo and Juliet.* Shakespeare Online. Retrieved from http://www.shakespeare-online.com/sources/romeosources.html

Text 3
Pyramus and Thisbe. Summary. Retrieved from http://www.pantheon.org/articles/p/pyramus_and_thisbe.html