

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 5 Standard (RL.5.11): Recognize, interpret and make connections in narratives, poetry and drama to other texts, ideas, cultural perspectives, eras, personal events and situations. a. Self-select text to develop personal preferences regarding favorite authors. b. Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the pieces.				GRADE LEVEL ACADEMIC DEMAND <i>Recognize, Interpret and Make Connections between Narratives, Poetry and Drama and Other Texts, Perspectives and Experiences</i> <i>Self-Select Texts Based on Personal Preferences</i> <i>Make Informal Judgments about Text Quality Using Established Criteria</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, ideas, perspectives, eras 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, ideas, perspectives, eras 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, ideas, perspectives, eras 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, ideas, perspectives, eras 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, interpret and make connections between literary texts and other texts, ideas, perspectives, eras and experiences	Reading-Centered Activity: Organize <i>preidentified words and phrases on a matrix</i> to recognize, interpret and make connections between literary texts and other texts, ideas, perspectives, eras and experiences	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed matrix</i> to recognize, interpret and make connections between literary texts and other texts, ideas, perspectives, eras and experiences	Reading-Centered Activity: Organize <i>sentences on a matrix, after teacher modeling</i> , to recognize, interpret and make 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> .	

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 judge the quality of a self-selected piece of literature, using established criteria, 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 judge the quality of a piece of self-selected literature, using established criteria, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to judge 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>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to judge 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>	Speaking-Centered Activity: Use <i>information, independently</i> , to judge 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>
		Writing-Centered Activity: Use <i>pretaught words</i> and the <i>previously completed graphic organizers</i> to <i>complete a cloze paragraph</i> that analyzes and interprets the connections between literary texts and other texts, ideas, perspectives, eras and experiences	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze and interpret the connections between literary texts and other texts, ideas, perspectives, eras and experiences	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 analyzes and interprets the connections between literary texts and other texts, ideas, perspectives, eras and experiences	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that analyzes and interprets the connections between literary texts and other texts, ideas, perspectives, eras and experiences	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that analyzes and interprets 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 5 Standard (RL.5.11): Recognize, interpret and make connections in narratives, poetry and drama to other texts, ideas, cultural perspectives, eras, personal events and situations.

- Self-select text to develop personal preferences regarding favorite authors.
- Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the pieces.

GRADE LEVEL ACADEMIC DEMAND
Recognize, Interpret and Make Connections between Narratives, Poetry and Drama and Other Texts, Perspectives and Experiences
Self-Select Texts Based on Personal Preferences
Make Informal Judgments about Text Quality Using Established Criteria

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) in the texts (e.g., I, my).
- Use words and phrases to identify the different situations of the story (abstract nouns and verbs) (e.g., Text 1: knowing a new teacher; Text 2: isolation).
- 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 ____).
- Use sentence structures to analyze established criteria (e.g., This book can be considered a classic because ____; the quality of illustrations is ____; the depiction of characters and/or situations is ____).

Example to Address the Linguistic Demands

Text Excerpts	Teacher Directions
<p>Text 1</p> <p>New teachers don't know the rules, so you can get away with things the old timers would squash you for. That was my theory. So I was feeling pretty excited to start fifth grade, since I was getting a rookie teacher—a guy named Mr. Terupt. Right away, I put him to the test.</p> <p>If the bathroom pass is free, all you have to do is take it and go. This year the bathroom was right across the hall. It's always been an easy way to get out of doing the work. I can really be sneaky like that.</p> <p>Text 2</p> <p>I have no idea how I untangled the complicated process of words and thought, but it happened quickly and naturally. By the time I was two, all my memories had words, and all my words had meanings.</p> <p>But only in my head.</p> <p>I have never spoken one single word. I am almost eleven years old.</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: teachers; Text 2: I, my) in the texts. Use words and phrases to identify the different situations of the story (abstract nouns and verbs) (e.g., Text 1: knowing a new teacher; Text 2: isolation). 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 ____). Use sentence structures to analyze established criteria (e.g., This book can be considered a classic because ____; the quality of illustrations is ____; the depiction of characters and/or situations is ____).

Text 1

Buyea, R. (2011). *Because of Mr. Terupt*. New York: Yearling.

Text 2

Draper, S. M. (2012). *Out of my mind*. New York: Atheneum Books for Young Readers.