

<p><b>Common Core Anchor Standard (RL.11):</b> 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.</p>	<p><b>MAIN ACADEMIC DEMAND</b> <i>Respond to, Reflect on and Interpret American and World Culture Texts</i></p>
<p><b>Common Core Grade 7 Standard (RL.7.11):</b> Recognize, interpret and make connections in narratives, poetry and drama, ethically and artistically, to other texts, ideas, cultural perspectives, eras, personal events and situations.</p> <p>a. Self-select texts based on personal preferences.</p> <p>b. Use established criteria to classify, select and evaluate texts to make informed judgments about the quality of the pieces.</p>	<p><b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Recognize, Interpret and Connect Self-Selected Texts and Use Established Criteria to Evaluate Cultural Perspectives, Events and Situations</i></p>

5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
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When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:

<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a making connections matrix</i> to identify connections between literary texts and other texts, ideas, perspectives, eras and experiences, as a text is read aloud in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a making connections matrix</i> to identify connections between literary texts and other texts, ideas, perspectives, eras and experiences, as a text is read aloud in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed making connections matrix</i> to identify connections between literary texts and other texts, ideas, perspectives, eras and experiences, as a text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a making connections matrix</i> to identify connections between literary texts and other texts, ideas, perspectives, eras and experiences, as a text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify connections between literary texts and other texts, ideas, perspectives, eras and experiences, as a text is read aloud in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases in a double entry journal</i> to recognize, interpret and make connections between literary texts and other texts, ideas, perspectives, eras and experiences</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases in a double entry journal</i> to recognize, interpret and make connections between literary texts and other texts, ideas, perspectives, eras and experiences</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences in a partially completed double entry journal</i> to recognize, interpret and make connections between literary texts and other texts, ideas, perspectives, eras and experiences</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a double entry journal, after teacher modeling</i>, to recognize, interpret and make connections between literary texts and other texts, ideas, perspectives, eras and experiences</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to recognize, interpret and make connections between literary texts and other texts, ideas, perspectives, eras and experiences</p>
		<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and, occasionally, in the home language.</i></p>	<p><i>in the new language.</i></p>	<p><i>in the new language.</i></p>

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that evaluate the quality of a self-selected piece of literature, using established criteria, when speaking in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that evaluate the quality of a self-selected piece of literature, using established criteria, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to evaluate the quality of a piece of self-selected literature, using established criteria, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to evaluate the quality of a piece of self-selected literature, using established criteria, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to evaluate the quality of a piece of self-selected literature, using established criteria, when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that analyze and interpret, ethically and artistically, the connections between literary texts and other texts, ideas, perspectives, eras and experiences	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze and interpret, ethically and artistically, the connections between literary texts and other texts, ideas, perspectives, eras and experiences	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that analyzes and interprets, ethically and artistically, the connections between literary texts and other texts, ideas, perspectives, eras and experiences	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes and interprets, ethically and artistically, the connections between literary texts and other texts, ideas, perspectives, eras and experiences	<b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that analyzes and interprets, ethically and artistically, the connections between literary texts and other texts, ideas, perspectives, eras 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 7 Standard (RL.7.11):** Recognize, interpret and make connections in narratives, poetry and drama, ethically and artistically, to other texts, ideas, cultural perspectives, eras, personal events and situations.

- a. Self-select texts based on personal preferences.
- b. Use established criteria to classify, select and evaluate texts to make informed judgments about the quality of the pieces.

**GRADE LEVEL ACADEMIC DEMAND**  
*Recognize, Interpret and Connect Self-Selected Texts  
 and Use Established Criteria to Evaluate Cultural  
 Perspectives, Events and Situations*

**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., India Allen/she) in the texts.
- Use words and phrases to identify the location (e.g., Ireland, Mexico) of the story.
- Use sentence structures to compare and contrast, recognize, interpret and make cultural connections across texts (e.g., Both texts are similar in that \_\_\_ but are different in that \_\_\_; just like Text 1, Text 2 is about \_\_\_, whereas the aspects that are different are \_\_\_).
- Use sentence structures to self-select books (e.g., I like to read books about \_\_\_; I prefer \_\_\_).
- Use established criteria (e.g., This is a classic myth because \_\_\_; the quality of the text/illustrations shows \_\_\_; the depiction of characters and/or situations is \_\_\_) to judge the quality of the books.

### Example to Address the Linguistic Demands

Text Excerpts	Teacher Directions
<p>Text 1            The <b>Irish</b> say that spirits walk on All Hallows Eve. <b>India Allen</b> knows this to be true because <b>she</b> saw fifty phantoms that stormy night at <i>Cragmere</i> ruins. <b>She</b> saw them pay homage to a demon and make a pledge of savagery which would shake <i>Ireland</i> and overwhelm the <i>New World</i>. That oath will haunt <b>India Allen</b> until the day <b>she</b> dies.</p> <p>Text 2            Long, long ago, in <i>ancient Mexico</i>, a village celebrated the Festival of the Sun. On that same day, a <b>baby girl</b> was born. <b>Her</b> parents named her Maya. When the chief priest blessed the baby, he noticed a birthmark on <b>her</b> shoulder.</p> <p>“It’s a shining sun,” he said. <b>Maya</b> is a child of the Sun. <b>She</b> will never die.”</p> <p>Text 1            Hughes, A. (2013). <i>The sword of the banshee</i>. Amazon Digital Services.</p> <p>Text 2            Anaya, R., &amp; Cordoba, A. (2011). <i>La Llorona: The crying woman</i>. Albuquerque: University of New Mexico Press.</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"> <li>• Use words and phrases to identify the subjects (nouns and their associated pronouns) (<b>bold</b>) (e.g., Text 1: <b>India Allen/she</b>; Text 2: <b>Maya/she</b>) in the texts.</li> <li>• Use words and phrases to identify the location (nouns) (<i>italics</i>) (e.g., Text 1: <i>Ireland</i>; Text 2: <i>ancient Mexico</i>) of the story.</li> <li>• Use sentence structures to compare and contrast, recognize, interpret and make cultural connections across texts (e.g., Both texts are similar in that ___ but are different in that ___; just like Text 1, Text 2 is about ___, whereas the aspects that are different are ___).</li> <li>• Use sentence structures to self-select books (e.g., I like to read books about ___; I prefer ___; I enjoy ___; I don’t like to read about ___).</li> <li>• Use established criteria (e.g., This is a classic myth because ___; the quality of the text/illustrations shows ___; the depiction of characters and/or situations is ___) to judge the quality of the books.</li> </ul>