



# ESOL

Language • Rigor • Equity

## English Language Development Progressions



Montgomery County Public Schools, Maryland  
2018

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The English Language Development Progressions (ELDP) align with research about stages of language and literacy development and reflect the linguistically diverse population of Montgomery County Public Schools, Maryland.

The ELDP focus specifically on the needs of English Language Learners. The ELDP are aligned with the emerging research that has called for the integration of content and language in new language development (Chamot, 2009; Coyle, Hood, & Marsh, 2010; Echevarria, Vogt, & Short, 2012). The idea behind integrating content and language is that new language development happens most successfully when learners are engaged in authentic content-specific tasks from the very beginning of their exposure to the new language. That is, when provided appropriate scaffolding, language learners can start developing language for academic purposes at the same time that they are developing basic communication skills in their new language (Walqui & Heritage, 2012). In order to demonstrate the trajectory of learning language and content, the ELDP identify five levels of WIDA’s progressions (Entering, Emerging, Developing, Expanding, and Bridging). The five levels of language progressions demonstrate a trajectory of language learning and teaching. It should be emphasized that students at all five levels are expected to work with the same grade level texts. At the entering level of the ELDP, grade level texts are heavily scaffolded (e.g. pre-identified words, graphic organizers, option to use home language, etc.). This scaffolding is temporary assistance by which a teacher or peer helps a learner accomplish a task in their “zone of proximal development” (Vygotsky, 1978), the gap between what students can do independently and what they can do with supports implemented by a skilled expert (Gibbons, 2002). The performance indicators at the entering level have scaffolding explicitly built into them because students who are very new to the language will need such supports to engage with grade level texts. Gradually, these scaffolds are removed from the performance indicators. Thus, the ELDP demonstrate that with appropriate supports all learners can engage meaningfully with grade level text to meet the expectations of the MCCRS, rather than working with simplified texts or lower level texts. The difference between the levels is not with the complexity of the text or rigor of the content, but instead with the amount of scaffolding provided for students to access the grade level text that all students work with.

The ELDP were developed by National Advisory Group of ELL experts. The ELDP follow the lead of the Framework for English Language Proficiency issued by of the Council of Chief State Schools (2012), by organizing language into receptive (listening and reading) and productive (speaking and writing) functions within the modalities of oracy (oral skills) and literacy (written texts). The division into receptive and productive language functions allows for a more integrated approach to language development. Students just beginning to learn a language have limited oral and written receptive or productive skills in the new language. Therefore, they have to develop both receptive competencies in oral language (listening) and written language (reading), while also needing to develop productive competencies in oral language (speaking) and written language (writing). Instruction for these students must include all four components of language (listening, speaking, reading, and writing). Organizing language development as productive and receptive ensures the integration of the four components of language and emphasizes that students who are new to a language do not need to first develop oral language before being exposed to written language.

It is important to note that the ELDP can and should be used by teachers working in content area classrooms with students learning English. In such classrooms, teachers can use the ELDP to develop literacy and language in academic settings within their content area. ESOL teachers are encouraged to refer to the ELDP to ensure instruction accelerates language development and student agency.

Note: “in the new and/or the home language” is a culturally and linguistically responsive instructional scaffold based on language learning research that provisions for students’ development toward English proficiency. It is not for assessment purposes and does not require teachers’ expertise in students’ home languages. Teachers should adhere to students’ ESOL Accommodation Plans, which may include access to home language resources such as bilingual dictionaries, linguistic partners, and/or electronic translation resources.

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## English Language Development Progressions for Secondary ESOL

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<a href="#"><u>7</u></a>	<a href="#"><u>1</u></a>	<a href="#"><u>2</u></a>	<a href="#"><u>3</u></a>	<a href="#"><u>4</u></a>	<a href="#"><u>5</u></a>	<a href="#"><u>6</u></a>	<a href="#"><u>7</u></a>	*	<a href="#"><u>9</u></a>	<a href="#"><u>10</u></a>	
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*Not applicable to literature											
Grade Level	Reading for Information (RI) Standards										
<a href="#"><u>6</u></a>	<a href="#"><u>1</u></a>	<a href="#"><u>2</u></a>	<a href="#"><u>3</u></a>	<a href="#"><u>4</u></a>	<a href="#"><u>5</u></a>	<a href="#"><u>6</u></a>	<a href="#"><u>7</u></a>	<a href="#"><u>8</u></a>	<a href="#"><u>9</u></a>	<a href="#"><u>10</u></a>	
<a href="#"><u>7</u></a>	<a href="#"><u>1</u></a>	<a href="#"><u>2</u></a>	<a href="#"><u>3</u></a>	<a href="#"><u>4</u></a>	<a href="#"><u>5</u></a>	<a href="#"><u>6</u></a>	<a href="#"><u>7</u></a>	<a href="#"><u>8</u></a>	<a href="#"><u>9</u></a>	<a href="#"><u>10</u></a>	
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Grade Level	Speaking & Listening (SL) Standards										
<a href="#"><u>6</u></a>	<a href="#"><u>1</u></a>	<a href="#"><u>2</u></a>	<a href="#"><u>3</u></a>	<a href="#"><u>4</u></a>	<a href="#"><u>5</u></a>	<a href="#"><u>6</u></a>					
<a href="#"><u>7</u></a>	<a href="#"><u>1</u></a>	<a href="#"><u>2</u></a>	<a href="#"><u>3</u></a>	<a href="#"><u>4</u></a>	<a href="#"><u>5</u></a>	<a href="#"><u>6</u></a>					
<a href="#"><u>8</u></a>	<a href="#"><u>1</u></a>	<a href="#"><u>2</u></a>	<a href="#"><u>3</u></a>	<a href="#"><u>4</u></a>	<a href="#"><u>5</u></a>	<a href="#"><u>6</u></a>					
<a href="#"><u>11-12</u></a>	<a href="#"><u>1</u></a>	<a href="#"><u>2</u></a>	<a href="#"><u>3</u></a>	<a href="#"><u>4</u></a>	<a href="#"><u>5</u></a>	<a href="#"><u>6</u></a>					
Grade Level	Writing (W) Standards										
<a href="#"><u>6</u></a>	<a href="#"><u>1</u></a>	<a href="#"><u>2</u></a>	<a href="#"><u>3</u></a>	<a href="#"><u>4</u></a>	<a href="#"><u>5</u></a>	<a href="#"><u>6*</u></a>	<a href="#"><u>7</u></a>	<a href="#"><u>8</u></a>	<a href="#"><u>9</u></a>	<a href="#"><u>10</u></a>	<a href="#"><u>11</u></a>
<a href="#"><u>7</u></a>	<a href="#"><u>1</u></a>	<a href="#"><u>2</u></a>	<a href="#"><u>3</u></a>	<a href="#"><u>4</u></a>	<a href="#"><u>5</u></a>	<a href="#"><u>6*</u></a>	<a href="#"><u>7</u></a>	<a href="#"><u>8</u></a>	<a href="#"><u>9</u></a>	<a href="#"><u>10</u></a>	<a href="#"><u>11</u></a>
<a href="#"><u>8</u></a>	<a href="#"><u>1</u></a>	<a href="#"><u>2</u></a>	<a href="#"><u>3</u></a>	<a href="#"><u>4</u></a>	<a href="#"><u>5</u></a>	<a href="#"><u>6*</u></a>	<a href="#"><u>7</u></a>	<a href="#"><u>8</u></a>	<a href="#"><u>9</u></a>	<a href="#"><u>10</u></a>	<a href="#"><u>11</u></a>
<a href="#"><u>11-12</u></a>	<a href="#"><u>1</u></a>	<a href="#"><u>2</u></a>	<a href="#"><u>3</u></a>	<a href="#"><u>4</u></a>	<a href="#"><u>5</u></a>	<a href="#"><u>6*</u></a>	<a href="#"><u>7</u></a>	<a href="#"><u>8</u></a>	<a href="#"><u>9</u></a>	<a href="#"><u>10</u></a>	<a href="#"><u>11</u></a>

\*W.6 See this technology standard by grade level.



## English Language Development Progressions for ESOL

### By Grade Level

### 6<sup>th</sup> Grade

Reading Literature (RL) Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	NA	<u>9</u>	<u>10</u>
Reading for Information (RI) Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Speaking & Listening (SL) Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>				
Writing (W) Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>

*\*W.6 See this technology standard by grade level.*

### 7<sup>th</sup> Grade

Reading Literature (RL) Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	NA	<u>9</u>	<u>10</u>
Reading for Information (RI) Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Speaking & Listening (SL) Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>				
Writing (W) Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>

*\*W.6 See this technology standard by grade level.*



## English Language Development Progressions for ESOL by Grade Level

### 8<sup>th</sup> Grade

Reading Literature (RL) Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	*	<u>9</u>	<u>10</u>
Reading for Information (RI) Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Speaking & Listening (SL) Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>				
Writing (W) Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>

\*W.6 See this technology standard by grade level.

### 11-12<sup>th</sup> Grade

Reading Literature (RL) Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	*	<u>9</u>	<u>10</u>
Reading for Information (RI) Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Speaking & Listening (SL) Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>				
Writing (W) Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>

\*W.6 See this technology standard by grade level.

## MCCRS Language Standards for English Language Proficiency Aligned to WIDA

It's Academic Language!

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
<b>WIDA</b>	<b>Linguistic Complexity</b>	<b>Language Forms &amp; Conventions</b>	<b>Vocabulary Usage</b>
<b>WIDA Criteria for English Language Proficiency</b>	<p>Multiple, complex sentences</p> <p>Organized, cohesive, and coherent expression of ideas characteristic of particular content areas</p>	<p>A variety of complex grammatical structures matched to purpose</p> <p>A broad range of sentence patterns characteristic of particular content areas</p>	<p>Technical and abstract content-area language, including content-specific collocations</p> <p>Words and expressions with precise meaning across content areas</p>
<b>MCCRS for Language</b>	<b>Knowledge of Language</b>	<b>Conventions of English</b>	<b>Vocabulary Acquisition &amp; Use</b>
<b>High Leverage Language Targets for Proficiency</b>	<p>Transition words to express ideas with cohesion and coherence.</p> <p>Graphic organizers to support organization and elaboration matched to purpose.</p> <p>*Develop sentence complexity, make language more precise in purpose specific to connections, time, and relationships, and provide for cohesion and coherence when expressing ideas.</p>	<p>Perfect tenses</p> <p>Passive Voice</p> <p>Conditional verb tenses</p> <p>Noun clauses</p> <p>Adjective clauses</p> <p>*Using adverbs to show contrast</p> <p>*Using adverbs that show time relationships</p> <p>*Using adverbs to show cause and effect</p> <p>*Indirect or direct quotations</p> <p>*Subordinating conjunctions</p>	<p>Technical and abstract content-area language, including content-specific collocations</p> <p>Words and expressions with precise meaning across content areas</p>
<b>Language, Rigor, &amp; Equity: Elevate student agency to connect these dimensions of academic language.</b>			

Grade 6 Language Standards

Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity	Language Forms & Conventions	Vocabulary Usage
MCCRS Knowledge of Language	MCCRS Conventions of English	MCCRS Vocabulary Acquisition & Use
<p><u>CCSS.ELA-LITERACY.L.6.3</u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><u>CCSS.ELA-LITERACY.L.6.3.A</u> Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p><u>CCSS.ELA-LITERACY.L.6.3.B</u> Maintain consistency in style and tone.*</p>	<p><u>CCSS.ELA-LITERACY.L.6.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>CCSS.ELA-LITERACY.L.6.1.A</u> Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p><u>CCSS.ELA-LITERACY.L.6.1.B</u> Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p><u>CCSS.ELA-LITERACY.L.6.1.C</u> Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p><u>CCSS.ELA-LITERACY.L.6.1.D</u> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p><u>CCSS.ELA-LITERACY.L.6.1.E</u> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p><u>CCSS.ELA-LITERACY.L.6.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>CCSS.ELA-LITERACY.L.6.2.A</u> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p><u>CCSS.ELA-LITERACY.L.6.2.B</u> Spell correctly.</p>	<p><u>CCSS.ELA-LITERACY.L.6.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p><u>CCSS.ELA-LITERACY.L.6.4.A</u> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><u>CCSS.ELA-LITERACY.L.6.4.B</u> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p><u>CCSS.ELA-LITERACY.L.6.4.C</u> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p><u>CCSS.ELA-LITERACY.L.6.4.D</u> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><u>CCSS.ELA-LITERACY.L.6.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>CCSS.ELA-LITERACY.L.6.5.A</u> Interpret figures of speech (e.g., personification) in context.</p> <p><u>CCSS.ELA-LITERACY.L.6.5.B</u> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p><u>CCSS.ELA-LITERACY.L.6.5.C</u> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p><u>CCSS.ELA-LITERACY.L.6.6</u> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

Grade 7 Language Standards

Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity	Language Forms & Conventions	Vocabulary Usage
MCCRS Knowledge of Language	MCCRS Conventions of English	MCCRS Vocabulary Acquisition & Use
<p><u>CCSS.ELA-LITERACY.L.7.3</u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><u>CCSS.ELA-LITERACY.L.7.3.A</u> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p><u>CCSS.ELA-LITERACY.L.7.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>CCSS.ELA-LITERACY.L.7.1.A</u> Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p><u>CCSS.ELA-LITERACY.L.7.1.B</u> Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p><u>CCSS.ELA-LITERACY.L.7.1.C</u> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p> <p><u>CCSS.ELA-LITERACY.L.7.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>CCSS.ELA-LITERACY.L.7.2.A</u> Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p><u>CCSS.ELA-LITERACY.L.7.2.B</u> Spell correctly.</p>	<p><u>CCSS.ELA-LITERACY.L.7.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><u>CCSS.ELA-LITERACY.L.7.4.A</u> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><u>CCSS.ELA-LITERACY.L.7.4.B</u> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p><u>CCSS.ELA-LITERACY.L.7.4.C</u> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p><u>CCSS.ELA-LITERACY.L.7.4.D</u> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><u>CCSS.ELA-LITERACY.L.7.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>CCSS.ELA-LITERACY.L.7.5.A</u> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p><u>CCSS.ELA-LITERACY.L.7.5.B</u> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p><u>CCSS.ELA-LITERACY.L.7.5.C</u> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p> <p><u>CCSS.ELA-LITERACY.L.7.6</u> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>



Grade 8 Language Standards		
Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity	Language Forms & Conventions	Vocabulary Usage
MCCRS Knowledge of Language	MCCRS Conventions of English	MCCRS Vocabulary Acquisition & Use
<p><u>CCSS.ELA-LITERACY.L.8.3</u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><u>CCSS.ELA-LITERACY.L.8.3.A</u> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p><u>CCSS.ELA-LITERACY.L.8.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>CCSS.ELA-LITERACY.L.8.1.A</u> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p><u>CCSS.ELA-LITERACY.L.8.1.B</u> Form and use verbs in the active and passive voice.</p> <p><u>CCSS.ELA-LITERACY.L.8.1.C</u> Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p><u>CCSS.ELA-LITERACY.L.8.1.D</u> Recognize and correct inappropriate shifts in verb voice and mood.*</p> <p><u>CCSS.ELA-LITERACY.L.8.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>CCSS.ELA-LITERACY.L.8.2.A</u> Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p><u>CCSS.ELA-LITERACY.L.8.2.B</u> Use an ellipsis to indicate an omission.</p> <p><u>CCSS.ELA-LITERACY.L.8.2.C</u> Spell correctly.</p>	<p><u>CCSS.ELA-LITERACY.L.8.4</u> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><u>CCSS.ELA-LITERACY.L.8.4.A</u> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><u>CCSS.ELA-LITERACY.L.8.4.B</u> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p><u>CCSS.ELA-LITERACY.L.8.4.C</u> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p><u>CCSS.ELA-LITERACY.L.8.4.D</u> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><u>CCSS.ELA-LITERACY.L.8.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>CCSS.ELA-LITERACY.L.8.5.A</u> Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p><u>CCSS.ELA-LITERACY.L.8.5.B</u> Use the relationship between particular words to better understand each of the words.</p> <p><u>CCSS.ELA-LITERACY.L.8.5.C</u> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p> <p><u>CCSS.ELA-LITERACY.L.8.6</u> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>



## English Language Development Progressions

### METS

<u>Reading Foundational Skills (RF)</u>									
RF.3 & RF.4									
<u>Reading Literature (RL)</u>									
Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>	<u>10</u>	<u>11</u>
<u>Reading for Information (RI)</u>									
Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
<u>Speaking &amp; Listening (SL)</u>									
Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>				
<u>Writing (W)</u>									
Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>7</u>	<u>8</u>	NA	<u>10</u>	<u>11</u>

*\*W.6 See this technology standard by grade level.*

# GRADE 6

English Language Development Progressions



Montgomery County Public Schools, Maryland

MCPS 2018



## English Language Development Progressions for ESOL

### By Grade Level

### 6<sup>th</sup> Grade

Reading Literature (RL) Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	NA	<u>9</u>	<u>10</u>
Reading for Information (RI) Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Speaking & Listening (SL) Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>				
Writing (W) Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>

*\*W.6 See this technology standard by grade level.*

<p><b>Common Core Anchor Standard (RL.1):</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>		<p><b>Main Academic Demand</b> <i>Draw Inferences Using Evidence from the Text</i></p>				
<p><b>MCCRS (RL.6.1):</b> Cite textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.</p>		<p><b>Grade Level Academic Demand</b> <i>Cite Textual Evidence to Explain and Draw Inferences</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEP</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on an inferencing graphic organizer</i> to draw inferences from the text, as the 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 an inferencing graphic organizer</i> to draw inferences from the text, as the 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 inferencing graphic organizer</i> to draw inferences from the text, as the text is read aloud in <i>partnership, small group and/or whole class setting</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on an inferencing graphic organizer</i> to draw inferences from the text, as the 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 on an inferring-snapshot graphic organizer</i> to cite textual evidence and draw inferences</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on an inferring-snapshot graphic organizer</i> to cite textual evidence and draw inferences</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed inferring-snapshot graphic organizer</i> to cite textual evidence and draw inferences</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on an inferring-snapshot graphic organizer, after teacher modeling</i>, to cite textual evidence and draw inferences</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note taking guide, independently</i>, to cite textual evidence and draw inferences</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that explain the meaning of the text and inferences drawn, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that explain the meaning of the text and inferences drawn, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to explain the meaning of the text and inferences drawn, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to explain the meaning of the text and inferences drawn, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the text, independently</i>, to explain the meaning of the text and inferences drawn, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that analyze the explicit meaning of a text and the inferences drawn from evidence</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze the explicit meaning of a text and the inferences drawn from evidence</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that analyzes the explicit meaning of a text and the inferences drawn from evidence</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that analyzes the explicit meaning of a text and the inferences drawn from evidence</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers, independently</i>, to <i>develop a multiple paragraph essay</i> that analyzes the explicit meaning of a text and the inferences drawn from evidence</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (RL.6.1):** Cite textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.

**Grade Level Academic Demand**  
*Cite Textual Evidence to Explain and Draw Inferences*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases to cite (e.g., according to the author, the author says, here it states).
- Use introductory phrases to explain inferences drawn from the text (e.g., This means that \_\_\_\_\_; this suggests \_\_\_\_\_; this makes me reach the conclusion that \_\_\_\_\_; this description suggests that \_\_\_\_\_; the author suggests \_\_\_\_\_ in the story).

### Example to Address the Linguistic Demands

#### Text Excerpt

He was woken by music. It beckoned him, lilting and insistent; delicate music, played by delicate instruments that he could not identify, with one rippling, bell-like phrase running through it in a gold thread of delight. There was in this music so much of the deepest enchantment of all his dreams and imaginings that he woke smiling in pure happiness at the sound. In the moment of his waking, it began to fade, beckoning as it went, and then as he opened his eyes it was gone. He had only the memory of that one rippling phrase still echoing in his head, and itself fading so fast that he sat up abruptly in bed and reached his arm out to the air, as if he could bring it back.

Cooper, S. (1973). *The dark is rising*. New York: Margaret K. McElderry Books. (From Appendix B, CCSS, pp. 79–80.)

#### Teacher Directions

In a small group/whole class discussion ask students to use introductory words and phrases to present details from a text and draw an inference:

- Use words and phrases to cite (e.g., according to the author, the author says, here it states).
- Use introductory phrases to explain inferences drawn from the text (e.g., This means that \_\_\_\_\_; this suggests \_\_\_\_\_; this makes me reach the conclusion that \_\_\_\_\_; this description suggests that \_\_\_\_\_; the author suggests \_\_\_\_\_ in the story). (e.g., Susan Cooper says: “He was woken by music. It beckoned him, lilting and insistent; delicate music, played by delicate instruments that he could not identify, with one rippling, bell-like phrase running through it in a gold thread of delight. There was in this music so much of the deepest enchantment of all his dreams and imaginings that he woke smiling in pure happiness at the sound.” The author suggests here that the music that Will hears is so enchanting that it must be the best he has ever heard.)

<b>Common Core Anchor Standard (RL.2):</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		<b>Main Academic Demand</b> <i>Summarize Text by Determining Main Ideas and Supporting Details</i>				
<b>MCCRS (RL.6.2):</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		<b>Grade Level Academic Demand</b> <i>Summarize Text and Determine Central Idea and Its Supporting Details</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a web</i> to determine the central idea of a text, as text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a web</i> to determine the central idea of a text, as text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed web</i> to determine the central idea of a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a web</i> to determine the central idea of a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note taking guide, independently</i> , to determine the central idea of a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a main-idea-and-details graphic organizer</i> to identify two or more supporting details in a text	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a main-idea-and-details graphic organizer</i> to identify two or more supporting details in a text	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main-idea-and-details graphic organizer</i> to identify multiple supporting details in a text	<b>Reading-Centered Activity:</b> Organize <i>information on a main-idea-and-details graphic organizer, after teacher modeling</i> , to identify multiple supporting details in a text	<b>Reading-Centered Activity:</b> Organize <i>information, in a note taking guide, independently</i> , to identify multiple supporting details in a text
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>



WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 summarize a text, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases to complete sentence starters</i> that summarize a text, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to summarize a text, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to summarize a text, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the text, independently</i>, to summarize a text, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete a cloze paragraph</i> that summarizes how the author conveys the central idea through details</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that summarize how the author conveys the central idea through details</p>	<p><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 summarizes how the author conveys the central idea through details</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that summarizes how the author conveys the central idea through details</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the text, independently</i>, to develop a <i>multiple paragraph essay</i> that summarizes how the author conveys the central idea through details</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (RL.6.2):** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**Grade Level Academic Demand**  
*Summarize Text and Determine Central Idea and Its Supporting Details*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases that have the same or related meaning and are repeated throughout the text to determine a theme or central idea.
- Identify transitional words and phrases (e.g., thus, one of the consequences, because) that introduce details in the text.
- Identify adjectives that describe details (e.g., thin, blonde).
- Use words that summarize the text (e.g., in summary, in sum, in conclusion, to conclude).

### Examples to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p><b>Mr. and Mrs. Dursley</b>, of number four, Privet Drive, were <i>proud</i> to say that <b>they</b> were perfectly <i>normal</i>, thank you very much. <b>They</b> were the <i>last</i> people you'd expect to be involved in anything <i>mysterious</i>, <u>because</u> <b>they</b> just wouldn't hold with such nonsense.</p> <p><b>Mr. Dursley</b> was the director of a firm called Grunnings, which made drills. <b>He</b> was a <i>big, beefy</i> man with hardly any neck, <u>although</u> he did have a very <i>large</i> mustache. <b>Mrs. Dursley</b> was <i>thin</i> and <i>blonde</i> and had nearly twice the usual amount of neck, which came in very useful as <b>she</b> spent so much of <b>her</b> time craning over garden fences, spying on the neighbors. <b>The Dursleys</b> had a <i>small</i> son called Dudley and in <b>their</b> opinion there was no <i>finer</i> boy anywhere.</p> <p><b>The Dursleys</b> had everything <b>they</b> wanted, <u>but</u> <b>they</b> also had a secret, and <b>their</b> <i>greatest</i> fear was that somebody would discover it.</p> <p>Rowling, J.K. (1997). <i>Harry Potter and the sorcerer's stone</i>. [M. GrandPré, Illus.]. New York: Scholastic.</p>	<p>In a mini lesson and small group/whole class conversations, model how to find main ideas and supporting details:</p> <ul style="list-style-type: none"> <li>• Analyze the main idea by focusing on words or phrases (<b>bold</b>) that appear throughout the text or paragraph. Focus on the main subjects and the related pronouns, <b>Mr. and Mrs. Dursley, they, The Dursleys, she and he</b>.</li> <li>• Identify the adjectives and adverbs that describe Mr. and Mrs. Dursley (<i>italics</i>) (e.g., <i>beefy, thin, blonde</i>), including their son (<i>small, finer</i>) and their secret (<i>greatest</i>).</li> <li>• Identify transitional words (<u>underline</u>) (e.g., <u>because, although, but</u>) that explain details in the text.</li> <li>• Use words that summarize the text (e.g., in summary, in sum, in conclusion, to conclude).</li> </ul>

<b>Common Core Anchor Standard (RL.3):</b> Analyze how and why individuals, events and ideas develop and interact over the course of a text.		<b>Main Academic Demand</b> <i>Analyze Cause and Effect Interactions between Key Text Elements</i>				
<b>MCCRS (RL.6.3):</b> Describe how a particular story’s or drama’s plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.		<b>Grade Level Academic Demand</b> <i>Describe How Episodes Develop and Characters Respond or Change over the Course of a Story/Drama</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words on a timeline</i> to identify how a series of episodes develop, as a teacher reads aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a timeline</i> to identify how a series of episodes develop, as a teacher reads aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize a <i>bank of phrases and short sentences on a timeline</i> to identify how a series of episodes develop, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information, using a glossary, on a timeline</i> to identify how a series of episodes develop, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information independently in a note-taking guide</i> to identify how a series of episodes develop, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words on a storyboard</i> to identify how characters respond or change over the course of a story or drama	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a storyboard</i> to identify how characters respond or change over the course of a story or drama	<b>Reading-Centered Activity:</b> Organize a <i>bank of phrases and short sentences on a storyboard</i> to identify how characters respond or change over the course of a story or drama	<b>Reading-Centered Activity:</b> Organize <i>information, using a glossary, on a storyboard</i> to identify how characters respond or change over the course of a story or drama	<b>Reading-Centered Activity:</b> Organize <i>information independently in a note-taking guide</i> to identify how characters respond or change over the course of a story or drama
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words</i> and the <i>previously completed graphic organizers</i> to complete <i>sentence starters</i> that describe how episodes develop and characters respond or change over the course of a story or drama, in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to complete <i>sentence starters</i> that describe how episodes develop and characters respond or change over the course of a story or drama, in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and the <i>previously completed timeline and storyboard</i> to describe how episodes develop and characters respond or change over the course of a story or drama, in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed timeline and storyboard</i> to describe how episodes develop and characters respond or change over the course of a story or drama, in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously developed notes</i> to <i>independently</i> describe how episodes develop and characters respond or change over the course of a story or drama, in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words</i> to complete <i>cloze paragraphs</i> that analyze how episodes develop and characters respond or change over the course of a story or drama</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to write <i>two or more paragraphs</i> that analyze how episodes develop and characters respond or change over the course of a story or drama</p>	<p><b>Writing-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and the <i>previously completed timeline and storyboard</i> to write a <i>short essay</i> that analyzes how episodes develop and characters respond or change over the course of a story or drama</p>	<p><b>Writing-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed timeline and storyboard</i> to write an <i>essay</i> that analyzes how episodes develop and characters respond or change over the course of a story or drama</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously developed notes</i> to <i>independently</i> write an <i>essay</i> that analyzes how episodes develop and characters respond or change over the course of a story or drama</p>
		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> .

**MCCRS (RL.6.3):** Describe how a particular story's or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.

**Grade Level Academic Demand**  
*Describe How Episodes Develop and Characters Respond or Change over the Course of a Story/Drama*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Use nouns and associated pronouns to identify the characters in a story.
- Use words and phrases that signal the sequence of events (e.g., now, by the time, when).
- Identify words and phrases that signal change of direction in a plot (e.g., but, yet, even, though).
- Use nouns that describe characters' emotions (e.g., hope) as the plot moves forward.

### Example to Address the Linguistic Demands

#### Text Excerpt

*By the time* the winter rains came to the city, **we** were not becoming rich, but **we** were doing well. *Each day* **we** put a little money away in **our** cold tin can. **Father** never said anything, but **I** knew he was thinking about the day when **we** might be able to afford to bring **Mother** over. You see, it was not simply a matter of paying **her** passage over on the boat. **Father** would probably have to go over after **her** and escort **her** across. There had to be money for bribes—tea money, **Uncle** called it—at both ends of the ocean. *Now* that **we** no longer belonged to the Company, **we** somehow had to acquire a thousand dollars worth of property, a faraway figure when you can only save nickels and dimes.

And yet the hope that **we** could start our own little fix-it shop and qualify as merchants steadily grew with the collection of coins in the tin can. **I** was happy *most of the time*, even when it became the time for the New Year by the Tang people's reckoning.

Yep, L. (1975). Dragonwings. In *The dragon wakes* (chapter IX). New York: HarperCollins. (From Appendix B, CCSS, p. 80.)

#### Teacher Directions

In a mini lesson in small group work, identify how the story's or drama's plot unfolds in a series of episodes:

- Use nouns and associated pronouns (**bold**) (e.g., **we**, **Father**, **I**, **her**, **Mother**) to identify the characters in a story.
- Use words and phrases (*italics*) that signal the sequence of events (e.g., *by the time*, *each day*).
- Identify words and phrases (underline) that signal change of direction in a plot (e.g., but, yet, even).
- Use nouns and adjectives that describe characters' emotions (e.g., hope) as the plot moves forward.

<b>Common Core Anchor Standard (RL.4):</b> Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.		<b>Main Academic Demand</b> <i>Interpret Meaning of Words and Phrases</i>				
<b>MCCRS (RL.6.4):</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		<b>Grade Level Academic Demand</b> <i>Determine Figurative and Connotative Word Meanings and Their Impact on Tone</i>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4-5)	Bridging (Proficient)	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a semantic web</i> to determine the meaning of words and phrases, including figurative and connotative meanings, as a text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a semantic web</i> to determine the meaning of words and phrases, including figurative and connotative meanings, as a text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed semantic web</i> to determine the meaning of words and phrases, including figurative and connotative meanings, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a semantic web</i> to determine the meaning of words and phrases, including figurative and connotative meanings, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to determine the meaning of words and phrases, including figurative and connotative meanings, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a word choice graphic organizer</i> to determine the impact of a specific word choice and their impact on meaning and tone	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a word choice graphic organizer</i> to determine the impact of a specific word choice and their impact on meaning and tone	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed word choice graphic organizer</i> to determine the impact of a specific word choice and their impact on meaning and tone	<b>Reading-Centered Activity:</b> Organize <i>information on a word choice graphic organizer, after teacher modeling</i> , to determine the impact of a specific word choice and their impact on meaning and tone	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to determine the impact of a specific word choice and their impact on meaning and tone
		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> .

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 explain the meanings of words and phrases and their impact on meaning and tone, when speaking about a text in <i>partnership and/or teacher-led small groups</i></p>	<p><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 explain the meanings of words and phrases and their impact on meaning and tone, when speaking about a text in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to explain the meanings of words and phrases and their impact on meaning and tone, when speaking about a text in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to explain the meanings of words and phrases and their impact on meaning and tone, when speaking about a text in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to explain the meanings of words and phrases and their impact on meaning and tone, when speaking about a text in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that include figurative and connotative words and phrases, and analyze their impact on tone</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that include figurative and connotative words and phrases, and analyze their impact on tone</p>	<p><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 includes figurative and connotative words and phrases, and analyzes their impact on tone</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher provided models to develop an essay</i> that includes figurative and connotative words and phrases, and analyzes their impact on tone</p>	<p><b>Writing-Centered Activity:</b> Use <i>information to develop a multiple paragraph essay, independently</i>, that includes figurative and connotative words and phrases, and analyzes their impact on tone</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (RL.6.4):** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

**Grade Level Academic Demand**  
*Determine Figurative and Connotative Word Meanings and Their Impact on Tone*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify similes based on sentence structure (use of like or as; e.g., My skin sun-mixed like basic earth).
- Identify metaphors (descriptive phrases that convey a comparison not using like or as; e.g., my voice having tones of thunder).
- Identify the impact of a specific word in a simile or metaphor (e.g., the connotative meaning of thunder in the previous metaphor means a strong voice).

### Examples to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p style="text-align: center;">It Seems I Test People</p> <p style="text-align: center;"><b>My skin sun-mixed like basic earth</b>  <i>my voice having tones of <u>thunder</u></i>                      my laughter working all of me as I laugh                      my walk motioning strong swings                      it seems I <u>test</u> people</p> <p style="text-align: center;">Always awaiting a move                      waiting always to recreate my view  <i>my eyes <u>packed</u> with hellos behind them</i>                      my arrival bringing departures                      it seems I <u>test</u> people</p> <p>Berry, J. (2008). It seems I test people. In <i>Language of literature (grade 6)</i>. Phoenix, AZ: McDougal Littell.</p>	<p>In a mini lesson and small group/whole class conversations, model how to analyze word choice and figurative language and its impact on meaning and tone:</p> <ul style="list-style-type: none"> <li>• Identify similes (<b>bold</b>) based on sentence structure (use of like or as) (e.g., <b>My skin sun-mixed like basic earth</b>).</li> <li>• Identify metaphors (descriptive phrases that convey a comparison not using like or as) (<i>italics</i>) (e.g., <i>my voice having tones of thunder, my eyes packed with hellos behind them</i>).</li> <li>• Identify the impact of a specific word in a simile or metaphor (<u>underline</u>) (e.g., the connotative meaning of <u>thunder</u> in the previous metaphor means a strong voice; <u>test</u> meaning to try people; <u>packed</u> meaning full).</li> <li>• Identify connotative word meanings (emotions and associations attached to the word): analyze the additional meanings that words such as thunder (strong, forceful), test (to try people), and packed (full) have in the sentences in which they appear.</li> </ul>



<p><b>Common Core Anchor Standard (RL.5):</b> Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.</p>		<p><b>Main Academic Demand</b> <i>Analyze Relationship of Linguistic and Text Structures</i></p>				
<p><b>MCCRS (RL.6.5):</b> Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.</p>		<p><b>Grade Level Academic Demand</b> <i>Analyze How a Section of a Text Contributes to the Overall Structure and Development of the Theme, Setting and Plot</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a text structure graphic organizer</i> to identify the structure of a text, as text is read 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 text structure graphic organizer</i> to identify the structure of a text, drama or poem, as text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed text structure graphic organizer</i> to identify the structure of a text, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a text structure graphic organizer</i> to identify the structure of a text, as text is read in <i>partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a web</i> to identify how a sentence, chapter, scene or stanza contributes to the development of the theme, setting, or plot</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a web</i> to identify how a sentence, chapter, scene or stanza contributes to the development of the theme, setting, or plot</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed web</i> to identify how a sentence, chapter, scene or stanza contributes to the development of the theme, setting, or plot</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a web, after teacher modeling</i>, to identify how a sentence, chapter, scene or stanza contributes to the development of the theme, setting, or plot</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify how a sentence, chapter, scene or stanza contributes to the development of the theme, setting, or plot</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 describe how a section of a text contributes to the overall structure and development of the text, 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 describe how a section of a text contributes to the overall structure and development of the text, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe how a section of a text contributes to the overall structure and development of the text, 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 describe how a section of a text contributes to the overall structure and development of the text, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to describe how a section of a text contributes to the overall structure and development of the text, 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 how a section of a text contributes to the overall structure and development of the theme, setting and plot	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze how a section of a text contributes to the overall structure and development of the theme, setting and plot	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and <i>previously completed graphic organizers to develop a short essay</i> that analyzes how a section of a text contributes to the overall structure and development of the theme, setting and plot	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes how a section of a text contributes to the overall structure and development of the theme, setting and plot	<b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that analyzes how a section of a text contributes to the overall structure and development of the theme, setting and plot
		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>

**MCCRS (RL.6.5):** Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.

**Grade Level Academic Demand**  
*Analyze How a Section of a Text Contributes to the Overall Structure and Development of the Theme, Setting and Plot*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify a sentence that signals a particular structure in a text (e.g., cause and effect: And there wouldn't be Christmas presents because there was no money).
- Identify settings and characters that signal the beginning in the first chapters, scenes or stanzas (e.g., the four March sisters sat in the livingroom).
- Identify a conclusion or reversal of the conflict that stresses the effect more than the cause (e.g., so, as, because, therefore; Down they went, feeling a trifle timid, for they seldom went to parties and informal as this little gathering was, it was an event to them.).
- Use sentence structures to analyze how the stanzas, chapter or scenes fit together (e.g., These chapters connect \_\_\_\_\_; The dialogues contribute to \_\_\_\_\_; The scenes in this play are organized to show \_\_\_\_\_).

### Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Excerpt 1 (beginning of the book)</p> <p>The four March sisters sat <i>in the living room</i>.</p> <p>“Christmas won’t be Christmas without any presents,” grumbled Jo, lying on the rug.</p> <p>“It’s so dreadful to be poor!” sighed Meg, looking down at her old dress.</p> <p>“I don’t think it’s fair for some girls to have plenty of pretty things. And other girls nothing at all,” added little Amy, with an injured sniff.</p> <p>“We’ve got Father and Mother and each other,” said Beth contentedly from her corner.</p> <p>The four young faces on which the firelight shone brightened at the cheerful words, but darkened again as Jo said sadly, “We haven’t got Father, and shall not have him for a long time.” She didn’t say “perhaps never,” but each silently added it, thinking of Father far away, where the fighting was.</p>	<p>Analyze in small group or whole class setting how particular sentences fit in the overall structure of a text and contribute to its development:</p> <ul style="list-style-type: none"> <li>• Identify a sentence that signals a particular structure in a text (<b>bold</b>) (e.g., Excerpt 1—cause and effect: You know the reason Mother proposed not having any presents this Christmas was <b>because</b> it is going to be a hard winter for everyone).</li> <li>• Identify settings and characters (<i>italics</i>) that signal the beginning of this book (e.g., Excerpt 1: <i>in the living room</i>).</li> <li>• Identify conclusion or reversal of a conflict that stresses the effect more than the cause (<u>underline</u>) (e.g., Excerpt 2: <u>for, as</u>).</li> <li>• Use sentence structures to analyze how the stanzas, chapter, or scenes fit together (e.g., These chapters connect _____; The dialogues contribute to _____; The scenes in this play are organized to show _____).</li> </ul>

Nobody spoke for a minute; then Meg said in altered tone, “You know the reason Mother proposed not having any presents this Christmas was **because** it is going to be a hard winter for everyone; and she thinks we ought not to spend money for pleasure, when are our men are suffering so in the army. We can’t do much but we can make our little sacrifices, and ought to do it gladly. But I am afraid I don’t.

And **Christmas won’t be Christmas without any presents.”**

Excerpt 2 (middle of the book)

Down they went, feeling a trifle timid, for they seldom went to parties and informal as this little gathering was, it was an event to them.

<b>Common Core Anchor Standard (RL.6):</b> Assess how point of view or purpose shapes the content and style of a text.		<b>Main Academic Demand</b> <i>Assess Impact of Author’s Point of View</i>				
<b>MCCRS (RL.6.6):</b> Explain how an author develops the point of view of the narrator or speaker in a text. a. Explain how an author’s geographic location or culture affects his or her perspective.		<b>Grade Level Academic Demand</b> <i>Explain How an Author Conveys Point of View and How Culture and Location Affect Perspective</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a point-of-view graphic organizer</i> to identify the narrator or speaker’s point of view, as text is read in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a point-of-view graphic organizer</i> to identify the narrator or speaker’s point of view, as text is read in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed point-of-view graphic organizer</i> to identify the narrator or speaker’s point of view, as text is read in <i>partnership, small group, and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a point-of-view graphic organizer</i> to identify the narrator or speaker’s point of view, as text is read in <i>partnership, small group, and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify the narrator or speaker’s point of view, as text is read in <i>partnership, small group, and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a story map</i> to determine how an author develops the author or speaker’s point of view	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a story map</i> to determine how an author develops the author or speaker’s point of view	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed story map</i> to determine how an author develops the author or speaker’s point of view	<b>Reading-Centered Activity:</b> Organize <i>information on a story map, after teacher modeling</i> , to determine how an author develops the author or speaker’s point of view	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to determine how an author develops the author or speaker’s point of view
		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> .

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 describe how an author’s geographic location or background affects his or her perspective, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 describe how an author’s geographic location or background affects his or her perspective, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe how an author’s geographic location or background affects his or her perspective, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>previously completed graphic organizers</i> to describe how an author’s geographic location or background affects his or her perspective, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to describe how an author’s geographic location or background affects his or her perspective, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete a cloze paragraph</i> that analyzes how an author develops a narrator or speaker’s point of view</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze how an author develops a narrator or speaker’s point of view</p>	<p><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 how an author develops a narrator or speaker’s point of view</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes how an author develops a narrator or speaker’s point of view</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that analyzes how an author develops a narrator or speaker’s point of view</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (RL.6.6):** Explain how an author develops the point of view of the narrator or speaker in a text.

a. Explain how an author’s geographic location or culture affects his or her perspective.

**Grade Level Academic Demand**  
*Explain How an Author Conveys Point of View and How Culture and Location Affect Perspective*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify pronouns that convey a firsthand or thirdhand point of view (e.g., my, I, our vs. they, s/he).
- Identify the transitional words that indicate how the author develops the different points of view (e.g., if, because, so).
- Identify place markers (nouns) that signal geographic locations in the story (e.g., Manhattan, Metropolitan Museum of Art).
- Use sentence structures to analyze how the geographic location affects an author’s perspective (e.g., The author describes \_\_\_\_; The author’s perspective is \_\_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpt

My name is **Percy Jackson**.

I’m twelve years old. Until a few months ago, **I** was a boarding student at Yancy Academy, a private school for troubled kids in upstate New York.

Am **I** a troubled kid?

Yeah. You could say that.

I could start at any point in my short miserable life to prove it, *but* things really started going bad last May, when **our** sixth grade class took a field trip to Manhattan—twenty eight mental case kids and two teachers on a yellow school bus, heading to the Metropolitan Museum of Art to look at ancient Greek and Roman stuff.

Riordan, R. (2006). *The lightning thief. Percy Jackson and the Olympians series*. New York: Disney-Hyperion (pp. 1–2).

#### Teacher Directions

In a small group or whole class setting, explain how an author develops a point of view and how geographic location affects his perspective:

- Identify pronouns (**bold**) (e.g., **my, I, our** vs. **they, s/he**) that convey a firsthand or thirdhand point of view.
- Identify the transitional words (*italics*) that indicate how the author develops the different points of view (e.g., *but*).
- Identify place markers (nouns) (underline) that signal geographic locations in the story (e.g., Manhattan, Metropolitan Museum of Art).
- Use sentence structures to analyze how the geographic location affects an author’s perspective (e.g., The author describes \_\_\_\_; The author’s perspective is \_\_\_\_).

<b>Common Core Anchor Standard (RL.7):</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		<b>Main Academic Demand</b> <i>Integrate and Evaluate Information Presented in Different Formats</i>				
<b>MCCRS (RL.6.7):</b> Compare and contrast the experience of reading a story, drama or poem to listening to or viewing an audio, video or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.		<b>Grade Level Academic Demand</b> <i>Compare and Contrast Information Presented in Different Formats</i>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a double web</i> to identify information presented in different formats, as text is read <i>in partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a double web</i> to identify information presented in different formats, as text is read <i>in partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed double web</i> to identify information presented in different formats, as text is read <i>in partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a double web</i> to identify information presented in different formats, as text is read <i>in partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify information presented in different formats, as text is read <i>in partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a Venn diagram</i> to compare and contrast information presented in different formats	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a Venn diagram</i> to compare and contrast information presented in different formats	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed Venn diagram</i> to compare and contrast information presented in different formats	<b>Reading-Centered Activity:</b> Organize <i>information on a Venn diagram, after teacher modeling</i> , to compare and contrast information presented in different formats	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to compare and contrast information presented in different formats
		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>



WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that describe the similarities and differences between information presented in different formats, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to describe the similarities and differences between information presented in different formats, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe the similarities and differences between information presented in different formats, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to describe the similarities and differences between information presented in different formats, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to describe the similarities and differences between information presented in different formats, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that analyze the similarities and differences of information presented in different formats</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze the similarities and differences of information presented in different formats</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that analyzes the similarities and differences of information presented in different formats</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that analyzes the similarities and differences of information presented in different formats</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently</i>, to <i>develop a multiple paragraph essay</i> that analyzes the similarities and differences of information presented in different formats</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (RL.6.7):** Compare and contrast the experience of reading a story, drama or poem to listening to or viewing an audio, video or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

**Grade Level Academic Demand**  
*Compare and Contrast Information Presented in Different Formats*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases to describe what a reader can “see” (e.g., I notice \_\_\_; I pay attention to \_\_\_; I recognize \_\_\_) when reading a text.
- Use words and phrases to describe what a reader can “hear” (e.g., I hear \_\_\_; I listen to \_\_\_; I notice \_\_\_) when listening to an audio version of a text.
- Use sentence structures to compare and contrast the experience of reading and hearing a text (e.g., The written version shows \_\_\_, whereas the audio version makes me realize that \_\_\_; both the written and audio versions are alike in that \_\_\_).

**Example to Address the Linguistic Demands**

Text Excerpt	Teacher Directions
<p>Fire and Ice            Robert Frost            Some say the world will end in fire,            Some say in ice.            From what I’ve tasted of desire            I hold with those who favor fire.            But if it had to perish twice,            I think I know enough of hate            To say that for destruction ice            Is also great            And would suffice.</p> <p>Frost, R. (1920). <i>Fire and ice</i>. Retrieved from <a href="http://www.poemhunter.com/poem/fire-and-ice/">www.poemhunter.com/poem/fire-and-ice/</a>            To hear N. Scott Nomaday read <i>Fire and Ice</i>, download <a href="http://www.poetryoutloud.org/poems-and-performance/listen-to-poetry">www.poetryoutloud.org/poems-and-performance/listen-to-poetry</a></p>	<p>In a small group or whole class setting, compare and contrast words and phrases to examine the experience of reading and hearing the poem by Robert Frost:</p> <ul style="list-style-type: none"> <li>• Use words and phrases to describe what a reader can “see” (e.g., I notice ___ ; I pay attention to ___ ; I recognize ___ ) when reading a text.</li> <li>• Use words and phrases to describe what a reader can “hear” (e.g., I hear ___; I listen to ___; I notice ___) when listening to an audio version of a text.</li> <li>• Use sentence structures to compare and contrast the experience of reading and hearing a text (e.g., The written version shows , whereas the audio version makes me realize that ___ ; both the written and audio versions are alike in that ___).</li> </ul>

<b>Common Core Anchor Standard (RL.9):</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		<b>Main Academic Demand</b> <i>Compare and Contrast Similar Texts and Subjects</i>				
<b>MCCRS (RL.6.9):</b> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.		<b>Grade Level Academic Demand</b> <i>Compare and Contrast Texts in Different Forms or Genres</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a T-chart</i> that compares two versions of events to identify similarities and differences, after the texts are read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a T-chart</i> that compares two versions of events to identify similarities and differences, after the texts are read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed T-chart</i> that compares two versions of events to identify similarities and differences, after the texts are read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a T-chart</i> that compares two versions of events to identify similarities and differences, after the texts are read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , comparing two versions of events to identify similarities and differences, after the texts are read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a Venn diagram</i> to compare and contrast how two different texts approach similar themes	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a Venn diagram</i> to compare and contrast how two different texts approach similar themes	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed Venn diagram</i> to compare and contrast how two different texts approach similar themes	<b>Reading-Centered Activity:</b> Organize <i>information on a Venn diagram</i> to compare and contrast how two different texts approach similar themes	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to compare and contrast how two different texts approach similar themes
		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> .

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 explain similarities and differences between two texts on the same topic, 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 explain similarities and differences between two texts on the same topic, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to participate in a discussion that explains similarities and differences between two texts on the same topic, 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 contribute to a discussion that explains similarities and differences between two texts on the same topic, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the texts, independently</i> , to lead a discussion that explains similarities and differences between two texts on the same topic, 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 the similarities and differences between two texts on the same topic	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze the similarities and differences between two texts on the same topic	<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 the similarities and differences between two texts on the same topic	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes the similarities and differences between two texts on the same topic	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers, independently, to develop a multiple paragraph essay</i> that analyzes the similarities and differences between two texts on the same topic
		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> .

**MCCRS (RL.6.9):** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**Grade Level Academic Demand**  
*Compare and Contrast Texts in Different Forms or Genres*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach the standard in their new and/or home language.

- Use words and phrases (nouns and associated pronouns) to identify the subject (e.g., Indians, he).
- Identify words and phrases (adjectives) (e.g., rich, fabulous) to analyze how the two texts approach the same topic.
- Use words and phrases to identify the theme (what the story is about, usually an abstract concept) (e.g., conquest).
- Use sentence structures to compare and contrast stories in the same genre (e.g., The stories develop the following themes \_\_\_but differ in that \_\_\_; this author develops the story by \_\_\_, whereas the other one develops it by \_\_\_).

**Example to Address the Linguistic Demands**

**Text Excerpts**

Text 1  
 “You know,” **Don Luis** continued, “That the island of Buenaventura has *thousands* of hectares of *rich* land, where, it is said, anything will grow. You only need to drop a seed on the earth and jump out of the way. Also, trees filled with *all* kinds of *fabulous* fruit never served here in Spain.”

I nodded.

“And gold. The **Indians** pluck it with their fingers from the ground they tread upon.”

“Yes. ” **I** have heard this. “Likewise that these **savages** make necklaces of gold so *heavy* it takes a strong man to wear one.”

“And bowls of gold **they** eat gruel from,” **he** said.

Text 2

The year was 1492

When **Columbus** set off with an *eager* crew.

**People** said, “Chris, you’ll never reach land.”

But on **he** sailed, just as planned.

Two months later, an island was found.

There were **Native Americans** all around.

**Chris** and **his** crew began to explore

What the **Indians** discovered long before.

**Chris** didn’t know the trip **he** led

Was not to the Indies, but America instead!

**Teacher Directions**

In a small group or whole class discussion, model how to compare and contrast texts written in different genres (historical novel and poem in this case) and how they approach a similar theme (arrival of the Spaniards in America):

- Identify the subject (nouns and associated pronouns) (**bold**) (e.g., Text 1: **Don Luis, I, he**; Text 2: **Columbus, he, his, Native Americans, Indians**). Notice how in Text 1 **Indians** and **savages** are used.
- Identify words and phrases (adjectives) (*italics*) to show how the two texts approach the same topic (e.g., Text 1: *thousands, rich, fabulous, heavy*—to describe the New World; Text 2: *eager*—to describe Columbus’ crew).
- Use words and phrases to identify the theme (what the story is about, usually an abstract concept) (e.g., conquest).
- Use sentence structures to compare and contrast stories in the same genre (e.g., The stories develop the following themes \_\_\_but differ in that \_\_\_; this author develops the story by \_\_\_, whereas the other one develops it by \_\_\_); both are alike in that \_\_\_but are different in that \_\_\_).

Even so, **he** gained such fame

That now the whole world knows **his** name!

Text 1

O'Dell, S. (2009). *The seven serpents trilogy*. Naperville, IL: Sourcebooks/Jabberwocky.

# English Language Development Progressions (ESOL)

## Grade 6: Reading for Literature 10

<b>Common Core Anchor Standard (RL.10):</b> Read and comprehend complex literary and informational texts, independently and proficiently.			MAIN ACADEMIC DEMAND <i>Build Comprehension of Grade Level Texts</i>		
<b>MCCRS Grades 6 to 8 Standard (RL.6-8.10):</b> (by the end of grades 6, 7 and 8 respectively) Read and comprehend literature, including stories, dramas, and poems, in the grade complexity band proficiently, with scaffolding as needed at the high end of the range.			GRADE LEVEL ACADEMIC DEMAND <i>Build Comprehension of Grade-Appropriate Texts</i>		
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>
<b>When acquiring a new language, using grade level texts and appropriate supports, students are able to:</b>					
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	Comprehend <i>at least one</i> high interest, grade-appropriate text when teacher has built background knowledge, pre-taught vocabulary, provided a context for the text, and read aloud in class <i>in the new and/or home language.</i>	Comprehend <i>two or more</i> high interest, grade-appropriate texts when teacher has built background knowledge, provided pre-identified words and phrases, provided a context for the text, and read the text aloud in class <i>in the new and/or home language.</i>	Comprehend <i>multiple</i> high-interest, grade-appropriate texts when teacher has built background knowledge, provided a bank of phrases and sentences, and provided a context for the text <i>in the new and, occasionally, in the home language.</i>	Comprehend <i>multiple</i> grade or above grade-level texts when teacher has provided a glossary of new vocabulary, and provided a context for the text <i>in the new language.</i>
		Comprehend <i>multiple</i> grade or above grade-level texts when teacher has glossed new vocabulary <i>in the new language.</i>			

**Building Background Knowledge:** Background knowledge (or prior knowledge) is a frame of reference that encompasses the information and concepts the learner brings to the learning task. Background knowledge reflects the learner’s prior experiences and both formal and informal learning. It provides the foundation for approaching, processing, interpreting, and retaining new learning, and is indispensable to the learner’s making sense and understanding how the world works. When students are reading fiction they develop a framework for understanding the overarching structure of the story (i.e. setting, characters, conflict and resolution). The process of inferencing and interpreting the text is facilitated by the knowledge of this framework. The more a student knows about a topic, the more difficult the texts a student can approach. Students' background knowledge, including developmental, experiential, and cognitive factors, influences their ability to understand the explicit and inferential qualities of a text.

The following are some strategies to build background knowledge:

- Pre-reading discussions to build background knowledge and open-ended questions during a read aloud can increase the students’ reliance on the text and the information they are integrating.
- Background knowledge can be enriched by providing students with texts they can read independently that match their reading levels and that are aligned with the grade-level text/topic being developed in class.
- Students who can read and comprehend grade level text in their home language can build background knowledge by independently reading higher level text aligned with the text/topic being developed in class.
- Pairing fiction and nonfiction books that address the same topic.

**Note:** Text structures and oral language development play an important role in building a student’s ability to comprehend grade-appropriate texts. (See RL Standards 5, 6 and 7 for standards that target text structures and Standards 1 and 2, which addresses comprehension strategies.) Also, in order to engage in grade-appropriate texts, students must have mastered the phonemic and phonological characteristics of the home and/or new language as well as fluency. (See Foundations of Reading, which addresses the development of these skills.)

**Examples of Text to Build Background Knowledge in Literature:** The following books develop and expand knowledge of stories (including fairy/folk tales and myths). An effort has been made to incorporate as many cultural perspectives as possible.

English Texts			
1 <sup>st</sup> Grade	2 <sup>nd</sup> and 3 <sup>rd</sup> grade	4 <sup>th</sup> and 5 <sup>th</sup> grade	6 <sup>th</sup> to 8 <sup>th</sup> grade
<b>Lexile Levels:</b> <b>1<sup>st</sup> grade:</b> up to 300 L <b>AD:</b> means <i>Adult Directed</i> , as an adult reading to the child	<b>Lexile Levels:</b> <b>2<sup>nd</sup> grade:</b> 140 to 500 L <b>3<sup>rd</sup> grade:</b> from 330 to 700 L <b>AD:</b> means <i>Adult Directed</i> , as an adult reading to the child	<b>Lexile Levels:</b> <b>4<sup>th</sup> grade:</b> 445 to 810 L <b>5<sup>th</sup> grade:</b> 565 L to 910 L	<b>Lexile Levels:</b> <b>6<sup>th</sup> grade:</b> 665 to 1000 L <b>7<sup>th</sup> grade:</b> 735 to 1065 L <b>8<sup>th</sup> grade:</b> 805 to 1100 L
<i>The Cow in the House</i> by Harriet Ziefert and Emily Bolam (2000), 60L  <i>Three Goats. Norwegian Fairy Tale</i> (no author listed, 2012), 290L	<i>Twenty Heartbeats</i> by Dennis Hasseley and Ed Young (2008), AD 500L  <i>Dear Petter Rabbit</i> , by Alma Flor Ada and F. Isabel Campoy (2000), AD780L	<i>Borregueta and the Coyote</i> by Veena Aardena (1991), 560L  <i>American Indian Trickster Tales</i> by Richard Erdos and Alfonso Ortiz (1999), 580L	<i>The Korean Cinderella</i> by Shirley Climo (1994),700L  <i>World Folktales</i> by Kathy Burke (2008), 760L



*Cinderella* by Hara Lewis and Barbara Lanza (2000), 310L

*Three Goats. Norwegian Fairy Tale* (no author listed, 2012), 290L

*King Puck* by Michael Garland (2007), AD670L

*Cajun Folktales* by J. Reneaux (1992), 780L

<p><i>Cinderella</i> by Hara Lewis and Barbara Lanza (2000), 310L</p> <p><i>Folklore and Fairy Tale Funnies</i> by Art Spiegeman (1999), 360L</p> <p><i>The Great-Great Grandmother of La Cucarachita Martina</i> by Alma Flor Ada (1993), 460L</p> <p><i>The Teacher's Secret and Other Folktales</i> by Joyce Hannam (2004), 440L</p>	<p><i>Medio Pollito- Half Chicken</i> by Alma Flor Ada and Kim Howard (2003), 680L</p> <p><i>The Irish Cinderland</i> by Shirley Climo (1996), AD 730L</p> <p><i>Forest Tales From Far and Wide</i> by Marleen Vermeulen and Rosslyn Moran (2001), 740L</p>	<p><i>Russian Folktales</i> by Aradhana Bisht (2011), 820L</p> <p><i>Wisdom Tales from Around the World</i> by Heather Forest (2005), 840L</p> <p><i>The Uninvited Guest and Other Jewish Holiday Tales</i> by Nina Jaffe and Elivia Savadier (1993), 940L</p> <p><i>Mayan Folktales</i> (no author listed, 1999), 940L</p>
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**Chinese Texts**

1 <sup>st</sup> grade	2 <sup>nd</sup> and 3 <sup>rd</sup> grade	4 <sup>th</sup> and 5 <sup>th</sup> grade	6 <sup>th</sup> to 8 <sup>th</sup> grade
<p>龜兔賽跑[The Tortoise and the Hare] published by Gui Taihua (2011)</p> <p>伊索寓言世界[The World of Aesop's Fables] by Huang Shuping (2008)</p> <p>世界童話故事[Fairy Tales From Around the World] by Chen Li Yu (2011)</p>	<p>會痛的小魚[The Fish That Felt Hurt] Retold by Li Xin Yuan and Meng Ning (2004)</p> <p>孩子的伊索寓言[Aesop's Fables] by Jerry Pinkney Translated by Kong Fan Lu (2012)</p> <p>熊的宴會：世界的語言精選 [Bear's Banquet: A Fable From Around the World] by Ivan Krylov, translated by Wei (2010)</p>	<p>一生必讀的希臘神話故事 [The Best of Greek Mythology] by Enoch (2011)</p> <p>烏鴉和護理：克雷洛夫語言 [The Crow and the Fox: A Krylov Fable] by Ivan Krylov, translated by Xin Wei Ai (2009)</p> <p>中國經典語言的智慧 [Classical Chinese Fables] by Wang Zhu Yu (2006)</p>	<p>一生必讀的希臘神話故事 [The Best of Greek Mythology] by Enoch (2011)</p> <p>烏鴉和護理：克雷洛夫語言 [The Crow and the Fox: A Krylov Fable] by Ivan Krylov, translated by Xin Wei Ai (2009)</p> <p>中國經典語言的智慧 [Classical Chinese Fables] by Wang Zhu Yu (2006)</p>

**Spanish Texts**

1 <sup>st</sup> grade	2 <sup>nd</sup> and 3 <sup>rd</sup> grade	4 <sup>th</sup> and 5 <sup>th</sup> grade	6 <sup>th</sup> and 8 <sup>th</sup> grade
<p><i>Reina y el coquí: Cuentos boricueños</i> por Daisy Torres Petrovich (2009)</p> <p><i>Cuentos de hadas ilustrados: El gato con botas, Caperucita Roja, La bella Durmiente, Barba Azul</i>, por Charles Perrault, Marie Michelle Joy y Walter Crane (2014)</p> <p><i>Cuentos para niños</i>, por Susaeta Publishing, Editor (2011)</p>	<p><i>Cuentos que contaban nuestras abuelas</i> por Alma Flor Ada, F. Isabel Campoy (2006)</p> <p><i>Blanca Nieves. Versión del cuento de los hermanos Grimm</i>, por Eric Blair, Claudia Wolf y Patricia Abello (2006)</p> <p><i>Cuentos, Mitos y Leyendas para niños</i> por Editorial Ekare y Norma (2006)</p>	<p><i>De oro y esmeraldas: mitos, leyendas y cuentos populares de América Latina</i> por Lulú Delacre (1998)</p> <p><i>Mitos y Leyendas de México</i>, por Libro Móvil (2011)</p> <p><i>Leyendas del Sureste</i>, por Guadalupe Appendini, Gabriel Vargas y Ernesto de la Torre (2014)</p>	<p><i>Cuentos y Leyendas de América Latina: Los mitos del Sol y la Luna</i> por Maria Acosta (2002)</p> <p><i>El Señor de los Cuentos (Las Historias Perdidas de la Mitad del Mundo)</i> por fausto Ramos, Hernán Hermosa y Patricio Arealor (2011)</p> <p><i>Samay Pushac Guardián de los Sueños</i>, por Paulina Soto (2013)</p>

*Canto al Cemí (leyendas y mitos taínos)* por Sadí Orsini Luigi (1996)  
*Mitología Mexicana para niños* por Nélide Galván y Alberto Flandes (2004)

*Sinfonía de Puerto Rico. Mitos y Leyendas* por Ester Feliciano Mendoza (1979)

*Leyendas del Ecuador* por Edgar Allan García (2002)  
*Cuentos y Leyendas del Caribe* por Rafael y Sanata (2010)  
*Leyendas y Cuentos Vikingos* por Beatriz Donnet (2000)

Multilingual book distributors (in alphabetical order):

**Attanasio Publishers** ([www.attanasio-edu.com](http://www.attanasio-edu.com))

**Hexagramm** (<http://hexagrammbooks.com>)

**Lectorum** (<http://www.librerialectorum.com>)

**Scholastic** (<http://www.scholastic.com/aboutscholastic/espanol.htm>)

Useful websites for books in Arabic and Haitian Creole:

**Arabic** (<http://www.alkitab.com>)

**Haitian Creole** (<http://www.haitianbookcentre.com>)

<b>Common Core Anchor Standard (RI.1):</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		<b>Main Academic Demand</b> <i>Draw Inferences Using Evidence from the Text</i>				
<b>MCCRS (RI.6.1):</b> Cite textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.		<b>Grade Level Academic Demand</b> <i>Cite Textual Evidence to Explain and Draw Inferences</i>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a T-chart</i> to identify what the text says and to draw inferences, as the text is read in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a T-chart</i> to identify what the text says and to draw inferences, as the text is read in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed T-chart</i> to identify what the text says and to draw inferences, as the text is read in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a T-chart</i> to identify what the text says and to draw inferences, as the text is read in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information when taking notes, independently</i> , to identify what the text says and to draw inferences, as the text is read in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on an evidence-based graphic organizer</i> to cite textual evidence to explain inferences drawn from the text	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on an evidence-based graphic organizer</i> to cite textual evidence to explain inferences drawn from the text	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed evidence-based graphic organizer</i> to cite textual evidence to explain inferences drawn from the text	<b>Reading-Centered Activity:</b> Organize <i>information on an evidence-based graphic organizer, after teacher modeling</i> , to cite textual evidence to explain inferences drawn from the text	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to cite textual evidence to explain inferences drawn from the text
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Transitioning (Level 3)	Expanding (Levels 4-5)	Bridging (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</i> to <i>complete sentence starters</i> that cite textual evidence to explain inferences drawn from a text, 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</i> to <i>complete sentence starters</i> that cite textual evidence to explain inferences drawn from a text, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to cite textual evidence to explain inferences drawn from a text, 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 cite textual evidence to explain inferences drawn from a text, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the text, independently</i> , to cite textual evidence to explain inferences drawn from a text, when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that cite textual evidence to explain inferences drawn from a text	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that cite textual evidence to explain inferences drawn from a text	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that cites textual evidence to explain inferences drawn from a text	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that cites textual evidence to explain inferences drawn from a text	<b>Writing-Centered Activity:</b> Use <i>knowledge of the text, independently</i> , to <i>develop a multiple paragraph essay</i> that cites textual evidence to explain inferences drawn from a text
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

**MCCRS (RI.6.1):** Cite textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.

**Grade Level Academic Demand**  
*Cite Textual Evidence to Explain and Draw Inferences*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases to cite (e.g., according to the author \_\_\_\_\_; the author says \_\_\_\_\_; here it states \_\_\_\_\_).
- Use words and phrases to explain inferences drawn from the text (e.g., this means that \_\_\_\_\_; the author thinks that \_\_\_\_\_; this makes me reach the conclusion that \_\_\_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpt

The young students make their way out to the covered dock, smiling nervously to each other in their white tops and blue pants and skirts. Two boys eagerly volunteer to be crabs, their eyes lighting up at the chance to consume their classmates-turned-turtle-hatchlings. Pincers at the ready, the boys move sideways. They tag the kids who are pretending to be baby turtles making their way from the beach to the ocean. Several “turtles” make it through the first pass, only to see the crabs become birds ready to pluck them off the water.

Bringing the world of sea turtles to life for students near turtle hotspots has been a part of turtle conservation programs for decades. While a few larger conservation organizations have the resources to run full educational programs, most turtle groups have limited staff and resources, allowing them to make just a couple of visits per nesting season to local schools. To help fill this gap, SEE Turtles, in partnership with Salvadoran organizations ICAPO, EcoViva, and Asociación Mangle, is creating a program to make sea turtle education a year-round activity.

Nahill, B. (2013, Sept.). Empowering children to change the fate of sea turtles in El Salvador. *National Geographic for Kids*. Retrieved from <http://newswatch.nationalgeographic.com/2013/09/09/rock-paper-turtles-working-with-teachers-to-expand-sea-turtle-education-in-el-salvador/>

#### Teacher Directions

In small group/whole class discussion, ask students to use introductory words and phrases to cite from the text.

- Use words and phrases to cite (e.g., according to the author \_\_\_\_\_; the author says \_\_\_\_\_; here it states \_\_\_\_\_).
- Use words and phrases to explain inferences drawn from the text (e.g., this means that \_\_\_\_\_; the author thinks that \_\_\_\_\_; this makes me reach the conclusion that \_\_\_\_\_) (e.g., According to the author, “Bringing the world of sea turtles to life for students near turtle hotspots has been a part of turtle conservation programs for decades.” This makes me reach the conclusion that many animals, including turtles, have needed protection for many years. ).

<b>Common Core Anchor Standard (RI.2):</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		<b>Main Academic Demand</b> <i>Summarize Text by Determining Main Idea and Supporting Details</i>				
<b>MCCRS (RI.6.2):</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		<b>Grade Level Academic Demand</b> <i>Summarize Text and Determine a Central Idea and Its Supporting Details</i>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a main idea graphic organizer</i> to determine the central idea, as text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a main idea graphic organizer</i> to determine the central idea, as text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main idea graphic organizer</i> to determine the central idea, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a main idea graphic organizer</i> to determine the central idea, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a main-idea-and-details graphic organizer</i> to determine a central idea and supporting details	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a main-idea-and-details graphic organizer</i> to determine a central idea and supporting details	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main-idea-and-details graphic organizer</i> to determine a central idea and supporting details	<b>Reading-Centered Activity:</b> Organize <i>information on a main-idea-and-details graphic organizer, after teacher modeling</i> , to determine a central idea and supporting details	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to determine a central idea and supporting details
		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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 summarize a text by determining a central idea and its supporting details, when speaking in <i>partnership or teacher-led small groups</i></p>	<p><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 summarize a text by determining a central idea and its supporting details, when speaking in <i>partnership or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to summarize text by determining a central idea and its supporting details, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to summarize text by determining a central idea and its supporting details, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to summarize text by determining a central idea and its supporting details, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that summarize a text by determining a central idea and its supporting details</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that summarize a text by determining a central idea and its supporting details</p>	<p><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 summarizes a text by determining a central idea and its supporting details</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that summarizes a text by determining a central idea and its supporting details</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that summarizes a text by determining a central idea and its supporting details</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>



**MCCRS (RI.6.2):** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**Grade Level Academic Demand**  
*Summarize Text and Determine a Central Idea and Its Supporting Details*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases that appear throughout the text (e.g., nouns and related pronouns and/or words and phrases that have the same meaning) to determine a central idea.
- Identify transitional words and phrases (e.g., thus, one of the consequences, because) that introduce details in the text.
- Use words that summarize the text (e.g., this text is mostly about; the main argument is; the main points are; the key points the author makes are).

### Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Sometime around 1440, <b>the spring-powered clock</b> was invented. Instead of depending on the pull of weights for power, <b>this type of clock</b> used a flat metal <b>spring</b> wound tightly into a coil. The escapement allowed the spring to unwind by turning one gear tooth at a time. <i>One of the consequences</i> of using the <b>spring</b> was that smaller, truly portable clocks could be made.</p> <p>The first well-known <b>watches</b>, made in Germany around 1510 by Peter Henlein, were so named <i>because</i> the guards or “watchmen” carried <b>small clocks</b> to keep track of how long to stay at a particular duty post.</p> <p>Many different skills went into making a clock. <i>Thus</i>, new tools and methods were constantly being invented to make ever smaller, more complicated mechanisms that worked with greater precision.</p> <p>Koscielniak, B. (2004). <i>About time: A first look at time and clocks</i>. Orlando: Houghton Mifflin.</p>	<p>In a mini lesson and small group/whole class conversations, model how to find main ideas and supporting details:</p> <ul style="list-style-type: none"> <li>• Identify words and phrases that appear throughout the text (e.g., nouns and related pronouns and/or words and phrases that have the same meaning (<b>bold</b>) (e.g., <b>spring-powered clock; this type of clock</b>) to determine a central idea.</li> <li>• Identify transitional words and phrases that introduce details in the text (<i>italics</i>) (e.g., <i>thus, one of the consequences, because</i>).</li> <li>• Use words that summarize the text (e.g., this text is mostly about; the main argument is; the main points are; the key points the author makes are).</li> </ul>

<b>Common Core Anchor Standard (RI.3):</b> Analyze how and why individuals, events and ideas develop and interact over the course of a text.		<b>Main Academic Demand</b> <i>Analyze Cause/Effect and Interactions between Text Elements</i>				
<b>MCCRS (RI.6.3):</b> Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (e.g., through examples or anecdotes).		<b>Grade Level Academic Demand</b> <i>Analyze Cause/Effect among Details of a Key Text Element</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words on a cause-and-effect graphic organizer</i> to identify cause-and-effect relationships among key details, as the text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a cause-and-effect graphic organizer</i> to identify cause-and-effect relationships among key details, as the text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed cause-and-effect graphic organizer</i> to identify cause-and-effect relationships among key details, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a cause-and-effect graphic organizer</i> to identify cause-and-effect relationships among key details, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note taking guide, independently</i> , to identify cause-and-effect relationships among key details, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words on a matrix</i> to identify and connect examples or anecdotes to cause-and-effect relationships	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a matrix</i> to identify and connect examples or anecdotes to cause-and-effect relationships	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed matrix</i> to identify and connect examples or anecdotes to cause-and-effect relationships	<b>Reading-Centered Activity:</b> Organize <i>information on a matrix, after teacher modeling</i> , to identify and connect examples or anecdotes to cause-and-effect relationships	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify and connect examples or anecdotes to cause-and-effect relationships
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that describe cause-and-effect interactions among details of a key text element, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 describe cause-and-effect interactions among details of a key text element, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe cause-and-effect interactions among details of a key text element, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>previously completed graphic organizers</i> to describe cause-and-effect interactions among details of a key text element, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to describe cause-and-effect interactions among details of a key text element, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words to complete cloze paragraphs</i> that analyze cause-and-effect interactions among details of a key text element</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to complete an essay outline</i> that analyzes cause-and-effect interactions among details of a key text element</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and <i>previously completed graphic organizers to develop a short essay</i> that analyzes cause-and-effect interactions among details of a key text element</p>	<p><b>Writing-Centered Activity:</b> Use <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes cause-and-effect interactions among details of a key text element</p>	<p><b>Writing-Centered Activity:</b> Use <i>information to develop a multiple paragraph essay, independently</i>, that analyzes cause-and-effect interactions among details of a key text element</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (RI.6.3):** Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (e.g., through examples or anecdotes).

**Grade Level Academic Demand**  
*Analyze Cause/Effect among Details of a Key Text Element*

**Linguistic Demands:** The following examples are in English but may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases (e.g., nouns and associated pronouns) that appear throughout the text to analyze a key individual, event, or idea in a text.
- Identify words that signal chronology or sequence (e.g., as, while).
- Use words that signal cause and effect (e.g., though, while, but, because, so, as a result).

**Example to Address the Linguistic Demands**

**Text Excerpt**

**Amusia** is the technical term for **tone deafness**. A good singing voice is not necessarily the result of the **ability to hear tones** accurately. *There has been* some intriguing research on this subject. For instance, new brain imaging techniques can measure the density of the white matter, consisting of nerve fibers that provide paths between the right frontal lobe and the right temporal lobe. The right frontal lobe is where higher thinking takes place. In **tone deaf people (amusics)** the white matter is thinner. As a result there is a weaker connection between the lobes. Findings also indicate the thinner the white matter, the worse the **tone deafness**. According to researchers from Harvard Medical School, 5 percent of the US population are **amusics**. Some reasons can be a general indifference to singing or an immunity to embarrassment. **Tone deafness** doesn't mean hard of hearing. *That is why a tone deaf person* can still hear someone whisper in a room.

Schekel, L. (2011). *Ask your science teacher. Answers to everyday questions*. CreateSpace Independent Publishing Platform.

**Teacher Directions**

- In a mini lesson and small group or whole class conversations, model how to analyze how an idea is introduced, illustrated and elaborated:
- Identify words and phrases (**bold**) that appear throughout the text to analyze a key individual, event or idea (e.g., **amusia, tone deafness, ability to hear, amusics**).
  - Identify words (*italics*) that signal chronology or sequence (e.g., *there has been*).
  - Identify/use words (underline) that introduce details or examples (e.g., for instance, also, according to) to describe the ideas found in the text.
  - Identify words (wavy underline) that signal cause and effect (e.g., as a result, that is why).

<b>Common Core Anchor Standard (RI.4):</b> Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	<b>Main Academic Demand</b> <i>Analyze the Meaning and Impact of Word Choices</i>
<b>MCCRS (RI.6.4):</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.	<b>Grade Level Academic Demand</b> <i>Determine Figurative and Connotative Meanings of Words and Phrases</i> <i>Analyze Meaning and Tone of a Specific Word Choice</i>

WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4-5)	Bridging (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>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words on a T-chart</i> to determine the meaning of figurative, connotative and technical words and phrases, as teacher reads aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a T-chart</i> to determine the meaning of figurative, connotative and technical words and phrases, as teacher reads aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize a <i>bank of words and phrases on a T-chart</i> to determine the meaning of figurative, connotative and technical words and phrases, as teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>words and phrases on a partially completed T-chart</i> to determine the meaning of figurative, connotative and technical words and phrases, as teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>words and phrases independently on a self-created T-chart</i> to determine the meaning of figurative, connotative and technical words and phrases, as teacher reads aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words on a three-column chart</i> (Column 1: Figurative word and phrases; Column 2: Connotative words and phrases; Column 3: Technical words and phrases) to determine the impact of a specific word choice on meaning and tone	<b>Reading-Centered Activity:</b> Organize <i>preidentified words on a three-column chart</i> (Column 1: Figurative word and phrases; Column 2: Connotative words and phrases; Column 3: Technical words and phrases) to determine the impact of a specific word choice on meaning and tone	<b>Reading-Centered Activity:</b> Organize a <i>bank of words on a three-column chart</i> (Column 1: Figurative word and phrases; Column 2: Connotative words and phrases; Column 3: Technical words and phrases) to determine the impact of a specific word choice on meaning and tone	<b>Reading-Centered Activity:</b> Organize <i>words on a partially completed three-column chart</i> (Column 1: Figurative word and phrases; Column 2: Connotative words and phrases; Column 3: Technical words and phrases) to determine the impact of a specific word choice on meaning and tone	<b>Reading-Centered Activity:</b> Organize <i>words independently on a self-created three-column chart</i> (Column 1: Figurative word and phrases; Column 2: Connotative words and phrases; Column 3: Technical words and phrases) to determine the impact of a specific word choice on meaning and tone
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Speaking-Centered Activity:</b> Use <i>pretaught words</i> and the <i>previously completed graphic organizers</i> to complete <i>sentence starters</i> that analyze the meaning of figurative, connotative and technical words and phrases in a text, 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</i> to complete <i>sentence starters</i> that analyze the meaning of figurative, connotative and technical words and phrases in a text, in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>bank of words and phrases</i> and the <i>previously completed T-chart</i> to analyze the meaning of figurative, connotative and technical words and phrases in a text, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed T-chart, after teacher modeling</i> , to analyze the meaning of figurative, connotative and technical words and phrases in a text, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed T-chart</i> to independently analyze the meaning of figurative, connotative and technical words and phrases in a text, in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words</i> to complete <i>cloze paragraphs</i> in which specific figurative, connotative and technical words and phrases are used	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to complete <i>cloze paragraphs</i> in which specific figurative, connotative and technical words and phrases are used	<b>Writing-Centered Activity:</b> Use a <i>bank of words and phrases</i> to write a <i>short essay</i> in which specific figurative, connotative and technical words and phrases are used	<b>Writing-Centered Activity:</b> Use <i>knowledge of words and phrases</i> and a <i>teacher-provided sample</i> to write an <i>essay</i> in which specific figurative, connotative and technical words and phrases are used	<b>Writing-Centered Activity:</b> Use <i>knowledge of words and phrases</i> to independently write an <i>essay</i> in which specific figurative, connotative and technical words and phrases are used
		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> .

**MCCRS (RI.6.4):** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and connotative meanings.

**Grade Level Academic Demand**  
*Determine Figurative and Connotative Meanings of Words and Phrases*  
*Analyze Meaning and Tone of a Specific Word Choice*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases that have a figurative meaning in the text (words that produce an image in the reader’s mind; e.g., self-contained island, segregated ocean).
- Identify words and phrases that have a positive (e.g., intense) or negative (e.g., earsplitting) connotation in the text.
- Identify words and phrases that have a technical meaning in the text (e.g., double-note stop).

### Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>In the early part of the 20<sup>th</sup> century, the neighborhood known as the Ville, just a few miles north and west of downtown St. Louis and the Mississippi River <b>profoundly</b> changed the lives of all who grew up in it. During its heyday from the early 1920’s to the 1940’s the Ville was a <b>self-contained island</b> of Black <b>enterprise</b> and culture in a vast, white, <b>segregated ocean</b>.</p> <p>Chuck Berry was born here. Rock musicians of all ages can <b>trace their roots</b> back to him. <b>He rose to stardom</b> in the 1950’s with music featuring driving beats and catchy guitar <u>riffs</u>—short series of notes that repeat throughout a song. Berry’s <b>groundbreaking</b> sound combined rhythm and blues with country music. As a guitarist, he was known for his <u>phrasing</u>. Aerosmith guitarist Joe Perry described the way Berry grouped notes into quick <b>bursts</b> as “that <u>double-note stop</u>, where you get the two notes against each other and they make that rock &amp; roll sound.” Some people found his music <i>earsplitting</i>; some found it <i>intense</i>.</p> <p>Pegg, B. (2002). <i>Brown eyed handsome man. The life and hard times of Chuck Berry</i>. New York: Routledge.</p>	<p>In a mini lesson and small group/whole class conversations, analyze how understanding the figurative and connotative words and phrases in a text enables comprehension:</p> <ul style="list-style-type: none"> <li>• Identify words and phrases (<b>bold</b>) that have a figurative meaning in the text: words that create an image in the reader’s mind (e.g., <b>trace their roots, groundbreaking, self-contained island, enterprise, segregated ocean</b>).</li> <li>• Identify words and phrases (<i>italics</i>) that have a positive or negative connotation in the text (e.g., <i>earsplitting</i> has a negative connotation whereas <i>intense</i> has a positive one in the text).</li> <li>• Identify words and phrases (<u>underline</u>) that have a technical meaning in the text (e.g., <u>riffs, phrasing, double-note stop</u>).</li> </ul>

<b>Common Core Anchor Standard (RI.5):</b> Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.		<b>Main Academic Demand</b> <i>Analyze the Relationship of Linguistic and Text Structures</i>				
<b>MCCRS (RI.6.5):</b> Analyze how a particular sentence, paragraph, chapter or section fits on the overall structure of a text and contributes to the development of the ideas.		<b>Grade Level Academic Demand</b> <i>Analyze How a Section of Text Contributes to Overall Structure and Development of Ideas</i>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on an identifying text structure graphic organizer</i> to determine the structure of a text, as text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on an identifying text structure graphic organizer</i> to determine the structure of a text, as text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed identifying text structure graphic organizer</i> to determine the structure of a text, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on an identifying text structure graphic organizer</i> to determine the structure of a text, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to determine the structure of a text, as text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a cluster map</i> to identify and connect a section of text with the development of ideas	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a cluster map</i> to identify and connect a section of text with the development of ideas	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed cluster map</i> to identify and connect a section of text with the development of ideas	<b>Reading-Centered Activity:</b> Organize <i>information on a cluster map, after teacher modeling</i> , to identify and connect a section of text with the development of ideas	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify and connect a section of text with the development of ideas
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>



WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 explain how a section of text contributes to the overall structure and development of ideas, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 explain how a section of text contributes to the overall structure and development of ideas, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to explain how a section of text contributes to the overall structure and development of ideas, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to explain how a section of text contributes to the overall structure and development of ideas, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to explain how a section of text contributes to the overall structure and development of ideas, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that analyze how a section of text contributes to the overall structure and development of ideas</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze how a section of text contributes to the overall structure and development of ideas</p>	<p><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 how a section of text contributes to the overall structure and development of ideas</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes how a section of text contributes to the overall structure and development of ideas</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that analyzes how a section of text contributes to the overall structure and development of ideas</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (RI.6.5):** Analyze how a particular sentence, paragraph, chapter or section fits on the overall structure of a text and contributes to the development of the ideas.

**Grade Level Academic Demand**  
*Analyze How a Section of Text Contributes to Overall Structure and Development of Ideas*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases that indicate the structure of a nonfiction text (e.g., text structures that convey descriptions use adjectives [e.g., cold, hot]; text structures that present a sequence use chronological time markers [e.g., first, second, in 1995]; compare-and-contrast text structures use transitional words [e.g., like, just as, similar, on the one hand, on the other, whereas]; cause-and-effect text structures use transitional words [e.g., because, however, therefore, as a result] and problem-and-solution text structures use nouns and verbs [e.g., issue, problem, result, resulted, solution]).
- Use sentence structures to describe how a sentence, paragraph, chapter or section contributes to the development of ideas (e.g., This section represents \_\_\_\_\_; This sentence is an example of the use of \_\_\_\_\_; The chronological marker here indicates that \_\_\_\_\_).

**Example to Address the Linguistic Demands**

Text Excerpt	Teacher Directions
<p>The explosive that was World War One had been long in the making; the spark was the assassination of Archduke Franz Ferdinand, heir to the Austro-Hungarian throne, in Sarajevo on <i>28 June, 1914</i>.</p> <p>Ferdinand’s death at the hand of the Black Hand, a Serbian nationalist secret society, <b>resulted</b> in a mindlessly mechanical series of events that <b>culminated</b> in the world’s first global war.</p> <p>Austria-Hungary’s Reaction  Austria-Hungary’s <b>reaction</b> to the death of their heir (who was in any case not greatly beloved by the Emperor, Franz Joseph, or his government) was <i>three weeks in coming</i>. Arguing that the Serbian government was implicated in the machinations of the Black Hand (<u>whether</u> or not remains unclear, but it appears unlikely), the Austro-Hungarians opted to take the opportunity to stamp its authority upon the Serbians, crushing the nationalist movement there and cementing Austria-Hungary’s influence over the Balkans.</p> <p>Retrieved from <a href="http://www.firstworldwar.com/origins/causes.htm">www.firstworldwar.com/origins/causes.htm</a></p>	<p>Analyze in a small group or whole class discussion how a particular section contributes to the overall structure of a text:</p> <ul style="list-style-type: none"> <li>• Identify words and phrases that indicate the structure of a nonfiction text (e.g., text structures that convey descriptions use adjectives [e.g., cold, hot]; text structures that present a sequence use chronological time markers [e.g., first, second, in 1995]; compare-and-contrast text structures use transitional words [e.g., like, just as, similar, on the one hand, on the other, whereas]; cause-and-effect text structures use transitional words [e.g., because, however, therefore, as a result] and problem-and-solution text structures use nouns and verbs [e.g., issue, problem, result, resulted, solution]). <ul style="list-style-type: none"> <li>◦ The overall text structure of this text is cause and effect. The second paragraph reflects clearly this structure based on the words used (<b>bold</b>) (e.g., <b>culminated, reaction, resulted</b>).</li> <li>◦ There are chronological markers (<i>italics</i>) (e.g., <i>28 June, 1914; three weeks in coming</i>).</li> <li>◦ The text also presents compare-and-contrast structures (<u>underline</u>) (e.g., <u>whether</u>).</li> <li>◦ Adjectives (<u>wavy underline</u>) describe the event (e.g., explosive, mechanical, global, Serbian).</li> </ul> </li> <li>• Use sentence structures to describe how a sentence, paragraph, chapter or section contributes to the development of ideas (e.g., This section represents _____; This sentence is an example of the use of _____; The chronological marker here indicates that _____).</li> </ul>

<p><b>Common Core Anchor Standard (RI.6):</b> Assess how point of view or purpose shapes the content and style of a text.</p>		<p><b>Main Academic Demand</b> <i>Assess Author's Point of View</i></p>				
<p><b>MCCRS (RI.6.6):</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>		<p><b>Grade Level Academic Demand</b> <i>Determine and Explain How an Author Conveys Point of View</i></p>				
<p>WIDA Levels of Language Development</p>	<p><b>Entering (Level 1)</b></p>	<p><b>Emerging (Level 2)</b></p>	<p><b>Developing (Level 3)</b></p>	<p><b>Expanding (Levels 4-5)</b></p>	<p><b>Bridging (Proficient)</b></p>	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a point-of-view graphic organizer</i> to determine the author's point of view, as text is read 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 point-of-view graphic organizer</i> to determine the author's point of view, as text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed point-of-view graphic organizer</i> to determine the author's point of view, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a point-of-view graphic organizer</i> to determine the author's point of view, as text is read 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 determine the author's point of view, as text is read in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a double column graphic organizer</i> to identify the author's point of view and how it is conveyed</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a double column graphic organizer</i> to identify the author's point of view and how it is conveyed</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed double column graphic organizer</i> to identify the author's point of view and how it is conveyed</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a double column graphic organizer, after teacher modeling</i>, to identify the author's point of view and how it is conveyed</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify the author's point of view and how it is conveyed</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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 explain how the author conveys a point of view, 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 explain how the author conveys a point of view, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to explain how the author conveys a point of view, 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 explain how the author conveys a point of view, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to explain how the author conveys a point of view, 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 how an author conveys a point of view	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze how an author conveys a point of view	<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 how an author conveys a point of view	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes how an author conveys a point of view	<b>Writing-Centered Activity:</b> Use <i>information, independently</i> , to develop a <i>multiple paragraph essay</i> that analyzes how an author conveys a point of view
		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> .

**MCCRS (RI.6.6):** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

**Grade Level Academic Demand**  
*Determine and Explain How an Author Conveys Point of View*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify nouns and associated pronouns that convey the author’s point of view (e.g., I, me).
- Identify transitional words that signal a change in the author’s point of view (e.g., but, instead, while).
- Use sentence structures to explain how an author conveys his or her point of view (e.g., the author’s stance is \_\_\_\_; the author uses \_\_\_\_ to show \_\_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpt

Friends and fellow citizens: **I** stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be **my** work this evening to prove to you that in thus voting, **I** not only committed no crime, *but, instead*, simply exercised my citizen’s rights, guaranteed to **me** and all United States citizens by the National Constitution, beyond the power of any state to deny.

The preamble of the Federal Constitution says:

We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

It is a downright mockery to talk to **women** of **their** enjoyment of the blessings of liberty *while* **they** are denied the use of the only means of securing **them** provided by this democratic-republican government—the ballot.

Anthony, S. B. (1872). *On women’s right to vote*. Speech given in Philadelphia, PA. Retrieved from [www.sojust.net/speeches/susananthony.html](http://www.sojust.net/speeches/susananthony.html)

#### Teacher Directions

In a mini lesson and small group or whole class conversations, determine the author’s point of view and explain how it is conveyed in the text:

- Identify nouns and associated pronouns (**bold**) that signal the author’s point of view (e.g., **I, me, women, they, them**).
- Identify transitional words (*italics*) that signal a change in the point of view (e.g., *but, instead, while*).
- Use sentence structures to explain how an author conveys his or her point of view (e.g., the author’s stance is \_\_\_\_; the author uses \_\_\_\_ to show \_\_\_\_).

<b>Common Core Anchor Standard (RI.7):</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, and in words.		<b>Main Academic Demand</b> <i>Synthesize and Evaluate Content Presented in Various Formats</i>				
<b>MCCRS (RI.6.7):</b> Integrate information presented in different media and formats (e.g., visually, quantitatively) and in words to develop a coherent understanding of a topic or issue.		<b>Grade Level Academic Demand</b> <i>Integrate Information Presented in Various Formats</i>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a topic web</i> to identify information presented in various formats, as text is read <i>in partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a topic web</i> to identify information presented in various formats, as text is read <i>in partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed topic web</i> to identify information presented in various formats, as text is read <i>in partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a topic web</i> to identify information presented in various formats, as text is read <i>in partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify information presented in various formats, as text is read <i>in partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a matrix</i> to identify information presented in various formats that develop a topic or issue	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a matrix</i> to identify information presented in various formats that develop a topic or issue	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed matrix</i> to identify information presented in various formats that develop a topic or issue	<b>Reading-Centered Activity:</b> Organize <i>information on a matrix, after teacher modeling</i> , to identify information presented in various formats that develop a topic or issue	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify information presented in various formats that develop a topic or issue
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 analyze how information presented in various formats helps develop an understanding of a topic or issue, 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 analyze how information presented in various formats helps develop an understanding of a topic or issue, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to analyze how information presented in various formats helps develop an understanding of a topic or issue, 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 analyze how information presented in various formats helps develop an understanding of a topic or issue, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to analyze how information presented in various formats helps develop an understanding of a topic or issue, 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 a cloze paragraph</i> that synthesizes information presented in various formats to develop an understanding of a topic or issue	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that synthesize information presented in various formats to develop an understanding of a topic or issue	<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 synthesizes information presented in various formats to develop an understanding of a topic or issue	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that synthesizes information presented in various formats to develop an understanding of a topic or issue	<b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that synthesizes information presented in various formats to develop an understanding of a topic or issue
		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>

**MCCRS (RI.6.7):** Integrate information presented in different media and formats (e.g., visually, quantitatively) and in words to develop a coherent understanding of a topic or issue.

**Grade Level Academic Demand**  
*Integrate Information Presented in Various Formats*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify the nouns and associated pronouns (e.g., latitude and longitude, both) that indicate the subject of the images and text.
- Identify quantitative information (e.g., both are measured in terms of the 360 degrees) that indicates facts.
- Identify phrases that introduce examples (e.g., this means).
- Use words and phrases to integrate information from the text and the diagram (e.g., both, different, similar, like, unlike, whereas)

**Example to Address the Linguistic Demands**

**Text Excerpt**

**Latitude and longitude** are imaginary (unreal) lines drawn on maps to easily locate places on the Earth. **Latitude** is distance north or south of the equator (an imaginary circle around the Earth halfway between the North Pole and the South Pole) and **longitude** is distance east or west of the prime meridian (an imaginary line running from north to south through Greenwich, England). **Both** are measured in terms of the *360 degrees* (symbolized by °) of a circle.

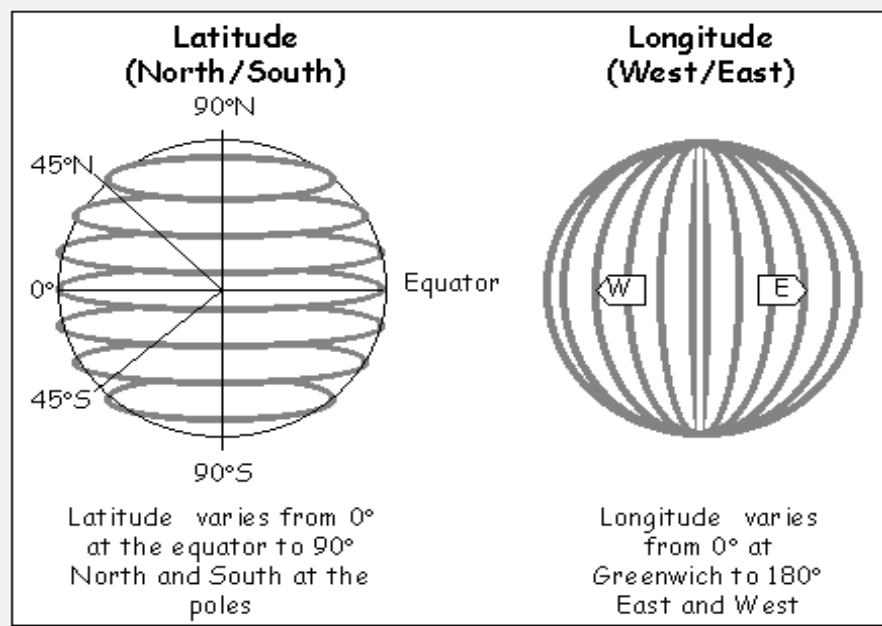
**Longitude** is measured in degrees east or west of the prime meridian. This means one half of the world is measured in degrees of east longitude, up to 180°, and the other half in degrees of west longitude, up to 180°. See the diagrams below to understand **latitudes and longitudes** better.

**Teacher Directions**

In a small group or whole class setting, analyze how to integrate information presented in different media and formats:

- Identify the nouns and associated pronouns (**bold**) (e.g., **latitude and longitude, both**) in the text.
- Identify quantitative information (*italics*) (e.g., *360 degrees*) that indicates facts.
- Identify phrases that introduce examples (underline) (e.g., this means).
- Use words and phrases to integrate information from the text and the diagram (e.g., both, different, similar, like, unlike, whereas).





MAPSTATS for kids. Retrieved from

<p><b>Common Core Anchor Standard (RI.8):</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence.</p>		<p><b>Main Academic Demand</b> <i>Evaluate Author’s Claims and Supporting Evidence</i></p>				
<p><b>MCCRS (RI.6.8):</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>		<p><b>Grade Level Academic Demand</b> <i>Identify and Evaluate Whether Author’s Claims Are Supported by Evidence</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a flow chart</i> to identify and trace the argument and claims in a text, as text is read <i>in partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a flow chart</i> to identify and trace the argument and claims in a text, as text is read <i>in partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed flow chart</i> to identify and trace the argument and claims in a text, as text is read <i>in partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a flow chart</i> to identify and trace the argument and claims in a text, as text is read <i>in 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 and trace the argument and claims in a text, as text is read <i>in partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a matrix</i> to distinguish supported claims from unsupported claims</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a matrix</i> to distinguish supported claims from unsupported claims</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed matrix</i> to distinguish supported claims from unsupported claims</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a matrix, after teacher modeling,</i> to distinguish supported claims from unsupported claims</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently,</i> to distinguish supported claims from unsupported claims</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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 whether or not an author's claims are supported by reasons and evidence, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 whether or not an author's claims are supported by reasons and evidence, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to evaluate whether or not an author's claims are supported by reasons and evidence, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to evaluate whether or not an author's claims are supported by reasons and evidence, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to evaluate whether or not an author's claims are supported by reasons and evidence, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that evaluate whether or not an author's claims are supported by reasons and evidence</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that evaluate whether or not an author's claims are supported by reasons and evidence</p>	<p><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 evaluates whether or not an author's claims are supported by reasons and evidence</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that evaluates whether or not an author's claims are supported by reasons and evidence</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently</i>, to develop a <i>multiple paragraph essay</i> that evaluates whether or not an author's claims are supported by reasons and evidence</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (RI.6.8):** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

**Grade Level Academic Demand**  
*Identify and Evaluate Whether Author’s Claims Are Supported by Evidence*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify/use transitional words and phrases (e.g., but, as a result) to trace the author’s argument.
- Use words and phrases to identify the evidence (facts and numbers).
- Use words and phrases to evaluate claims (interpretations) that are supported and unsupported by reasons and evidence (e.g., This claim is supported/not supported by the fact that\_\_\_\_; the reasons provided support/don’t support the following claims\_\_\_\_).

**Example to Address the Linguistic Demands**

**Text Excerpt**

It was a U.N. Secretary General who once said: “constant attention by a good nurse may be just as important as a major operation by a surgeon.” **But** attention from a nurse is getting harder to come by . . . part of the health care mess that is not getting as quite much attention as the battle over health insurance. **As a result**, *America is running 100-thousand nurses short and according to experts; this is a situation that is set to get a lot worse . . . a situation that affects your chances of getting out of the hospital alive.* Come with me inside a busy hospital and watch nursing problems and how some nursing solutions play out.

*Nurses needed.* (2008, October 24). Produced by Bill Gentile for NOW on PBS. Transcript retrieved from [www.pbs.org/now/shows/442/transcript.html](http://www.pbs.org/now/shows/442/transcript.html)

**Teacher Directions**

In a small group or whole class setting, trace and evaluate the argument and claims, distinguishing supported from unsupported claims:

- Identify/use transitional words and phrases (**bold**) (e.g., **but, as a result**) to trace the author’s argument.
- Use words and phrases to identify the evidence (facts and numbers; *italics*) (e.g., *America is running 100-thousand nurses short; according to experts, this is a situation that is set to get a lot worse*).
- Use words and phrases to evaluate claims (interpretations) that are supported and unsupported by reasons and evidence (e.g., This claim is supported/not supported by the fact that\_\_\_\_; the reasons provided support/don’t support the following claims\_\_\_\_).

<p><b>Common Core Anchor Standard (RI.9):</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		<p><b>Main Academic Demand</b> <i>Compare and Contrast Similar Texts and Subjects</i></p>				
<p><b>MCCRS (RI.6.9):</b> Compare and contrast one author’s presentation of events with that of another’s (e.g., a memoir written by and a biography on the same person). a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.</p>		<p><b>Grade Level Academic Demand</b> <i>Compare and Contrast Two Authors’ Presentations of Events</i></p>				
<p><b>WIDA Levels of Language Development</b></p>	<p><b>Entering (Level 1)</b></p>	<p><b>Emerging (Level 2)</b></p>	<p><b>Developing (Level 3)</b></p>	<p><b>Expanding (Levels 4-5)</b></p>	<p><b>Bridging (Proficient)</b></p>	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a T-chart</i> that compares two versions of events to identify similarities and differences between two authors’ presentations, as the texts are 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 T-chart</i> that compares two versions of events to identify similarities and differences between two authors’ presentations, as the texts are 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 T-chart</i> that compares two versions of events to identify similarities and differences between two authors’ presentations, as the texts are 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 T-chart</i> that compares two versions of events to identify similarities and differences between two authors’ presentations, as the texts are read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information, when taking notes independently</i>, to identify similarities and differences between two authors’ presentations, as the texts are 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 on a Venn diagram</i> to compare and contrast two authors’ presentations of events</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a Venn diagram</i> to compare and contrast two authors’ presentations of events</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed Venn diagram</i> to compare and contrast two authors’ presentations of events</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a Venn diagram</i> to compare and contrast two authors’ presentations of events</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to compare and contrast two authors’ presentations of events</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 diagrams to complete sentence starters</i> that distinguish similarities and differences between two authors' presentations of the same topic, 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 diagrams to complete sentence starters</i> that distinguish similarities and differences between two authors' presentations of the same topic, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed diagrams</i> to participate in discourse that distinguishes similarities and differences between two authors' presentations of the same topic, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed diagrams</i> to participate in discourse that distinguishes similarities and differences between two authors' presentations of the same topic, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of texts, independently</i> , to lead discourse that distinguishes similarities and differences between two authors' presentations of the same topic, 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 compare and contrast two authors' presentations using experience and knowledge of language and logic	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that compare and contrast two authors' presentations using experience and knowledge of language and logic	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that compares and contrasts two authors' presentations using experience and knowledge of language and logic	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that compares and contrasts two authors' presentations using experience and knowledge of language and logic	<b>Writing-Centered Activity:</b> Use <i>knowledge of texts, independently, to develop a multiple paragraph essay</i> that compares and contrasts two authors' presentations using experience and knowledge of language and logic
		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> .

**MCCRS (RI.6.9):** Compare and contrast one author’s presentation of events with that of another’s (e.g., a memoir written by and a biography on the same person).  
 a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.

**Grade Level Academic Demand**  
*Compare and Contrast Two Authors’ Presentations of Events*

**Linguistic Demands:** The following examples are in English but may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach the standards in their new and/or home language.

- Use words and phrases (e.g., like, same, both, although, however) to compare and contrast a biography and a memoir on the same person.
- Use sentence structures to compare and contrast the biography and the memoir (e.g., The biography presents \_\_\_ but the memoir shows \_\_\_; both texts present \_\_\_, however, the memoir emphasizes \_\_\_).

**Example to Address the Linguistic Demands**

**Text Excerpts**

Text 1  
 The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent of errands, I always took my book with me, and by going one part of my errand quickly, I found time to get a lesson before my return. I used also to carry bread with me, enough of which was always in the house, and to which I was always welcome; for I was much better off in this regard than many of the poor white children in our neighborhood.

Text 2  
 Frederick took a ship to Baltimore. He was about to experience a lot more than just the plantation where he was raised, which seemed to be the world to him up until now. After a few days of sailing, they finally reached Baltimore. When he got to his new master’s home, the Aulds greeted him at the door. Soon they all knew each other well.

Mrs. Auld started to teach six-year-old Frederick and her own son the ABC’s. Frederick learned the ABC’s after one day. The next day Mr. Auld came into the room upset because Mrs. Auld taught a slave to read. Frederick never got any other lessons from Mrs. Auld. Slave owners didn’t want their slaves to read because they feared that if they did learn, they would be able to write a free pass and escape to freedom.

**Teacher Directions**

- Analyze in small group/whole class settings how to analyze the author’s memoir with a biography:
- Use words and phrases (e.g., like, same, both, although, however) to compare and contrast a biography and a memoir on the same person.
  - Use sentence structures to compare and contrast the biography and the memoir (e.g., The biography presents \_\_\_ but the memoir shows \_\_\_; both texts present \_\_\_, however, the memoir emphasizes \_\_\_).

Text 1

Douglass, F. (1845). *Narrative of the life of Frederick Douglass an American slave, written by himself*. Boston: Anti-Slavery Office. (From Appendix B, CCSS, pp. 90–91.)

Text 2

Oracle ThinkQuest online library. Frederick Douglass. In *Free at last: The Civil Rights*



<p><b>Common Core Anchor Standard (RI.10):</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>		<p>MAIN ACADEMIC DEMAND <i>Build Comprehension of Grade Level Texts</i></p>			
<p><b>MCCRS Standard 10:</b>  <b>Grade 6</b>— By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  <b>Grade 7</b>— By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  <b>Grade 8</b>— By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>					
<p>WIDA Levels of Language Development</p>	<p><b>Entering (Level 1)</b></p>	<p><b>Emerging (Level 2)</b></p>	<p><b>Developing (Level 3)</b></p>	<p><b>Expanding (Levels 4-5)</b></p>	<p><b>Bridging (Proficient)</b></p>
<p><b>When acquiring a new language, using <u>grade level</u> texts and appropriate supports, students are able to:</b></p>					
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p>Comprehend <i>at least one</i> high interest, grade-appropriate text when teacher has built background knowledge, pre-taught vocabulary, provided a context for the text, and read aloud in class <i>in the new and/or home language.</i></p>	<p>Comprehend <i>two or more</i> high interest, grade-appropriate texts when teacher has built background knowledge, provided pre-identified words and phrases, provided a context for the text, and read the text aloud in class <i>in the new and/or home language.</i></p>	<p>Comprehend <i>multiple</i> high-interest, grade-appropriate texts when teacher has built background knowledge, provided a bank of phrases and sentences, and provided a context for the text <i>in the new and, occasionally, in the home language.</i></p>	<p>Comprehend <i>multiple</i> grade or above grade-level texts when teacher has provided a glossary of new vocabulary, and provided a context for the text <i>in the new language.</i></p>
		<p>Comprehend <i>multiple</i> grade or above grade-level texts when teacher has glossed new vocabulary <i>in the new language.</i></p>			

## **MCCRS Reading for Information Standard 10:**

**Grade 6**— By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Grade 7**— By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Grade 8**— By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

**Building Background Knowledge:** Background knowledge (or prior knowledge) is a frame of reference that encompasses the information and concepts

that the learner brings to the learning task. Background knowledge reflects the learner’s prior experiences and both formal and informal learning. It provides the foundation for approaching, processing, interpreting, and retaining new learning, and is indispensable to the learner’s making sense and understanding how the world works. When children are reading nonfiction they need to have some background knowledge in order to understand the text. The more a student knows about a topic, the more difficult the texts a student can approach. Students' background knowledge, including developmental, experiential, and cognitive factors, influences their ability to understand the explicit and inferential qualities of a text.

The following are some strategies to build background knowledge:

- Developing background knowledge in the middle school years can be achieved by reviewing or introducing concepts that form the baseline for understanding more complex ones. Conversations around topics that the student knows little about can be supported by carefully selected short video clips and illustrations that are connected to the background knowledge and content need to enrich reading comprehension.
- Background knowledge can be enriched by providing students with texts they can read independently that match their reading level and that are aligned with the grade-level text/topic being developed in class.
- Students who are developing a new language and can read and comprehend grade level text in their home language can build background knowledge by independently reading higher level text aligned with the text/topic being developed in class.
- Pairing fiction and nonfiction books that address the same topic.

**Note:** Text structures and oral language development also play an important role in building a student’s ability to comprehend grade appropriate texts. *See* RI Standards 5, 6 and 7 for standards that target text structures and Standards 1 and 2, which addresses comprehension strategies. Also, in order to engage in grade appropriate texts students must have mastered the phonemic and phonological characteristics of the new language as well as fluency. *See* Foundations of Reading, which address these skills development.

**Examples of Text to Build Background Knowledge in Informational Text:** The following books develop and expand knowledge of the human body. The sequence from K to 5th grade is recommended in the Common Core State Standards (p.33).

**Sample English Texts for Developing Knowledge and Language**

1 <sup>st</sup> Grade	2 <sup>nd</sup> and 3 <sup>rd</sup> Grade	4 <sup>th</sup> and 5 <sup>th</sup> Grade	6 <sup>th</sup> to 8 <sup>th</sup> Grade
<p><u>Introduction to the systems of the human body and associated body parts</u></p> <ul style="list-style-type: none"> <li>• <i>Under Your Skin: Your Amazing Body</i> by Manning (2007)</li> <li>• <i>Me and My Amazing Body</i> by Sweeney (1999)</li> <li>• <i>The Human Body</i> by Gallimard</li> </ul>	<p><u>The digestive and excretory systems</u></p> <ul style="list-style-type: none"> <li>• <i>What Happens to a Hamburger</i> by Paul Showers (1985)</li> <li>• <i>The Digestive System</i> by Christine Taylor-Butler (2008)</li> <li>• <i>The Digestive System</i> by Rebecca L. Johnson (2006)</li> </ul>	<p><u>The Respiratory system</u></p> <ul style="list-style-type: none"> <li>• <i>The Lungs</i> by Seymour Simon (2007)</li> <li>• <i>The Respiratory System</i> by Susan Glass (2004)</li> <li>• <i>The Respiratory System</i> by Kristin Petrie (2007)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Middle Grade Science. Human Body Systems. Student Edition</i> (2006)</li> <li>• <i>Middle School Healthy Hearts in the Zone. A Heart rate Monitoring Program for Lifelong Fitness</i> by Swain and Edwards (2008)</li> <li>• <i>The Muscular and Skeletal Systems.</i></li> </ul>

<p>Jeunesse (2007)</p> <ul style="list-style-type: none"> <li>• <i>The Busy Body Book</i> by Lizzy Rockwell (2008)</li> <li>• <i>First Encyclopedia of the Human Body</i> by Chandler (2004)</li> </ul> <p><u>Taking care of your body: Germs, diseases, and preventing illness</u></p> <ul style="list-style-type: none"> <li>• <i>Germs Make Me Sick</i> by Marilyn Berger (1995)</li> <li>• <i>Tiny Life on Your Body</i> by Christine Taylor-Butler (2005)</li> <li>• <i>Germ Stories</i> by Arthur Kornberg (2007)</li> <li>• <i>All About Scabs</i> by Genichiro Yagu (1998)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Digestive System</i> by Kristin Petrie (2007)</li> </ul> <p><u>Taking care of your body: Healthy eating and nutrition</u></p> <ul style="list-style-type: none"> <li>• <i>Good Enough to Eat</i> by Lizzy Rockwell (1999)</li> <li>• <i>Showdown at the Food Pyramid</i> by Rex Barron (2004)</li> </ul> <p><u>Muscular, skeletal, and nervous systems</u></p> <ul style="list-style-type: none"> <li>• <i>The Mighty Muscular and Skeletal Systems</i> Crabtree Publishing (2009)</li> <li>• <i>Muscles</i> by Seymour Simon (1998)</li> <li>• <i>Bones</i> by Seymour Simon (1998)</li> <li>• <i>The Astounding Nervous System</i> Crabtree Publishing (2009)</li> <li>• <i>The Nervous System</i> by Joelle Riley (2004)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Remarkable Respiratory System</i> by John Burstein (2009)</li> </ul>	<p>Creative Media Applications (2007)</p>
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**Spanish Texts for Accessing Home Language Supports**

1 <sup>st</sup> Grade	2 <sup>nd</sup> and 3 <sup>rd</sup> Grade	4 <sup>th</sup> and 5 <sup>th</sup> Grade	6 <sup>th</sup> to 8 <sup>th</sup> Grade
<p><u>Introducción a los sentidos</u></p> <ul style="list-style-type: none"> <li>• <i>Mis cinco sentidos</i> por Alikí (2000)</li> <li>• <i>La vista</i> por María Rius (1993)</li> <li>• <i>El oído</i> por María Rius (1993)</li> <li>• <i>El olfato</i> por María Rius (1993)</li> <li>• <i>El tacto</i> por María Rius (1993)</li> <li>• <i>El gusto</i> por María Rius (1993)</li> </ul> <p><u>Cuidando tu cuerpo: Nutrición y cuidado del mismo</u></p> <ul style="list-style-type: none"> <li>• <i>Vamos a comer/Let's Eat</i> por Alan Benjamin y Hideo Shiroani (1992)</li> <li>• <i>Fruits and Vegetables/Frutas y Vegetales</i> por Gladys Rosa Mendoza y Linda Holtz (2002)</li> <li>• <i>Mi primera visita al dentista</i>.Equipo Todolibro (2010)</li> <li>• <i>Mi Cuerpo</i> por Gladys Rosa Mendoza y Chess Butler (2002)</li> </ul>	<p><u>Introducción a los sistemas del cuerpo humano</u></p> <ul style="list-style-type: none"> <li>• <i>El autobús mágico en el cuerpo humano</i> por Joanna Cole y Bruce Degan (1994)</li> <li>• <i>El Cuerpo Humano</i> por Richard Ferguson y Peter Hall</li> <li>• <i>El Cuerpo Humano</i> por Andrew Haslam (2011)</li> </ul> <p><u>Cuidando tu cuerpo: Gérmenes y prevención de enfermedades</u></p> <ul style="list-style-type: none"> <li>• <i>Germes are not for sharing/Los gérmenes no son para compartir</i> por Elizabeth Verdick y Marieka Henlen (2011)</li> <li>• <i>Matar a los gérmenes</i> por Melanie Mitchell (2005)</li> </ul>	<p><u>El Cuerpo Humano y el sistema respiratorio</u></p> <ul style="list-style-type: none"> <li>• <i>El aparato respiratorio</i> por Judith Jango Cohen (2006)</li> <li>• <i>El sistema respiratorio ¿Por qué me quedo sin aliento?</i> por Sue Barraclough (2006)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>El Cuerpo Humano</i>. Steve Parker (2004)</li> <li>• <i>Al Descubierto: Cuerpo Humano</i> por Luann Colombo (2003)</li> <li>• <i>El Cuerpo Humano</i> por Linda Calabresi (2008)</li> <li>• <i>Cuido mi cuerpo / I take care of my body</i> por Verónica Podesta (2007)</li> </ul>

### Chinese Texts for Home Language Supports

- Note:** In general, non-fiction books in Chinese are comprehensive and are not available by sub-topic (e.g. the respiratory system or the digestive system exclusively) presented in the grade sequence as in the books presented for English and Spanish samples. Below are sample texts about the human body that are inclusive of sub-topics.

1 <sup>st</sup> Grade	2 <sup>nd</sup> and 3 <sup>rd</sup> Grade	4 <sup>th</sup> and 5 <sup>th</sup> Grade	6 <sup>th</sup> to 8 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>人體神秘遊：魔法校車[The Magic School Bus Inside the Human Body, 10th Anniversary edition] by Joanna Cole and Bruce Degen (2012)</li> <li>人體好好玩[The Way We Work: Getting to Know the Amazing Human Body] by David Macaulay (2009)</li> <li>驚奇立體酷百科：揭開人體的奧秘 [The Amazing Life-like encyclopedia: uncovering the mystery of the human body] by Jack Guichard, (2013)</li> </ul>	<ul style="list-style-type: none"> <li>人體的一天：參觀你的身體每天24小時的工作實況 [A Day in the Life of your Body: An Around the Clock Guide to how your body works] by Beverly McMillan, translated by Lín Jiéyíng (2012)</li> <li>驚奇人體[The Surprises of the Human Body] by Zhu Jiaxing (2013)</li> <li>十萬個為什麼：身體奧秘 [10,000 Whys: The mystery of the body] by Wáng Yǒnghuì (2014)</li> </ul>	<ul style="list-style-type: none"> <li>人體與生活：新版兒童十萬個為什麼 [The human body and life: A new book of 10,000 whys] edited by the Windmill group (2013)</li> <li>奇妙的身體：不一樣的人體百科 [The Wonderful Body: Every body is different encyclopedia] by The Institute of the Human Body, translated by Lin Meihui (2013)</li> <li>人體結構圖解事典[The illustrated encyclopedia of human anatomy] by Yuán nèi yì hēng (2009)</li> </ul>	<ul style="list-style-type: none"> <li>人體解碼[Decoding the human body] by Cūī Dáxiù (2006)</li> <li>人體學習大百科[Learn About the Human Body Encyclopedia] by Qiǎnyě Wǔláng (2004)</li> <li>3D人體解剖圖[3D human anatomy] by sakai tatuo (2013)</li> </ul>

#### Multilingual book distributors (in alphabetical order):

**Attanasio Publishers** ([www.attanasio-edu.com](http://www.attanasio-edu.com))

**Hexagramm**

(<http://hexagrammbooks.com>)

**Lectorum** (<http://www.librerialectorum.com>)

**Rosen Publishers** (<http://www.rosenpublishing.com>)

**Scholastic** (<http://www.scholastic.com/aboutscholastic/espanol.htm>)

#### Useful websites for books in Arabic and Haitian Creole:

**Arabic** (<http://www.alkitab.com>)

**Haitian Creole** (<http://www.haitianbookcentre.com>)

Unite for Literacy (<http://uniteforliteracy.com>) is a website that presents nonfiction books written in English but read in 15 different languages.

<p><b>Common Core Anchor Standard (SL.1):</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p><b>Main Academic Demand</b> <i>Prepare and Participate in Conversations, Expressing Their Points of View Clearly and Persuasively</i></p>
<p><b>MCCRS (SL.6.1):</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grade 6 topics, texts and issues</i>, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion; b. Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed; c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion; d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing; e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.</p>	<p><b>Grade Level Academic Demand</b> <i>Participate in Collaborative Conversations Follow Rules for Discussions Respond to Specific Questions with Elaboration and Detail</i></p>

WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 discussion-reflection guide</i> to identify and reflect on key ideas, as students participate in collaborative discussions 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 discussion-reflection guide</i> to identify and reflect on key ideas, as students participate in collaborative discussions in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed discussion-reflection guide</i> to identify and reflect on key ideas, as students participate in collaborative discussions in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a discussion-reflection guide</i> to identify and reflect on key ideas, as students participate in collaborative discussions 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 and reflect on key ideas, as students participate in collaborative discussions in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a discussion web</i> to identify evidence on the topic, text or issue to use in discussions</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a discussion web</i> to identify evidence on the topic, text or issue to use in discussions</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed discussion web</i> to identify evidence on the topic, text or issue to use in discussions</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a discussion web, after teacher modeling</i>, to identify evidence on the topic, text or issue to use in discussions</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify evidence on the topic, text or issue to use in discussions</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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to complete sentence starters that pose and respond to questions and require elaboration and detail, within rules established for collegial discussion, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to complete sentence starters that pose and respond to questions and require elaboration and detail, within rules established for collegial discussion, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to pose and respond to questions and require elaboration and detail, within rules established for collegial discussion, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to pose and respond to questions and require elaboration and detail, within rules established for collegial discussion, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic, text or issue, independently</i>, to pose and respond to questions and require elaboration and detail, within rules established for collegial discussion, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to complete a cloze paragraph that synthesizes the information presented and demonstrates an understanding of multiple perspectives through reflection and paraphrasing</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to write two or more paragraphs that synthesize the information presented and demonstrate an understanding of multiple perspectives through reflection and paraphrasing</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to develop a short essay that synthesizes the information presented and demonstrates an understanding of multiple perspectives through reflection and paraphrasing</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to develop an essay that synthesizes the information presented and demonstrates an understanding of multiple perspectives through reflection and paraphrasing</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, text or issue, independently</i>, to develop a multiple paragraph essay that synthesizes the information presented and demonstrates an understanding of multiple perspectives through reflection and paraphrasing</p>
		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> .

**MCCRS (SL.6.1):** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on *grade 6 topics, texts and issues*, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion; b. Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed; c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion; d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing; e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.

**Grade Level Academic Demand**  
*Participate in Collaborative Conversations*  
*Follow Rules for Discussions*  
*Respond to Specific Questions with Elaboration and Detail*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases to contribute to conversations (e.g., I want to add \_\_\_\_\_; I think that \_\_\_\_\_).
- Use questions forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?).
- Use words and phrases that express an opinion (e.g., I disagree/agree).
- Use question forms to clarify information (Can you repeat that? What did you mean when you said \_\_\_\_\_?).
- Use words and phrases to explain (What I mean is \_\_\_\_\_; What you are saying is \_\_\_\_\_).
- Use words and phrases to review key ideas (e.g., The main points I heard were \_\_\_\_\_).
- Use sentence structures that facilitate drawing conclusions based on the discussions (e.g., Before I thought \_\_\_but now I think \_\_\_\_\_; This makes me realize that \_\_\_\_\_).
- Use introductory phrases to facilitate reflection and paraphrasing (e.g., The author thinks that \_\_\_\_\_ but you/I think that \_\_\_\_\_; This is different because \_\_\_\_\_).

**Example to Address the Linguistic Demands**

Text Excerpt	Teacher Directions
<p>Sample texts appropriate for 6th grade students can be found in the Reading for Information and Reading Literature standards.</p>	<p>Conversations have many names—literature circles, book clubs, reading response groups, literature discussion groups and so on. Students come together to talk about a text they have read (or have had read to them) to question the text as they examine it from different points of view.</p> <p>Some ways to encourage students to share their thinking:</p> <ul style="list-style-type: none"> <li>• Invite elaboration of an idea (e.g., I want to add _____; I think that _____; Uh-huh. Tell us more about _____).</li> <li>• Ask for clarification (e.g., Can you repeat that? What did you mean when you said _____? I don’t understand the part where you said _____; I’m not sure I understand. Is there another way you can explain that?).</li> <li>• Encourage new points of view (e.g., The main points I heard were _____; Mm-hmmm, so what does everyone else think? Before I thought _____but now I think _____; This makes me realize that _____).</li> <li>• Invite new voices to enter the conversation (e.g., That’s interesting. I’m wondering if anyone else has an idea to share?).</li> <li>• Use introductory phrases to facilitate reflection and paraphrasing (e.g., The author thinks that _____ but you/I think that _____; This is different because _____).</li> </ul>



<b>Common Core Anchor Standard (SL.2):</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.		<b>Main Academic Demand</b> <i>Compare/Contrast and Evaluate the Credibility of Information Presented in Various Formats</i>				
<b>MCCRS (SL.6.2):</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text or issue under study. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.		<b>Grade Level Academic Demand</b> <i>Interpret Information Presented in Diverse Media and Explain How It Contributes to a Topic</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a what's-the-big-idea graphic organizer</i> to identify and interpret important information presented in diverse media and formats, as the material is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a what's-the-big-idea graphic organizer</i> to identify important information presented in diverse media and formats, as the material is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed what's-the-big-idea graphic organizer</i> to identify important information presented in diverse media and formats, as the material is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a what's-the-big-idea graphic organizer</i> to identify important information presented in diverse media and formats, as the material is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information, when taking notes independently</i> , to identify important information presented in diverse media and formats, as the material is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a double entry journal</i> to explain how information presented in diverse media contributes to a topic	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a double entry journal</i> to explain how information presented in diverse media contributes to a topic	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed double entry journal</i> to explain how information presented in diverse media contributes to a topic	<b>Reading-Centered Activity:</b> Organize <i>information on a double entry journal, after teacher modeling</i> , to explain how information presented in diverse media contributes to a topic	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to explain how information presented in diverse media contributes to a topic
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<p><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 address problems creatively and by integrating information presented in diverse media with students' prior knowledge and experience, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 address problems creatively by integrating information presented in diverse media with students' prior knowledge and experience, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to address problems creatively by integrating information presented in diverse media with students' prior knowledge and experience, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to address problems creatively by integrating information presented in diverse media with students' prior knowledge and experience, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic, independently</i>, to address problems creatively by integrating information presented in diverse media with students' prior knowledge and experience, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that explain how information presented in diverse media and formats contributes to a topic</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that explain how information presented in diverse media and formats contributes to a topic</p>	<p><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 explains how information presented in diverse media and formats contributes to a topic</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that explains how information presented in diverse media and formats contributes to a topic</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, independently, to develop a multiple paragraph essay</i> that explains how information presented in diverse media and formats contributes to a topic</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (SL.6.2):** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text or issue under study.  
a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.

**GradeLevel Academic Demand**  
*Interpret Information Presented in Diverse Media  
and Explain How It Contributes to a Topic*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in their new and/or home language.

- Use sequencing and chronological markers (e.g., then, after that, in the beginning, in the end) to present a topic.
- Use compare and contrast words and phrases (e.g., like, unlike, whereas, similar, on the one hand, on the other hand) to present relational information.
- Use cause and effect words (e.g., because, since, so, the consequence was, the reason was) to present information.
- Use signal words (e.g., however, but, nonetheless, even though) to convey a change of direction.
- Use introductory words and phrases (e.g., in fact, an example, in other words) to cite examples.

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires interpreting information presented in diverse media and formats. For examples of text excerpts, please consult Reading for Information and Reading Literature standard 2 for 6th grade.

<b>Common Core Anchor Standard (SL.3):</b> Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric.		<b>Main Academic Demand</b> <i>Evaluate a Speaker’s Point of View</i>				
<b>MCCRS (SL.6.3):</b> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		<b>Grade Level Academic Demand</b> <i>Delineate the Speaker’s Claims That Are Supported by Evidence from Those That Are Not</i>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a semantic web</i> , to identify a speaker’s claims, as text is read aloud in class or in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a semantic web</i> , to identify a speaker’s claims, as text is read aloud in class or in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a partially completed semantic web</i> , to identify a speaker’s claims, as text is read aloud in class or in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a semantic web</i> , to identify a speaker’s claims, as text is read aloud in class or in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information, independently, in a note-taking guide</i> , to identify a speaker’s claims, as text is read aloud in class or in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on an evaluating-an-argument graphic organizer</i> , to assess the validity of an argument, when reading information presented by a speaker	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on an evaluating-an-argument graphic organizer</i> , to assess the validity of an argument, when reading information presented by a speaker	<b>Reading-Centered Activity:</b> Organize <i>information on a partially completed evaluating-an-argument graphic organizer</i> , to assess the validity of an argument, when reading information presented by a speaker	<b>Reading-Centered Activity:</b> Organize <i>information on an evaluating-an-argument graphic organizer</i> , to assess the validity of an argument, when reading information presented by a speaker	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide</i> , independently, to assess the validity of an argument, when reading information presented by a speaker
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 explain the reasons for the evidence employed to support an argument, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 explain the reasons for the evidence employed to support an argument, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to participate in discourse that explains the reasons for the evidence employed to support an argument, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to initiate discourse that explains the reasons for the evidence employed to support an argument, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic, text or issue</i> to lead discourse, independently, explaining the reasons for the evidence employed to support an argument, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete a cloze paragraph</i> that delineates a speaker's argument, distinguishing claims that are supported by evidence from claims that are not</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that delineate a speaker's argument, distinguishing claims that are supported by evidence from claims that are not</p>	<p><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 delineates a speaker's argument, distinguishing claims that are supported by evidence from claims that are not</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher provided models to develop an essay</i> that delineates a speaker's argument, distinguishing claims that are supported by evidence from claims that are not</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, text or issue to develop a multiple paragraph essay, independently</i>, that delineates a speaker's argument, distinguishing claims that are supported by evidence from claims that are not</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (SL.6.3):** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**Grade Level Academic Demand**  
*Delineate the Speaker’s Claims That Are Supported by Evidence from Those That Are Not*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases that introduce reasons and evidence (facts, quotations) (e.g., the evidence suggests; the facts are; [name of author] states that).
- Use words and phrases that introduce claims (an interpretation of the data) (e.g., this means that; a possible interpretation is; the author thinks).
- Use words and phrases that introduce how claims and evidence support each other (e.g., however; even though; I think that the claims and the evidence are; a compelling argument is; while the speaker says\_\_\_\_the evidence suggests\_\_\_\_\_).

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires delineating a speaker’s argument. Sample text excerpts can be found in the Reading for Information and Reading Literature standard 3 for 6th grade.

<b>Common Core Anchor Standard (SL.4):</b> Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.		<b>Main Academic Demand</b> <i>Present Information Appropriate to Task, Purpose and Audience, with Coherent Reasoning and Evidence</i>				
<b>MCCRS (SL.6.4):</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.		<b>Grade Level Academic Demand</b> <i>Present Claims and Findings, Sequencing Ideas Logically and Using Descriptions, Facts and Details to Support Main Ideas or Themes</i>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize pretaught words on a chain-of-ideas graphic organizer to identify the sequence of ideas, as a teacher reads aloud in partnership and/or teacher-led small groups	<b>Listening-Centered Activity:</b> Organize preidentified words and phrases on a chain-of-ideas graphic organizer to identify the sequence of ideas, as a teacher reads aloud in partnership and/or small groups	<b>Listening-Centered Activity:</b> Organize a bank of phrases and short sentences on a chain-of-ideas graphic organizer to identify the sequence of ideas, as a teacher reads aloud in partnership, small group and/or whole class settings	<b>Listening-Centered Activity:</b> Organize information, using a glossary, on a chain-of-ideas graphic organizer to identify the sequence of ideas, as a teacher reads aloud in partnership, small group and/or whole class settings	<b>Listening-Centered Activity:</b> Organize information independently in a note-taking guide or take notes independently to identify the sequence of ideas, as a teacher reads aloud in partnership, small group and/or whole class settings
		<b>Reading-Centered Activity:</b> Organize pretaught words on a main-idea-and-key-details graphic organizer to identify pertinent descriptions, facts and details	<b>Reading-Centered Activity:</b> Organize preidentified words and phrases on a main-idea-and-key-details graphic organizer to identify pertinent descriptions, facts and details	<b>Reading-Centered Activity:</b> Organize a bank of phrases and short sentences on a main-idea-and-key-details graphic organizer to identify pertinent descriptions, facts and details	<b>Reading-Centered Activity:</b> Organize information, using a glossary, on a main-idea-and-key-details graphic organizer to identify pertinent descriptions, facts and details	<b>Reading-Centered Activity:</b> Organize information independently in a note-taking guide or take notes independently to identify pertinent descriptions, facts and details
		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.

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Speaking-Centered Activity:</b> Use <i>pretaught words</i> and the <i>previously completed graphic organizers</i> to complete <i>sentence starters</i> that present logically sequenced ideas with pertinent descriptions, facts and details, 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</i> to complete <i>sentence starters</i> that present logically sequenced ideas with pertinent descriptions, facts and details, in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and a <i>discussion guide</i> to present logically sequenced ideas with pertinent descriptions, facts and details, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>glossary</i> and a <i>discussion guide</i> to present logically sequenced ideas with pertinent descriptions, facts and details, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>self-created discussion guide</i> to <i>independently</i> present logically sequenced ideas with pertinent descriptions, facts and details, in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words</i> to complete <i>cloze paragraphs</i> that present claims and findings logically and sequentially with pertinent descriptions, facts and details	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to complete <i>cloze paragraphs</i> that present claims and findings logically and sequentially with pertinent descriptions, facts and details	<b>Writing-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers</i> to write a <i>short essay</i> that presents claims and findings logically and sequentially with pertinent descriptions, facts and details	<b>Writing-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to write an <i>essay</i> that presents claims and findings logically and sequentially with pertinent descriptions, facts and details	<b>Writing-Centered Activity:</b> Use the <i>previously developed notes</i> to <i>independently</i> write an <i>essay</i> that presents claims and findings logically and sequentially with pertinent descriptions, facts and details
		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>



**MCCRS (SL.6.4):** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.

**Grade Level Academic Demand**  
*Present Claims and Findings, Sequencing Ideas Logically and Using Descriptions, Facts and Details to Support Main Ideas or Themes*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify claims (interpretations; e.g., you probably know all that) and findings (facts; e.g., the first person to be known as an ethologist was an Austrian, Konrad Lorenz).
- Use nouns and associated pronouns (e.g., Konrad Lorenz/he) to refer to the subject.
- Use transitional words and phrases (e.g., in fact).

### Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>When I grew up I became an ethologist—a long word that simply means a scientist who studies animal behavior. Most people, <b>when they think of an animal, think of a creature with hair, such as a dog or a cat, a rabbit, a mouse, a horse or a cow.</b> In fact, <i>the word animal includes all living creatures except for plants. Jellyfish and insects, frogs and lizards, fish and birds,</i> are all animals just as cats and dogs are. But cats and dogs and horses are mammals, a special kind of animal. Humans are mammals too.</p> <p><b>You probably know all that. Children today know a lot more about these sort of things than most adults did when I was your age.</b> I remember having a huge argument with one of <u>my</u> aunts <i>when I tried to make her believe that a whale was a mammal, not a fish.</i> She wouldn't believe me and <u>I</u> cried. <u>I</u> was so frustrated.</p> <p><i>The first person to be known as an ethologist was an Austrian, <u>Konrad Lorenz.</u> He</i> is often called the Father of Ethology. [<i>He</i>] <i>is best known for his work with grayleg geese. He began raising and studying them in 1935. He</i> still sometimes observes them even now, though <u>he</u> is over eighty years old.</p> <p><i>Konrad Lorenz found that adult male and female <u>geese</u> are very faithful to each other. They</i> fall in love, marry, and stay together until one of <u>them</u> dies. The <u>one</u> who is left does not marry again. <b>If its</b> mother is still alive, <u>it</u> goes back to her.</p> <p>Goodall, J. (2002). <i>My life with the chimpanzees. The fascinating story of one of the world's most celebrated naturalists.</i> New York: Aladdin Paperbacks.</p>	<p>In a whole class or small group lesson, analyze how a text presents claims and findings:</p> <ul style="list-style-type: none"> <li>• Identify claims (interpretations) (<b>bold</b>) (e.g., <b>You probably know all that. Children today know a lot more about these sort of things than most adults did when I was your age</b>) and findings (facts) (<i>italics</i>) (e.g., <i>The first person to be known as an ethologist was an Austrian, Konrad Lorenz.</i>)</li> <li>• Use nouns and associated pronouns (<u>underline</u>) (e.g., <u>Konrad Lorenz/he</u>; I, <u>my</u>) to refer to the subject.</li> <li>• Use transitional words and phrases (<u>wavy underline</u>) (e.g., in fact, but).</li> </ul>

<b>Common Core Anchor Standard (SL.5):</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		<b>Main Academic Demand</b> <i>Make Strategic Use of Media and Visual Information to Enhance and Support Presentations</i>				
<b>MCCRS (SL.6.5):</b> Include multimedia components (e.g., graphics, images, music and sound) and visual displays in presentations to clarify information.		<b>Grade Level Academic Demand</b> <i>Include Multimedia Components and Visual Displays to Clarify Information</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Use <i>pretaught words and phrases</i> and an <i>annotated rubric</i> to evaluate the presenter’s development of key themes, as information is presented in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Use <i>preidentified words and phrases</i> and a <i>partially marked rubric</i> to evaluate the presenter’s development of key themes, as information is presented in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Use a <i>rubric</i> to evaluate the presenter’s development of key themes, as information is presented in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Use a <i>self-created rubric</i> to evaluate the presenter’s development of key themes, with prompting and support, as information is presented in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Use a <i>self-created rubric</i> to evaluate the presenter’s development of key themes, <i>independently</i> , as information is presented in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Use <i>pretaught words and phrases</i> and an <i>annotated rubric</i> to analyze how media are used effectively to clarify information, when reading	<b>Reading-Centered Activity:</b> Use <i>preidentified words and phrases</i> and a <i>partially marked rubric</i> to analyze how media are used effectively to clarify information, when reading	<b>Reading-Centered Activity:</b> Use a <i>rubric</i> to analyze how media are used effectively to clarify information, when reading	<b>Reading-Centered Activity:</b> Use a <i>self-created rubric, after teacher modeling</i> , to analyze how media are used effectively to clarify information, when reading	<b>Reading-Centered Activity:</b> Use a <i>self-created rubric, independently</i> , to analyze how media are used effectively to clarify information, when reading
		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> .

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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</i> to clarify information, when presenting a topic, with multimedia components, 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</i> to clarify information, when presenting a topic, with multimedia components, in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>short outline</i> to clarify information, when presenting a topic, with multimedia components, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>detailed outline</i> to clarify information, when presenting a topic, with multimedia components, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>self-created detailed outline, independently</i> , to clarify information, when presenting a topic, with multimedia components, in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to create a <i>short outline</i> that highlights theme development when preparing an oral presentation	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> to write <i>two or more paragraphs</i> that highlight theme development when preparing an oral presentation	<b>Writing-Centered Activity:</b> Use a <i>glossary</i> to create an <i>outline</i> that highlights theme development when preparing an oral presentation	<b>Writing-Centered Activity:</b> Use a <i>glossary</i> to create a <i>detailed outline</i> that highlights theme development when preparing an oral presentation	<b>Writing-Centered Activity:</b> Use <i>knowledge of a topic</i> to create a <i>detailed outline, independently</i> , that highlights theme development when preparing an oral presentation
		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>

**MCCRS (SL.6.5):** Include multimedia components (e.g., graphics, images, music and sound) and visual displays in presentations to clarify information.

**Grade Level Academic Demand**  
*Include Multimedia Components and Visual Displays  
to Clarify Information*

**Linguistic Demands:** This standard does not have a linguistic demand since it requires that students use digital and visual displays in their presentations.

<p><b>Common Core Anchor Standard (SL.6):</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>		<p><b>Main Academic Demand</b> <i>Adapt Speech to a Variety of Contexts, Demonstrating Command of Formal English</i></p>				
<p><b>MCCRS (SL.6.6):</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>		<p><b>Grade Level Academic Demand</b> <i>Adapt Speech to a Variety of Contexts and Tasks, Demonstrating Command of English When Appropriate</i></p>				
<p>WIDA Levels of Language Development</p>	<p><b>Entering (Level 1)</b></p>	<p><b>Emerging (Level 2)</b></p>	<p><b>Developing (Level 3)</b></p>	<p><b>Expanding (Levels 4-5)</b></p>	<p><b>Bridging (Proficient)</b></p>	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a T-chart</i> of formal and informal language to analyze speech, as students participate in collaborative discussions 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 T-chart</i> of formal and informal language to analyze speech, as students participate in collaborative discussions in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed T-chart</i> of formal and informal language to analyze speech, as students participate in collaborative discussions in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a T-chart</i> of formal and informal language to analyze speech, as students participate in collaborative discussions in <i>partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a matrix</i> that addresses differences in language use for various contexts, to analyze how speech can be adapted to different situations when reading text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a matrix</i> that addresses differences in language use for various contexts, to analyze how speech can be adapted to different situations when reading text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed matrix</i> that addresses differences in language use for various contexts, to analyze how speech can be adapted to different situations when reading text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a matrix</i> that addresses differences in language use for various contexts, to analyze how speech can be adapted to different situations when reading text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to analyze how speech can be adapted to different situations when reading text</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 inform about a topic using formal language, 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 inform about a topic using formal language, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to participate in discussions about a topic, using formal language, 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 initiate a discussion about a topic, using formal language, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic</i> to independently lead a discussion about it, using formal language, when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete a cloze paragraph</i> that informs about a specific topic, demonstrating command of formal language	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> to inform about a specific topic, demonstrating command of formal language	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that informs about a specific topic, demonstrating command of formal language	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that informs about a specific topic, demonstrating command of formal language	<b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, text or issue, independently, to develop a multiple paragraph essay</i> that informs about a specific topic, demonstrating command of formal language
		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> .

**MCCRS (SL.6.6):** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Grade Level Academic Demand**  
*Adapt Speech to a Variety of Contexts and Tasks,  
Demonstrating Command of English When  
Appropriate*

**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 developing), students can approach the standards in the new and/or home language.

- Use words and phrases appropriate for formal contexts and the task (the topic to be developed; e.g., vocabulary, sentence forms and discourse that provide specific information).
- Use words and phrases appropriate for informal contexts (e.g., information supported by contextual clues such as gestures, intonation).

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires that students differentiate between formal and informal oral discourse. Access for ELLs (WIDA) requires proficient oral academic language to include tier 3 technical content specific vocabulary and complex sentences in an elaborated, extended, and organized response to a prompt.

#### **Text Excerpt**

Use sample texts appropriate for 6th grade students in adherence with Reading for Information and Reading Literature standards.

#### **Teacher Directions**

In a small group and whole class setting, model how to express thoughts, feelings and ideas using whole sentences that include subjects and predicates: Model and modify the task (present different topics) and situation (e.g., familiar and unfamiliar, formal and informal) in order for the language to adapt to different circumstances. Students can use their language(s) to fulfill the demands of this standard. For example, students can explain or describe a situation in their home language using informal language and describe a situation or event in the new language using a formal register.

<p><b>Common Core Anchor Standard (W.1):</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>Main Academic Demand</b> <i>Write Persuasively with Reasons and Evidence</i></p>
<p><b>MCCRS (W.6.1):</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p><b>Grade Level Academic Demand</b> <i>Support Claims by Organizing Reasons and Evidence Use Words, Phrases and Clauses to Clarify Claims and Reasons</i></p>

WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 T-chart</i> to identify reasons and evidence that support a claim, 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 T-chart</i> to identify reasons and evidence that support a claim, 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 T-chart</i> to identify reasons and evidence that support a claim, 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 T-chart</i> to identify reasons and evidence that support a claim, 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, when taking notes independently</i>, to identify reasons and evidence that support a claim, 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 on a matrix that connects claims with reasons and evidence</i> to identify the relationship between claims and reasons</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a matrix that connects claims with reasons and evidence</i> to identify the relationship between claims and reasons</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed matrix that connects claims with reasons and evidence</i> to identify the relationship between claims and reasons</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a matrix that connects claims with reasons and evidence, after teacher modeling</i>, to identify the relationship between claims and reasons</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information, when taking notes independently</i>, to identify the relationship between claims and reasons</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>



WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that clarify the relationship among claims, reasons and evidence, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that clarify the relationship among claims, reasons and evidence, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank of words, phrases and clauses</i> to clarify the relationship among claims, reasons and evidence, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>glossary of words, phrases and clauses</i> to clarify the relationship among claims, reasons and evidence, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>words, phrases and clauses, independently</i>, to clarify the relationship among claims, reasons and evidence, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that clearly introduce, conclude and support claims by organizing reasons and evidence</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that clearly introduce, conclude and support claims by organizing reasons and evidence</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that clearly introduces, concludes and supports claims by organizing reasons and evidence</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that clearly introduces, concludes and supports claims by organizing reasons and evidence</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the text, independently</i>, to <i>develop a multiple paragraph essay</i> that clearly introduces, concludes and supports claims by organizing reasons and evidence</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (W.6.1):** Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.

**Grade Level Academic Demand**  
*Support Claims by Organizing Reasons and Evidence  
 Use Words, Phrases and Clauses to Clarify Claims  
 and Reasons*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Use introductory words and phrases to introduce claims (e.g., The author(s) think(s)\_\_\_\_\_; The author’s beliefs/assumptions are\_\_\_\_\_).
- Use words and phrases to support reasons with evidence facts (numbers) and details (adjectives).
- Use transitional words (e.g., because, though, so, that is why, but, however, nonetheless, yet, if) to explain relationships between claims and reasons.
- Use phrases to introduce reasons (logic of the argument) and evidence (facts and information) (e.g., The author’s reasons are\_\_\_\_\_; The author makes the following points\_\_\_\_\_; the facts that support/don’t support are\_\_\_\_\_).
- Use concluding words and phrases to complete a piece (e.g., In summary \_\_\_\_\_; That is why \_\_\_\_\_; Given these points \_\_\_\_\_; As has been noted \_\_\_\_\_).

**Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires giving an opinion. For examples of text excerpts, refer to Reading for Information and Reading Literature standards for 6th grade.

<p><b>Common Core Anchor Standard (W.2):</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.</p>	<p><b>Main Academic Demand</b> <i>Examine and Convey Complex Ideas and Information</i></p>
<p><b>MCCRS (W.6.2):</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts and information using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p><b>Grade Level Academic Demand</b> <i>Write Well-Selected and Organized Informative Texts with Relevant Content</i></p> <p><i>Introduce and Develop a Topic with Relevant Facts, Definitions and/or Quotations</i></p> <p><i>Use Appropriate Transitions, Formal Style and Conclusion</i></p>

<p>WIDA Levels of Language Development</p>	<p><b>Entering (Level 1)</b></p>	<p><b>Emerging (Level 2)</b></p>	<p><b>Developing (Level 3)</b></p>	<p><b>Expanding (Levels 4-5)</b></p>	<p><b>Bridging (Proficient)</b></p>
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When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:

<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a chart</i> to identify a topic, ideas and relevant information, as text is read 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 chart</i> to identify a topic, ideas and relevant information, as text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed chart</i> to identify a topic, ideas and relevant information, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a chart</i> to identify a topic, ideas and relevant information, as text is read 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 a topic, ideas and relevant information, as text is read in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a matrix</i> to identify facts, definitions, details and quotations that develop a topic</p> <p><i>in the new and/or the home language.</i></p>	<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words on a matrix</i> to identify facts, definitions, details and quotations that develop a topic</p> <p><i>in the new and/or the home language.</i></p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed matrix</i> to identify facts, definitions, details and quotations that develop a topic</p> <p><i>in the new and, occasionally, in the home language.</i></p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a matrix, after teacher modeling</i>, to identify facts, definitions, details and quotations that develop a topic</p> <p><i>in the new language.</i></p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify facts, definitions, details and quotations that develop a topic</p> <p><i>in the new language.</i></p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<p><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 introduce and develop an idea with supporting evidence, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 introduce and develop an idea with supporting evidence, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to introduce and develop an idea with supporting evidence, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to introduce and develop an idea with supporting evidence, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the text, independently</i>, to introduce and develop an idea with supporting evidence, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete well-organized, informative cloze paragraphs</i> that introduce, develop and conclude a topic with relevant facts, definitions and/or quotations, using a formal style and appropriate transitions</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more well-organized, informative paragraphs</i> that introduce, develop and conclude a topic with relevant facts, definitions and/or quotations, using a formal style and appropriate transitions</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a well-organized, informative short essay</i> that introduces, develops and concludes a topic with relevant facts, definitions and/or quotations, using a formal style and appropriate transitions</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop a well-organized informative essay</i> that introduces, develops and concludes a topic with relevant facts, definitions and/or quotations, using a formal style and appropriate transitions</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the text, independently</i>, to develop an essay that introduces, develops and concludes a topic with relevant facts, definitions and/or quotations using a formal style and appropriate transitions</p>
		in the <i>new and/or the home language</i> .	in the <i>new and/or the home language</i> .	in the new and, occasionally, in the home language.	in the <i>new language</i> .	in the <i>new language</i> .

**MCCRS (W.6.2):** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts and information using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

## Grade Level Academic Demand

*Write Well-Selected and Organized Informative Texts  
with Relevant Content*

*Introduce and Develop a Topic with Relevant Facts,  
Definitions and/or Quotations*

*Use Appropriate Transitions, Formal Style and  
Conclusion*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach the standards in their new and/or home language.

- Use introductory words and phrases to introduce a topic with a specific focus.
- Identify facts, definitions, quotations, examples and/or details related to the topic.
- Identify multimedia that can strengthen the topic.
- Use headings to categorize information.
- Use Tier 2 words found in writing but seldom in oral language (e.g., benefit, analyze, evaluate, access) and Tier 3 words or technical words (e.g., delta, pharaoh, sarcophagus).
- Use a variety of words (e.g., in contrast, especially, because, thus, therefore) to link ideas and information.
- Use concluding words and phrases to provide an ending (e.g., as a result, for these reasons, to sum up, overall, due to, obviously) that is the result of the information presented.

### Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because students are required to write an informative text. For examples of text excerpts, refer to Reading for Information standards for 6th grade.

<p><b>Common Core Anchor Standard (W.3):</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	<p><b>Main Academic Demand</b> <i>Write Detailed Real or Imagined Narratives</i></p>
<p><b>MCCRS (W.6.3):</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.</p> <p>c. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>Grade Level Academic Demand</b> <i>Write Detailed Real or Imagined Narratives</i> <i>Introduce the Narrator</i> <i>Develop the Narrative through Dialogue, Pacing and Description</i> <i>Use Transitions, Descriptive Details and Sensory Language and Provide a Conclusion</i></p>

WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 timeline</i> to organize a natural and logical event sequence, as text is read <i>in partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a timeline</i> to organize a natural and logical event sequence, as text is read <i>in partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed timeline</i> to organize a natural and logical event sequence, as text is read <i>in partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a timeline</i> to organize a natural and logical event sequence, as text is read <i>in 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 organize a natural and logical event sequence, as text is read <i>in partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a plot line</i> to identify and develop experiences, events and characters with dialogue, pacing, sensory details and descriptions</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a plot line</i> to identify and develop experiences, events and characters with dialogue, pacing, sensory details and descriptions</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed plot line</i> to identify and develop experiences, events and characters with dialogue, pacing, sensory details and descriptions</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a plot line, after teacher modeling</i>, to identify and develop experiences, events and characters with dialogue, pacing, sensory details and descriptions</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify and develop experiences, events and characters with dialogue, pacing, sensory details and descriptions</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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases, including transitional words and phrases, and the previously completed graphic organizers to complete sentence starters</i> that describe real or imagined experiences and events, including sensory and descriptive details, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases, including transitional words and phrases, and the previously completed graphic organizers to complete sentence starters</i> that describe real or imagined experiences and events, including sensory and descriptive details, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank that includes transitional words, phrases and clauses</i> to describe real or imagined experiences and events, including sensory and descriptive details, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>glossary that includes transitional words, phrases and clauses</i> to describe real or imagined experiences and events, including sensory and descriptive details, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>transitional words, phrases and clauses, independently, to describe real or imagined experiences and events, including sensory and descriptive details, when speaking in partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases, including transitional words and phrases, to complete well-structured cloze narrative paragraphs</i> that introduce a narrator; use dialogue, pacing and detailed descriptions to develop experiences, events and characters; and provide a conclusion</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases, including transitional words and phrases, to write two or more well-structured narrative paragraphs</i> that introduce a narrator; use dialogue, pacing and detailed descriptions to develop experiences, events and characters; and provide a conclusion</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank that includes transitional words, phrases and clauses and previously completed graphic organizers to develop a well-structured short narrative essay</i> that introduces a narrator; uses dialogue, pacing and detailed descriptions to develop experiences, events and characters; and provides a conclusion</p>	<p><b>Writing-Centered Activity:</b> Use a <i>glossary that includes transitional words, phrases and clauses and teacher-provided models to develop a well-structured narrative essay</i> that introduces a narrator; uses dialogue, pacing and detailed descriptions to develop experiences, events and characters; and provides a conclusion</p>	<p><b>Writing-Centered Activity:</b> Use <i>transitional words, phrases and clauses, independently, to develop a well-structured multiple paragraph narrative essay</i> that introduces a narrator; uses dialogue, pacing and detailed descriptions to develop experiences, events and characters; and provides a conclusion</p>
		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>

**MCCRS (W.6.3):** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.
- c. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

### Grade Level Academic Demand

*Write Detailed Real or Imagined Narratives  
Introduce the Narrator  
Develop the Narrative through Dialogue, Pacing  
and Description  
Use Transitions, Descriptive Details and Sensory  
Language and Provide a Conclusion*

**Linguistic Demands:** The following examples are in English but may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Use introductory words and phrases (e.g., real or imagined writing can be introduced by a description of the setting [place] or character [nouns]) to orient the reader to a situation or narrator.
- Use first or third person (e.g., I am or He is) to introduce the characters.
- Use words and phrases (verbs) (e.g., felt, think, thought) to describe thoughts, adverbs (e.g., slowly, quickly, rapidly) to describe events, and adjectives (e.g., sunny, rainy, sad, glad, cheerful) to describe characters or settings (nouns).
- Use sequence words and phrases (e.g., in the beginning, at first, then, what followed, until, meanwhile, when) to signal event order.
- Use verbs, adverbs, and adjectives for dialogue and descriptions (e.g., said, whispered, answered, slowly, quickly) to develop the story.
- Use transitional words and phrases (e.g., to start, in the next episode, the following period) to convey sequence and signal shifts in time frame or setting.
- Use words and phrases (e.g., finally, in conclusion, in the end, consequently, thus) to provide closure.

### Example to Address the Linguistic Demands

*See Grades 1, 4, 7 and 11–12 of this standard for examples of the linguistic demands in Spanish, Chinese, Arabic Bengali or Haitian Creole.*



<b>Common Core Anchor Standard (W.4):</b> Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.		<b>Main Academic Demand</b> <i>Develop, Organize and Produce Writing Appropriate to Task, Purpose and Audience</i>				
<b>MCCRS (W.6.4):</b> Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade- specific expectations for writing types are defined in standards 1–3.) a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.		<b>Grade Level Academic Demand</b> <i>Write Clearly and Coherently, Taking into Account That Development, Organization and Style Are Appropriate to Task, Purpose and Audience</i> <i>Explore Cultures and Perspectives</i>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a text structure graphic organizer</i> to identify the organization and style of an informational, narrative or opinion piece, as text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a text structure graphic organizer</i> to identify the organization and style of an informational, narrative or opinion piece, as text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed text structure graphic organizer</i> to identify the organization and style of an informational, narrative or opinion piece, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a text structure graphic organizer</i> to identify the organization and style of an informational, narrative or opinion piece, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify the organization and style of an informational, narrative or opinion piece, as text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a triple column graphic organizer</i> to identify how a mentor text addresses the task, purpose and audience	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a triple column graphic organizer</i> to identify how a mentor text addresses the task, purpose and audience	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed triple column graphic organizer</i> to identify how a mentor text addresses the task, purpose and audience	<b>Reading-Centered Activity:</b> Organize <i>information on a triple column graphic organizer, after teacher modeling</i> , to identify how a mentor text addresses the task, purpose and audience	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify how a mentor text addresses the task, purpose and audience
		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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 explain how the development, style and organization of their writing piece are appropriate to the task, audience and perspective, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 explain how the development, style and organization of their writing piece are appropriate to the task, audience and perspective, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to explain how the development, style and organization of their writing piece are appropriate to the task, audience and perspective, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to explain how the development, style and organization of their writing piece are appropriate to the task, audience and perspective, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to explain how the development, style and organization of their writing piece are appropriate to the task, audience and perspective, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete well-organized, clear and coherent cloze paragraphs</i> that explore a variety of cultures and perspectives and address the task, purpose and audience</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more well-organized, clear and coherent paragraphs</i> that explore a variety of cultures and perspectives and address the task, purpose and audience</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a well-organized, clear and coherent short essay</i> that explores a variety of cultures and perspectives and addresses the task, purpose and audience</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop a well-organized, clear and coherent essay</i> that explores a variety of cultures and perspectives and addresses the task, purpose and audience</p>	<p><b>Writing-Centered Activity:</b> Use <i>information to develop a well-organized, clear and coherent multiple paragraph essay, independently</i>, that explores a variety of cultures and perspectives and addresses the task, purpose and audience</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (W.6.4):** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade- specific expectations for writing types are defined in standards 1–3.)

a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.

**Grade Level Academic Demand**  
*Write Clearly and Coherently, Taking into Account  
That Development, Organization and Style Are  
Appropriate to Task, Purpose and Audience  
Explore Cultures and Perspectives*

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires that students produce writing according to task, purpose and audience. For examples of text excerpts, refer to the Reading for Information, Reading Literature and Speaking and Listening standards for 6th grade.

<b>Common Core Anchor Standard (W.5):</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.		<b>Main Academic Demand</b> <i>Strengthen Writing by Revising, Editing or Trying a New Approach</i>				
<b>MCCRS (W.6.5):</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 6.)		<b>Grade Level Academic Demand</b> <i>With Guidance and Support, Plan, Edit, Rewrite or Try a New Approach</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pre-taught words and phrases on a semantic web</i> to plan a written composition, as text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a semantic web</i> to plan a written composition, as text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed semantic web</i> to plan a written composition, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a semantic web</i> to plan a written composition, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information</i> when taking notes, <i>independently</i> , to plan a written composition, as text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a text revision graphic organizer</i> , with guidance and support, to edit a peer composition paper	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a text revision graphic organizer</i> , with guidance and support, to edit a peer composition paper	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed text revision graphic organizer</i> to edit a peer composition paper	<b>Reading-Centered Activity:</b> Organize <i>information on a text revision graphic organizer</i> to edit a peer composition paper	<b>Reading-Centered Activity:</b> Organize <i>information</i> when taking notes, <i>independently</i> , to edit a peer composition paper
		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> .

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 suggest alternative ways of expressing an idea, or a new approach to writing, 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 suggest alternative ways of expressing an idea, or a new approach to writing, when speaking in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank of words and phrases</i> to participate in discourse that suggests alternative ways of expressing an idea, or a new approach to writing, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>glossary of words and phrases</i> to initiate discourse that suggests alternative ways of expressing an idea, or a new approach to writing, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to lead discourse that suggests alternative ways of expressing an idea, or a new approach to writing, 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> rewriting a previously peer-edited written composition, trying a new approach	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> rewriting a previously peer-edited written composition, trying a new approach	<b>Writing-Centered Activity:</b> Use a <i>word bank and previously completed graphic organizers to develop a paragraph</i> rewriting a previously peer-edited written composition, trying a new approach	<b>Writing-Centered Activity:</b> Use <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> rewriting a previously peer-edited written composition, trying a new approach	<b>Writing-Centered Activity:</b> Use <i>knowledge of the text to develop a multi-paragraph essay, independently</i> , rewriting a previously peer-edited written composition, trying a new approach
		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>

**MCCRS (W.6.5):** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 6.)

**Grade Level Academic Demand**  
*With Guidance and Support, Plan, Edit, Rewrite or Try  
a New Approach*

**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 developing), students can approach these linguistic demands in the new and/or home language.

Use question forms that support interaction with peers to offer and ask for suggestions to strengthen writing (e.g., Can you explain this more clearly? Is this the right sequence of events? Why did you use that word? Do you think that \_\_\_\_\_? Can you help me with this section? What did you want to say? Have you thought about trying a different perspective?).

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires that students ask and answer questions to strengthen their writing. For examples of text excerpts, refer to the Reading for Information and Reading Literature standards for 6th grade.

<b>Common Core Anchor Standard (W.7):</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		<b>Main Academic Demand</b> <i>Conduct Research Projects Based on Questions and Understanding</i>				
<b>MCCRS (W.6.7):</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		<b>Grade Level Academic Demand</b> <i>Conduct Research Projects Based on Questions and Sources</i> <i>Refocus Inquiry if Appropriate</i>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a spider map</i> , to classify information relevant to a research question, as a text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a spider map</i> , to classify information relevant to a research question, as a text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed spider map</i> , to classify information relevant to a research question, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a spider map</i> , to classify information relevant to a research question, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information</i> , when taking notes <i>independently</i> , to classify information relevant to a research question, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a research-oriented graphic organizer</i> to combine information from multiple written sources	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a research-oriented graphic organizer</i> to combine information from multiple written sources	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed research-oriented graphic organizer</i> to combine information from multiple written sources	<b>Reading-Centered Activity:</b> Organize <i>information on a research-oriented graphic organizer</i> , after teacher modeling, to combine information from multiple written sources	<b>Reading-Centered Activity:</b> Organize <i>information</i> when taking notes <i>independently</i> , to combine information from multiple written sources
		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> .

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 answer established research questions, 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 answer established research questions, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank of words and phrases</i> to answer established research questions, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>glossary of words and phrases</i> to contribute to a discussion that explains the answers to established research questions, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to lead a discussion that explains the answers to established research questions, 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 respond to inquiry questions and discuss areas for further investigation	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> to respond to inquiry questions and discuss areas for further investigation	<b>Writing-Centered Activity:</b> Use a <i>word bank and the previously completed graphic organizers to develop a short essay</i> that responds to inquiry questions and discusses areas for further investigation	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that responds to inquiry questions and discusses areas for further investigation	<b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, independently, to develop a multiple paragraph essay</i> that responds to inquiry questions and discusses areas for further investigation
		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>



**MCCRS (RW.6.7):** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**Grade Level Academic Demand**  
*Conduct Research Projects Based on Questions and Sources*  
*Refocus Inquiry if Appropriate*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Use words, phrases and questions to focus on a topic to be developed (e.g., This project report is about\_\_\_\_; the main question was\_\_\_\_).
- Use sentence structures to introduce the use of several sources (e.g., The following trade books, textbooks and websites were consulted\_\_\_\_).
- Use sentence structures to refocus the inquiry (if appropriate)(e.g., Therefore, the main question is\_\_\_\_and not\_\_\_\_; the issue is\_\_\_\_and not\_\_\_\_).

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand since its purpose is to produce research projects based on focused questions. For examples of text excerpts, refer to the Reading for Information and Reading Literature standards for 6th grade.

<p><b>Common Core Anchor Standard (W.8):</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.</p>		<p><b>Main Academic Demand</b> <i>Gather and Evaluate Information from Multiple Sources and Avoid Plagiarism</i></p>				
<p><b>MCCRS (W.6.8):</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>		<p><b>Grade Level Academic Demand</b> <i>Gather Information from Multiple Sources and Assess Their Credibility</i> <i>Paraphrase Data and/or Conclusions and Avoid Plagiarism</i> <i>Provide Bibliography</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a research graphic organizer</i> to identify information from multiple sources, as text is read <i>in partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a research graphic organizer</i> to identify information from multiple sources, as text is read <i>in partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed research graphic organizer</i> to identify information from multiple sources, as text is read <i>in partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a research graphic organizer</i> to identify information from multiple sources, as text is read <i>in partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a paraphrasing graphic organizer</i> to quote or paraphrase the data and conclusions of others</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a paraphrasing graphic organizer</i> to quote or paraphrase the data and conclusions of others</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed paraphrasing graphic organizer</i> to quote or paraphrase the data and conclusions of others</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a paraphrasing graphic organizer, after teacher modeling</i>, to quote or paraphrase the data and conclusions of others</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to quote or paraphrase the data and conclusions of others</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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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</i> to <i>complete sentence starters</i> to evaluate the credibility of sources, 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</i> to <i>write two or more paragraphs</i> to evaluate the credibility of sources, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to evaluate the credibility of sources, 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 credibility of sources, 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 credibility of sources, when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete a cloze paragraph</i> that quotes and paraphrases information from different sources and provides a bibliography	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that quote and paraphrase information from different sources and provide a bibliography	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that quotes and paraphrases information from different sources and provides a bibliography	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that quotes and paraphrases information from different sources and provides a bibliography	<b>Writing-Centered Activity:</b> Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that quotes and paraphrases information from different sources and provides a bibliography
		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> .

**MCCRS (W.6.8):** Gather relevant information from multiple print and digital sources; assess the credibility of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**Grade Level Academic Demand**  
*Gather Information from Multiple Sources and Assess  
Their Credibility  
Paraphrase Data and/or Conclusions and Avoid  
Plagiarism  
Provide Bibliography*

**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 developing) students can approach these linguistic demands in the new and/or home language.

- Use sentence structures to state if the information was gathered from print or digital sources (e.g., Where did you find that information? Where did you learn that? What books/database/articles have you used? I used the following books/chapters/articles/website/browser/database\_\_\_\_\_).
- Use sentence structures to quote or paraphrase information (e.g., The author states that \_\_\_\_; on page \_\_\_\_ the author says \_\_\_\_; [Author and date] states “\_\_\_\_\_”).

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires gathering information from provided sources. For examples of text excerpts, please consult the Reading for Information standard 8 for 6th grade.

<p><b>Common Core Anchor Standard (W.9):</b> Draw evidence from literary or informational texts to support analysis, reflection and research.</p>		<p><b>Main Academic Demand</b> <i>Draw Evidence from Texts to Support Analysis, Reflection and Research</i></p>				
<p><b>MCCRS (W.6.9):</b> Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>		<p><b>Grade Level Academic Demand</b> <i>Compare and Contrast Texts in Different Genres and Trace and Evaluate Arguments</i> <i>Draw Evidence from Texts to Support Analysis, Reflection and Research</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a Venn diagram</i> to identify and compare evidence from texts in different genres, as the texts are 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 Venn diagram</i> to identify and compare evidence from texts in different genres, as the texts are 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 Venn diagram</i> to identify and compare evidence from texts in different genres, as the texts are 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 Venn diagram</i> to identify and compare evidence from texts in different genres, as the texts are 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 on a concept map</i> to identify evidence that supports the evaluation of arguments</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a concept map</i> to identify evidence that supports the evaluation of arguments</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed concept map</i> to identify evidence that supports the evaluation of arguments</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a concept map, after teacher modeling</i>, to identify evidence that supports the evaluation of arguments</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify evidence that supports the evaluation of arguments</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 describe how the evidence from literary and informational texts supports their analysis and research, 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 describe how the evidence from literary and informational texts supports their analysis and research, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe how the evidence from literary and informational texts supports their analysis and research, 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 describe how the evidence from literary and informational texts supports their analysis and research, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to describe how the evidence from literary and informational texts supports their analysis and research, 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 use evidence from literary and informational texts to support their analysis and research of a topic	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that use evidence from literary and informational texts to support their analysis and research of a topic	<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 uses evidence from literary and informational texts to support their analysis and research of a topic	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that uses evidence from literary and informational texts to support their analysis and research of a topic	<b>Writing-Centered Activity:</b> Use <i>information, independently</i> , to develop a <i>multiple paragraph essay</i> that uses evidence from literary and informational texts to support their analysis and research of a topic
		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> .

**MCCRS (W.6.9):** Draw evidence from literary or informational texts to support analysis, reflection and research.

- a. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
- b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

**Grade Level Academic Demand**  
*Compare and Contrast Texts in Different Genres and  
Trace and Evaluate Arguments  
Draw Evidence from Texts to Support Analysis,  
Reflection and Research*

**Linguistic Demands:** This standard does not have an example of a linguistic demand because it makes explicit reference to the following reading standards:

- Reading Literature, Standard 6.9
- Reading for Information, Standard 6.8

Refer to these standards to find sample texts for 6th grade.

<p><b>Common Core Anchor Standard (W.10):</b> Writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences. (Starts in Grade 3 )</p>	<p><b>MAIN ACADEMIC DEMAND:</b> <i>Write for a range of tasks, purposes and audiences</i></p>
<p><b>MCCRS Grade Level Standard:</b> Same as the Common Core Anchor Standard</p>	<p><b>GRADE LEVEL ACADEMIC DEMAND:</b> <i>Write for a range of tasks, purposes and audiences</i></p>
<p>Allowing students to use their <b>home language during language development during instruction/practice</b> will emphasize that <b>writing is process- driven</b> and not a product-driven approach.</p>	<p><b>Students are:</b> composing texts in their <b>new</b> and/or <b>home</b> languages. Some texts can be written independently, some with a partner and some within a small group. Writing makes bilingual students aware of language in a way that reading and oral language do not. When writing, students can slow down and analyze the way the sentence patterns, word choices and organization affect the writing and reading of the text. By comparing and contrasting the similarities and differences of texts produced in both languages, students will develop meta-linguistic knowledge of how the language(s) work.</p> <p><b>Connecting reading and writing in both languages and across texts:</b> Writing is a cyclical process that is enriched by conversations around ideas, organization, and linguistic decisions (e.g. word and sentence choices), as well as decisions pertaining to the presentation of information (e.g. how is the text going to be organized, who is the audience). Analyzing texts through a reader’s or a writer’s eyes contributes to the success of both reading and writing. Students can read a text in the <b>home</b> language and discuss in the <b>new</b> language; or conversely, read in the <b>new</b> language and discuss in the <b>home</b> language.</p> <p><b>Brainstorming can take place in the home and/or new language in order to:</b></p> <ul style="list-style-type: none"> <li>• Clarify meaning and expand the ideas. This stage involves pre-writing or taking notes and analyzing texts that present similar topics that a student wants to explore.</li> <li>• Stimulate and enlarges the writer’s thoughts</li> <li>• Move writers from the stage of thinking about a writing task to the act of writing</li> </ul> <p><b>Revising can take place in the home and/or new language in order to:</b></p> <ul style="list-style-type: none"> <li>• Improve the composition so that the product is more interesting and understandable to the reader. It can also involve comparing and contrasting the writer’s text to another published text.</li> <li>• Clarify meaning and expands ideas using more complex sentences and more sophisticated vocabulary.</li> <li>• Provide time for practice, response, and reflection</li> </ul> <p><b>Editing can take place in the home or new language:</b> Spelling and grammar knowledge are contextualized in the task, purpose and audience. It can also involve comparing and contrasting the writer’s text to another published text. Comparisons across languages (e.g. one piece written in the <b>new</b></p>



	<p>language and the other in the <b>home</b> language) can strengthen the understanding of the editing process. Using rubrics in the <b>home</b> and/or <b>new</b> language that are appropriate for the grade level and specific background knowledge of the student can support the bilingual student in the application of editing rules and conventions. Peer editing efforts support the bilingual student in gaining further understanding of the conventions of written language. These conversations can take place in the <b>home</b> and/or <b>new</b> language while focusing on a piece written in either the <b>home</b> or <b>new</b> language.</p> <p><b>Presenting and Publishing can take place in the <b>home</b> and/or <b>new</b> language with the ultimate goal of English Proficiency:</b></p> <p>Considering an audience is a key aspect of the writing process. Oral presentations support the student in gaining mastery of oral academic language that will impact writing and, in turn; writing will impact oral academic language. Oral presentations can be done in the <b>home</b> language, about a piece written in the <b>new</b> language. A piece written in the home language can also be discussed in the new language. Students can also present and publish in the <b>new</b> or <b>home</b> language exclusively. Through conversations and presentations in the <b>home</b> and/or <b>new</b> language (e.g. self-standing descriptions, explanations) discourse patterns, audience, context, and tone are exercised and mastered). This practice will allow the student to focus on the communication of meaning to a real and genuine audience, thus giving a purpose for the writing efforts.</p>				
<p><b>WIDA Language Levels of Development for ESOL Students</b></p>	<p><b>Entering (Level 1)</b></p> <p>Cloze texts or outlines can be produced with support of pre-taught words (frontloaded words), and the student's <b>home</b> language resources, in the <b>new</b> language. More extensive written pieces can be produced in the <b>home</b> language.</p>	<p><b>Emerging (Level 2)</b></p> <p>More extensive cloze texts can be produced with support of pre-identified words (previously frontloaded and recognized), and the student's <b>home</b> language resources, in the <b>new</b> language. More extensive written pieces can be produced in the <b>home</b> language.</p>	<p><b>Developing (Level 3)</b></p> <p>Production of short essays in the <b>new</b> language with support from word banks and the student's <b>home</b> language.</p>	<p><b>Expanding (Levels 4-5)</b></p> <p>Production of essays in the <b>new</b> language with support of previously used graphic organizers and teacher provided models.</p>	<p><b>Bridging (Proficient)</b></p> <p>Production of multi-paragraph essays in the <b>new</b> language with quality, length, style and variety of sentences and vocabulary can be expected</p>

<p><b>Common Core Anchor Standard (W.11):</b> Develop personal, cultural, textual and thematic connections within and across genres as they respond to texts through written, digital and oral presentations, employing a variety of media and genres.</p>		<p><b>Main Academic Demand</b> <i>Develop Connections within and across Genres as Students Respond to Texts through Written, Digital and Oral Presentations</i></p>				
<p><b>MCCRS (W.6.11):</b> Create and present a text or art work in response to a literary work.                  a. Develop a perspective or theme supported by relevant details.                  b. Recognize and illustrate social, historical and cultural features in the presentation of literary texts.                  c. Create poetry, stories, plays and other literary forms (e.g., videos, art work).</p>		<p><b>Grade Level Academic Demand</b> <i>Create a Personal Response to a Particular Author or Theme</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a matrix of social, historical and cultural features</i> to analyze a text, as it 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 matrix of social, historical and cultural features</i> to analyze a text, as it 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 matrix of social, historical and cultural features</i> to analyze a text, as it 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 matrix of social, historical and cultural features</i> to analyze a text, as it 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> for specific details and reader reflections to develop a personal response to a particular author or theme</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases in a double entry journal</i> for specific details and reader reflections to develop a personal response to a particular author or theme</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences in a partially completed double entry journal</i> for specific details and reader reflections to develop a personal response to a particular author or theme</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a double entry journal</i> for specific details and reader reflections to develop a personal response to a particular author or theme</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information when taking notes, independently, to develop a personal response to a particular author or theme</i></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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 highlight relevant social, historical and cultural features, when verbally articulating a personal response to a particular author or theme 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 highlight relevant social, historical and cultural features, when verbally articulating a personal response to a particular author or theme in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank of words and phrases</i> to participate in discourse that highlights relevant social, historical and cultural features, when verbally articulating a personal response to a particular author or theme in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>glossary of words and phrases</i> to participate in discourse that highlights relevant social, historical and cultural features, when verbally articulating a personal response to a particular author or theme in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to lead discourse that highlights relevant social, historical and cultural features, when verbally articulating a personal response to a particular author or theme 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 describe a personal perspective, with relevant details, in response to a particular author or theme	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that describe a personal perspective, with relevant details, in response to a particular author or theme	<b>Writing-Centered Activity:</b> Use a <i>word bank and the previously completed graphic organizers to develop a short essay</i> that describes a personal perspective, with relevant details, in response to a particular author or theme	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that describes a personal perspective, with relevant details, in response to a particular author or theme	<b>Writing-Centered Activity:</b> Use <i>knowledge of the text, independently, to develop a multiple paragraph essay</i> that describes a personal perspective, with relevant details, in response to a particular author or theme
		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> .

**MCCRS (W.6.11):** Create and present a text or art work in response to a literary work.

- a. Develop a perspective or theme supported by relevant details.
- b. Recognize and illustrate social, historical and cultural features in the presentation of literary texts.
- c. Create poetry, stories, plays, and other literary forms (e.g., videos, art work).

**Grade Level Academic Demand**  
*Create a Personal Response to a Particular Author or Theme*

**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 developing) students can approach the standard in the new and/or home language.

- Use sentence structures to present a poem, narrative, play, art work or literary critique in response to an author or theme (e.g., I think that \_\_\_\_; I don't agree with [name of author] because \_\_\_\_).
- Identify/use relevant details to illustrate social, historical and cultural features (e.g., chronological markers, cause-and-effect words that indicate a relationship among events [e.g., because, therefore, as a result]).
- Use sentence structures to recognize the social, cultural and historical features of a text (e.g., This work took place when \_\_\_\_; we should consider the following cultural aspects \_\_\_\_).

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because its purpose is to have students present a personal response to a poem, drama or art work. For examples of text excerpts, please refer to the Reading Literature standards for 6th grade.

# GRADE 7

English Language Development Progressions



Montgomery County Public Schools, Maryland

MCPS



## English Language Development Progressions for ESOL

### By Grade Level

### 7<sup>th</sup> Grade

Reading Literature (RL) Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	NA	<u>9</u>	<u>10</u>
Reading for Information (RI) Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Speaking & Listening (SL) Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>				
Writing (W) Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>

*\*W.6 See this technology standard by grade level.*

<p><b>Common Core Anchor Standard (RL.1):</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>		<p><b>Main Academic Demand</b> <i>Draw Inferences Using Evidence from the Text</i></p>				
<p><b>MCCRS (RL.7.1):</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.</p>		<p><b>Grade Level Academic Demand</b> <i>Cite Textual Evidence to Support Analysis of Text and Draw Inferences</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a text analysis graphic organizer</i> to determine what the text means, as the 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 text analysis graphic organizer</i> to determine what the text means, as the 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 text analysis graphic organizer</i> to determine what the text means, as the 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 text analysis graphic organizer</i> to determine what the text means, as the 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 on a The text says. . .I think T-chart</i> to cite evidence and draw inferences from the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a The text says. . .I think T-chart</i> to cite evidence and draw inferences from the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed The text says. . .I think T-chart</i> to cite evidence and draw inferences from the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a The text says. . .I think T-chart, after teacher modeling</i>, to cite evidence and draw inferences from the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note taking guide, independently</i>, to cite evidence and draw inferences from the text</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 use textual evidence to support the analysis of what the text says and inferences drawn, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 use textual evidence to support the analysis of what the text says and inferences drawn, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to use textual evidence to support the analysis of what the text says and inferences drawn, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to use textual evidence to support the analysis of what the text says and inferences drawn, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the text, independently</i>, to use textual evidence to support the analysis of what the text says and inferences drawn, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that cite textual evidence to support the analysis of a text and inferences drawn</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that cite textual evidence to support the analysis of a text and inferences drawn</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizer to develop a short essay</i> that cites textual evidence to support the analysis of a text and inferences drawn</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that cites textual evidence to support the analysis of a text and inferences drawn</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers, independently, to develop a multiple paragraph essay</i> that cites textual evidence to support the analysis of a text and inferences drawn</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	



**MCCRS (RL.7.1):** Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.

**Grade Level Academic Demand**  
*Cite Textual Evidence to Support Analysis of Text and Draw Inferences*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases to cite (e.g., according to the author, the author says, here it states).
- Use words and phrases to explain inferences drawn from the text (e.g., This means that \_\_\_\_\_; the author thinks that \_\_\_\_\_; this makes me reach the conclusion that \_\_\_\_\_; the author is suggesting \_\_\_\_\_).

**Example to Address the Linguistic Demands**

Text Excerpt	Teacher Directions
<p>The voice that beautifies the land! The voice above,                      The voice of thunder                      Within the dark cloud                      Again and again it sounds,                      The voice that beautifies the land.                      The voice that beautifies the land! The voice below,                      The voice of the grasshopper                      Among the plants                      Again and again it sounds,                      The voice that beautifies the land.</p> <p>Navajo tradition. (2008). Twelfth song of thunder. In <i>The mountain chant: A Navajo ceremony</i>. Charleston, SC: Forgotten Books. (From Appendix B, CCSS, p. 86.)</p>	<p>In a small group/whole class discussion model for students and ask them to use introductory words and phrases to present details from a text that draw an inference.</p> <ul style="list-style-type: none"> <li>• Use words and phrases to cite (e.g., according to the author, the author says, here it states).</li> <li>• Use words and phrases to explain inferences drawn from the text (e.g., This means that _____; the author thinks that _____; this makes me reach the conclusion that _____; the author is suggesting _____). (e.g., In the poem, <i>The Twelfth Song of Thunder</i>, the author repeats the phrase, “The voice that beautifies the land.” This means that/The author is suggesting that some of the sounds we find in nature, such as thunder and the chirp of grasshoppers, enhance nature’s beauty.)</li> </ul>

<b>Common Core Anchor Standard (RL.2):</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		<b>Main Academic Demand</b> <i>Summarize Text by Determining Main Ideas and Supporting Details</i>				
<b>MCCRS (RL.7.2):</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.		<b>Grade Level Academic Demand</b> <i>Summarize Text and Analyze Development of Central Idea</i>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a searching-for-a-theme graphic organizer</i> to determine a theme or central idea of a text, as the text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a searching-for-a-theme graphic organizer</i> to determine a theme or central idea of a text, as the text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed searching-for-a-theme graphic organizer</i> to determine a theme or central idea of a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a searching-for-a-theme graphic organizer</i> to determine a theme or central idea of a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note taking guide, independently</i> , to determine a theme or central idea of a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a flow chart</i> to analyze the development of a central idea in a text	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a flow chart</i> to analyze the development of a central idea in a text	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed flow chart</i> to analyze the development of a central idea in a text	<b>Reading-Centered Activity:</b> Organize <i>information on a flow chart, after teacher modeling</i> , to analyze the development of a central idea in a text	<b>Reading-Centered Activity:</b> Organize <i>information in a note taking guide, independently</i> , to analyze the development of a central idea in a text
		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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 provide an objective summary of the text, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases to complete sentence starters</i> that provide an objective summary of the text, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to provide an objective summary of the text, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to provide an objective summary of the text, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers, independently</i>, to provide an objective summary of the text, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that summarize a text and analyze the development of the central idea</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words to write two or more paragraphs</i> that summarize a text and analyze the development of the central idea</p>	<p><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 summarizes a text and analyzes the development of the central idea</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that summarizes a text and analyzes the development of the central idea</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the text to develop a multiple paragraph essay, independently</i>, that summarizes a text and analyzes the development of the central idea</p>
	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and, occasionally, in the home language.</i></p>	<p>in the <i>new language.</i></p>	<p>in the <i>new language.</i></p>	

**MCCRS (RL.7.2):** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**Grade Level Academic Demand**  
Summarize Text and Analyze Development of Central Idea

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases that have the same or related meaning and are repeated throughout the text to determine a theme or central idea.
- Identify actions (verbs) that signal how a topic develops.
- Identify sequencing or chronological markers (after, then, following, in the afternoon).
- Identify transitional words (e.g., whereas, because, thus, however, nonetheless) that signal how a story develops.
- Identify descriptive words (adjectives) that provide details.
- Use words and phrases to support summarizing (e.g., in summary, in sum, in conclusion, to conclude, in any case, in short, to summarize).

### Examples to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>It was a dark and stormy night.</p> <p>In <b>her</b> attic bedroom <b>Margaret Murray</b>, <i>wrapped</i> in an old patchwork quilt, <i>sat</i> on the foot of <b>her</b> bed <u>and</u> <i>watched</i> the trees tossing in the frenzied lashing of the wind. Behind the trees, clouds scudded frantically across the sky. <u>Every few moments</u> the moon ripped through them, creating wraithlike shadows that raced along the ground.</p> <p>The house shook.</p> <p><i>Wrapped</i> in her quilt, <b>Meg</b> <i>shook</i>.</p> <p><b>She</b> wasn't <u>usually</u> afraid of weather.—It's not just the weather, <i>she</i> <i>thought</i>,—It's the weather on top of everything else. On top of <b>me</b>. On top of <b>Meg Murry</b> doing everything wrong.</p> <p>L'Engle, M. (1962). <i>A wrinkle in time</i>. New York: Farrar, Straus and Giroux.</p>	<p>In small group/whole class discussion, analyze how to determine the main idea of a text and its supporting details by focusing on:</p> <ul style="list-style-type: none"> <li>• Identify words and phrases that have the same meaning repeated throughout the text, in this case nouns and associated pronouns that refer to the same character (<b>bold</b>). The main character here is <b>Margaret Murray</b> (or <b>Meg Murray</b> or <b>she</b>).</li> <li>• Identify related verbs that signal how the theme develops (<i>italics</i>) that describe what Meg is doing and thinking (e.g., <i>wrapped</i>, <i>sat</i>, <i>thought</i>).</li> <li>• Identify chronological markers (<u>underline</u>) that signal how the story develops (e.g., <u>every few moments</u>) and adverbs (e.g., <u>usually</u>).</li> <li>• Identify adjectives that provide details (<u>wavy underline</u>) (e.g., dark, stormy, wraithlike).</li> <li>• Use words and phrases to support summarizing (e.g., in summary, in sum, in conclusion, to conclude, in any case, in short, to summarize).</li> </ul>

<b>Common Core Anchor Standard (RL.3):</b> Analyze how and why individuals, events and ideas develop and interact over the course of a text.		<b>Main Academic Demand</b> <i>Analyze Cause and Effect Interactions between Key Text Elements</i>				
<b>MCCRS (RL.7.3):</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).		<b>Grade Level Academic Demand</b> <i>Analyze Cause and Effect Interactions between Particular Elements of a Story/Drama</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words on a cause-and-effect graphic organizer</i> to identify interactions between particular elements of a story/drama, as a teacher reads aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a cause-and-effect graphic organizer</i> to identify interactions between particular elements of a story/drama, as a teacher reads aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>information, using a bank of phrases and short sentences, on a partially completed cause-and-effect graphic organizer</i> to identify interactions between particular elements of a story/drama, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information, using a glossary, on a cause-and-effect graphic organizer</i> to identify interactions between particular elements of a story/drama, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide</i> to independently identify interactions between particular elements of a story/drama, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words</i> that refer to the setting, character or plot on a <i>story structure graphic organizer</i> , to identify particular elements of a story/drama	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases</i> that refer to the setting, character or plot on a <i>story structure graphic organizer</i> , to identify particular elements of a story/drama	<b>Reading-Centered Activity:</b> Organize <i>information</i> that refers to the setting, character or plot, <i>using a bank of phrases and short sentences, on a story structure graphic organizer</i> , to identify particular elements of a story/drama	<b>Reading-Centered Activity:</b> Organize <i>information</i> that refers to the setting, character or plot of a story, <i>using a glossary, on a story structure graphic organizer</i> , to identify particular elements of a story/drama	<b>Reading-Centered Activity:</b> Organize <i>information</i> that refers to the setting, character, or plot, in a <i>note-taking guide</i> , to independently identify particular elements of a story/drama
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Speaking-Centered Activity:</b> Use <i>pretaught words</i> and the <i>previously completed graphic organizers</i> to complete <i>sentence starters</i> that analyze cause-and-effect interactions between particular elements in a story/drama, 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</i> to complete <i>sentence starters</i> that analyze cause-and-effect interactions between particular elements in a story/drama, in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers</i> to analyze cause-and-effect interactions between particular elements in a story/drama, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to analyze cause-and-effect interactions between particular elements in a story/drama, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously developed notes</i> to <i>independently analyze</i> cause-and-effect interactions between particular elements in a story/drama, in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words</i> to complete <i>cloze paragraphs</i> that analyze cause-and-effect interactions between particular elements in a story/drama	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previous graphic organizers</i> to write <i>two or more paragraphs</i> that analyze cause-and-effect interactions between particular elements in a story/drama	<b>Writing-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers</i> to write a <i>short essay</i> that analyzes cause-and-effect interactions between particular elements in a story/drama	<b>Writing-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to write an <i>essay</i> that analyzes cause-and-effect interactions between particular elements in a story/drama	<b>Writing-Centered Activity:</b> Use the <i>previously developed notes</i> to <i>independently write an essay</i> that analyzes cause-and-effect interactions between particular elements in a story/drama
		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>

**MCCRS (RL.7.3):** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**Grade Level Academic Demand**  
*Analyze Cause and Effect Interactions between Particular Elements of a Story/Drama*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Use nouns and associated pronouns to identify the characters in a story.
- Use adjectives that describe the setting (e.g., nasty, wet).
- Use adjectives related to the subject (e.g., respectable, rich).
- Identify the transitional words in the text (e.g., but also because) that signal how different elements interact in the story.

### Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>In a hole in the ground there lived a <b>hobbit</b>. Not a <i>nasty, dirty, wet</i> hole, filled with the ends of worms and <i>oozy</i> smell, nor yet a <i>dry, bare, sandy</i> hole with nothing in it to sit down or to eat: it was a hobbit-hole, and that means comfort.</p> <p>This <b>hobbit</b> was <u>a very well to do</u> hobbit, and his name was <b>Baggins</b>. The <b>Bagginses</b> had lived in the neighborhood of The Hill for time out of mind, and people considered them very <u>respectable</u>, not only because they were <u>rich</u>, but also because they never had any adventures or did anything unexpected: you could tell what a <b>Baggins</b> would say on any question without the bother of asking him.</p> <p>“I am looking for someone to share in an adventure that I am arranging, and it’s very difficult to find anyone,” said <b>Gandalf</b>.</p> <p>“I should think so- in these parts! <b>We</b> are <u>plain, quiet folk</u> and have no use for adventures. Nasty disturbing uncomfortable things! Make you late for dinner! <b>I</b> can’t think what anybody sees in them,” said <b>Mr. Baggins</b>.</p> <p>Tolkien, J.R.R. (1937/2013). <i>The hobbit</i>. New York: Houghton Mifflin.</p>	<p>In a mini lesson in small group, analyze how particular elements in a story or drama interact:</p> <ul style="list-style-type: none"> <li>• Identify/use nouns and associated pronouns (<b>bold</b>) (e.g., <b>hobbit, Mr. Baggins, Gandalf, we</b>) to identify the characters in a story.</li> <li>• Identify/use adjectives (<i>italics</i>) that describe the setting (e.g., <i>nasty, wet</i>).</li> <li>• Identify/use adjectives related to the subject (<u>underline</u>) (e.g., <u>respectable, rich</u>).</li> <li>• Identify/use transitional words in the text (<u>wavy underline</u>) (e.g., but also because) that signal how different elements interact in the story.</li> </ul>

<b>Common Core Anchor Standard (RL.4):</b> Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.		<b>Main Academic Demand</b> <i>Interpret Meaning of Words and Phrases</i>				
<b>MCCRS (RL.7.4):</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.		<b>Grade Level Academic Demand</b> <i>Determine Meaning of Words and Phrases and the Impact of Rhyme and Repetition on Verses or Sections of a Story</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Level 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a four-corners-vocabulary graphic organizer</i> to determine the meanings of words and phrases in a text, as the text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a four-corners-vocabulary graphic organizer</i> to determine the meanings of words and phrases in a text, as the text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed four-corners-vocabulary graphic organizer</i> to determine the meanings of words and phrases in a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a four-corners-vocabulary graphic organizer</i> to determine the meanings of words and phrases in a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to determine the meanings of words and phrases in a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a literary devices graphic organizer</i> to identify the impact of rhyme and repetition on verses or sections of a story	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a literary devices graphic organizer</i> to identify the impact of rhyme and repetition on verses or sections of a story	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed literary devices graphic organizer</i> to identify the impact of rhyme and repetition on verses or sections of a story	<b>Reading-Centered Activity:</b> Organize <i>information on a literary devices graphic organizer, after teacher modeling</i> , to identify the impact of rhyme and repetition on verses or sections of a story	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify the impact of rhyme and repetition on verses or sections of a story
		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> .



WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 explain the meanings of figurative and connotative words and phrases and the impact of rhyme and repetition, when speaking about the text in <i>partnership and/or teacher-led small groups</i></p>	<p><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 explain the meanings of figurative and connotative words and phrases and the impact of rhyme and repetition, when speaking about the text in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to explain the meanings of figurative and connotative words and phrases and the impact of rhyme and repetition, when speaking about the text in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to explain the meanings of figurative and connotative words and phrases and the impact of rhyme and repetition, when speaking about the text in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to explain the meanings of figurative and connotative words and phrases and the impact of rhyme and repetition, when speaking about the text in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that include figurative and connotative words and phrases as well as rhyme and repetition</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that include figurative and connotative words and phrases as well as rhyme and repetition</p>	<p><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 includes figurative and connotative words and phrases as well as rhyme and repetition</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher provided models to develop an essay</i> that includes figurative and connotative words and phrases as well as rhyme and repetition</p>	<p><b>Writing-Centered Activity:</b> Use <i>information to develop a multiple paragraph essay, independently</i>, that includes figurative and connotative words and phrases as well as rhyme and repetition</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (RL.7.4):** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**Grade Level Academic Demand**  
*Determine Meaning of Words and Phrases and the Impact of Rhyme and Repetition on Verses or Sections of a Story*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases that have a figurative meaning in the text (words that produce an image in the reader’s mind; e.g., metaphors and symbols).
- Identify words and phrases that have a connotative meaning in the text (e.g., forgotten—meaning old and not read any more).
- Identify metaphors (descriptive phrases that convey a comparison not using like or as; e.g., And each separate dying ember wrought its ghost upon the floor).
- Identify alliteration (words that start with the same sound within a poem; e.g., weak and weary).
- Identify rhyming (words with the same ending; e.g., floor, door).

**Example to Address the Linguistic Demands**

Text Excerpt	Teacher Directions
<p>The Raven            (first two stanzas)</p> <p><b>Once upon a midnight dreary</b>, while I pondered weak and weary,            Over many a <b>quaint and curious volume of forgotten lore</b>,            While I nodded, nearly <u>napping</u>, suddenly there came a <u>tapping</u>,            As of some one gently <u>rapping</u>, <u>rapping</u> at my chamber <u>door</u>.            ‘Tis some visitor,’ I muttered, ‘<u>tapping</u> at my chamber <u>door</u> -            Only this, and nothing more.’</p> <p>Ah, distinctly I remember <b>it was in the bleak December</b>,  <u>And each separate dying ember wrought its ghost upon the floor</u>.            Eagerly I wished the <u>morrow</u>; - vainly I had sought to <u>borrow</u>            From my books surcease of <u>sorrow</u> - <u>sorrow</u> for the lost <u>Lenore</u> -            For the rare and radiant maiden whom the angels name <u>Lenore</u> -            Nameless here for <u>evermore</u>.</p> <p>Poe, E.A. (1845/2011). <i>The raven</i>. CreateSpace: Independent Publishing Platform.</p>	<p>In a mini lesson, small group or whole class conversation analyze the impact of words and phrases as follows:</p> <ul style="list-style-type: none"> <li>• Identify words and phrases (<b>bold</b>) that have a figurative meaning in the text (words that produce an image in the reader’s mind) (e.g., <b>Once upon a midnight dreary, quaint and curious volume of forgotten, it was in the bleak December</b>).</li> <li>• Identify words and phrases (<i>italics</i>) that have a connotative meaning in the text (e.g., <i>dreary</i>, meaning dull and boring—in the text it means that the author was bored in the middle of the night; <i>forgotten</i>, meaning old and not read any more).</li> <li>• Identify metaphors (descriptive phrases that convey a comparison not using like or as) (<u>underline</u>) (e.g., <u>And each separate dying ember wrought its ghost upon the floor</u>).</li> <li>• Identify alliteration (words that start with the same sound within a poem) (<u>wavy underline</u>) (e.g., weak and weary, rare and radiant).</li> <li>• Identify rhyming (words with the same ending) (<u>double underline</u>) (e.g., <u>rapping, tapping, napping; lore, floor, door, more, evermore, Lenore; morrow, borrow, sorrow</u>).</li> </ul>

<p><b>Common Core Anchor Standard (RL.5):</b> Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.</p>		<p><b>Main Academic Demand</b> <i>Analyze Relationship of Linguistic and Text Structures</i></p>				
<p><b>MCCRS (RL.7.5):</b> Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>		<p><b>Grade Level Academic Demand</b> <i>Analyze How the Structure of a Poem or Drama Contributes to Overall Meaning</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a text structure graphic organizer</i> to identify the structure of a drama or poem, as text is read 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 text structure graphic organizer</i> to identify the structure of a drama or poem, as text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed text structure graphic organizer</i> to identify the structure of a drama or poem, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a text structure graphic organizer</i> to identify the structure of a drama or poem, as text is read in <i>partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a web</i> to connect text-specific characteristics with the meaning of the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a web</i> to connect text-specific characteristics with the meaning of the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed web</i> to connect text-specific characteristics with the meaning of the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a web, after teacher modeling</i>, to connect text-specific characteristics with the meaning of the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to connect text-specific characteristics with the meaning of the text</p>
		<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and, occasionally, in the home language.</i></p>	<p>in the <i>new language.</i></p>	<p>in the <i>new language.</i></p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 describe how the structure of a poem or drama contributes to its meaning, 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 describe how the structure of a poem or drama contributes to its meaning, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe how the structure of a poem or drama contributes to its meaning, 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 describe how the structure of a poem or drama contributes to its meaning, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to describe how the structure of a poem or drama contributes to its meaning, 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 how the structure of a poem or drama contributes to its overall meaning	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze how the structure of a poem or drama contributes to its overall meaning	<b>Writing-Centered Activity:</b> Use a <i>word bank and previously completed graphic organizers to develop a short essay</i> that analyzes how the structure of a poem or drama contributes to its overall meaning	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes how the structure of a poem or drama contributes to its overall meaning	<b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that analyzes how the structure of a poem or drama contributes to its overall meaning
		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>

**MCCRS (RL.7.5):** Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**Grade Level Academic Demand**  
*Analyze How the Structure of a Poem or Drama  
Contributes to Overall Meaning*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify words and sentence patterns that are repeated throughout a soliloquy or poem (e.g., my feet, my hands).
- Use sentence starters that analyze how the structure of a poem, soliloquy or sonnet contributes to its meaning (e.g., The structure of this poem/soliloquy/sonnet clarifies that \_\_\_\_\_; The structure of this poem/soliloquy/sonnet shows how the character \_\_\_\_\_).

### Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Soliloquy</p> <p>Cyrano (shivering violently, then suddenly rising): Not there! what, seated?—no! Let no one hold me up—(He props himself against the tree): Only the tree! (silence): <b>It</b> comes. E’en now <b>my feet</b> have turned to stone. <b>My hands</b> are gloved with lead! (He stands erect): But since <b>Death</b> comes, I meet <b>him</b> still afoot, (He draws his sword): And sword in hand!</p> <p>Rostand, E. (1897). <i>Cyrano de Bergerac</i>. Retrieved from <a href="http://classiclit.about.com/library/bl-etexts/erostand/bl-erost-cyrano-5.htm">http://classiclit.about.com/library/bl-etexts/erostand/bl-erost-cyrano-5.htm</a></p>	<p>Analyze in small groups or a whole class how this soliloquy contributes to the overall meaning:</p> <ul style="list-style-type: none"><li>• Identify words and sentence patterns that are repeated throughout a soliloquy or poem (<b>bold</b>) (e.g., <b>my feet, my hands</b>) that describe the feeling of death that Cyrano de Bergerac is experiencing (e.g., <b>Death, him, it</b>).</li><li>• Use sentence starters that analyze how the structure of a poem, soliloquy or sonnet contributes to its meaning (e.g., The structure of this poem/soliloquy/sonnet clarifies that _____; The structure of this poem/soliloquy/sonnet shows how the character _____).</li></ul>

<b>Common Core Anchor Standard (RL.6):</b> Assess how point of view or purpose shapes the content and style of a text.		<b>Main Academic Demand</b> <i>Assess Impact of Author’s Point of View</i>				
<b>MCCRS (RL.7.6):</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. a. Analyze stories, drama or poems by authors who represent diverse world cultures.		<b>Grade Level Academic Demand</b> <i>Analyze How an Author Distinguishes the Points of View of His or Her Characters and Narrators</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a point-of-view graphic organizer</i> to identify the points of view of different characters or narrators in a text, as text is read in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a point-of-view graphic organizer</i> to identify the points of view of different characters or narrators in a text, as text is read in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed point-of-view graphic organizer</i> to identify the points of view of different characters or narrators in a text, as text is read in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a point-of-view graphic organizer</i> to identify the points of view of different characters or narrators in a text, as text is read in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify the points of view of different characters or narrators in a text, as text is read in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a matrix</i> to identify how an author develops and contrasts the points of view of different characters or narrators in a text	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a matrix</i> to identify how an author develops and contrasts the points of view of different characters or narrators in a text	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed matrix</i> to identify how an author develops and contrasts the points of view of different characters or narrators in a text	<b>Reading-Centered Activity:</b> Organize <i>information on a matrix, after teacher modeling</i> , to identify how an author develops and contrasts the points of view of different characters or narrators in a text	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify how an author develops and contrasts the points of view of different characters or narrators in a text
		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> .

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases and the previously completed graphic organizers to complete sentence starters</i> that describe how an author from a diverse culture and background distinguishes and develops the points of view of different characters or narrators, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases and the previously completed graphic organizers to complete sentence starters</i> that describe how an author from a diverse culture and background distinguishes and develops the points of view of different characters or narrators, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe how an author from a diverse culture and background distinguishes and develops the points of view of different characters or narrators, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to describe how an author from a diverse culture and background distinguishes and develops the points of view of different characters or narrators, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to describe how an author from a diverse culture and background distinguishes and develops the points of view of different characters or narrators, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that analyze how an author develops and distinguishes the points of view of the characters or narrators</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more phrases</i> that analyze how an author develops and distinguishes the points of view of the characters or narrators</p>	<p><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 how an author develops and distinguishes the points of view of the characters or narrators</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes how an author develops and distinguishes the points of view of the characters or narrators</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently</i>, to develop a <i>multiple paragraph essay</i> that analyzes how an author develops and distinguishes the points of view of the characters or narrators</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (RL.7.6):** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

a. Analyze stories, drama or poems by authors who represent diverse world cultures.

**Grade Level Academic Demand**  
*Analyze How an Author Distinguishes the Points of View of His or Her Characters and Narrators*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify firsthand pronouns (e.g., my, I, our) vs. thirdhand pronouns (e.g., they, she, he) that convey different points of view (e.g., I, my to describe the author’s point of view; mom, dad, they to describe the parents’ perspective).
- Identify the transitional words (e.g., if, because, so) that indicate how the author develops the different points of view.
- Use compare-and-contrast words and phrases (e.g., like, unlike, whereas, however, because) to describe the different perspectives.

**Example to Address the Linguistic Demands**

**Text Excerpt**

**Teacher Directions**

Background

August is a ten-year-old boy who was born with facial deformities. His mother has been home schooling him but now she wants him to attend a school.

Excerpt 1: From the Narrator’s Perspective

If I found a magic lamp and **I** could have one wish, **I** would wish that I had a normal face that no one ever noticed at all. **I** would wish that that I could walk down the street without people seeing me and then doing that look away thing.

**My** name is August by the way. **I** won’t describe what **I** look like. Whatever you are thinking, it’s probably worse.

Last spring we drove over to Christopher’s house in Bridgeport. **Me** and Christopher were looking for snacks in the kitchen, and **I** heard Mom talking to Lisa, Christopher’s mom, about my going to school in the fall. **I** had never, ever, heard her mention school before.

“*What are you talking about?*” **I** said.

Excerpt 2: From the Mother’s Perspective

And then I heard **Mom and Dad** talking about me.

“*We can’t keep protecting him,*” **Mom** whispered to **Dad**, who was driving. “**We** can’t just pretend he’s going to wake up tomorrow and this isn’t going to be his reality, because it is, Nate, and **we** have to help him deal with it. **We** can’t just keep avoiding situations that. . .”

In a small group or whole class setting, analyze the multiple perspectives the characters in a story have:

Excerpt 1—From August’s perspective:

- Identify the pronouns (**bold**). The author uses the first person (e.g., **I, me**) to convey the perspective of August, the boy.

Excerpt 2—From the parents’ perspective, particularly the mother’s:

- Identify the subject (**bold**). The mother and father are talking (**Mom and Dad**). The mother includes the father in her perspective (**we**).
- The dialogue line (*italics*) (e.g., “**We can’t keep protecting him**”) conveys the mother’s point of view.

Excerpt 3—From the father’s perspective:

- Identify the subject (**bold**) (e.g., **Dad**).
- The dialogue line (*italics*) (e.g., “*So sending him off to middle school like a lamb to the slaughter*”) conveys that the father holds a different perspective on sending August to school.

For all excerpts:

- Identify the transitional words (underline) (e.g., if, because, so) that indicate how the author develops the different points of view.
- Use compare-and-contrast words and phrases (e.g., like, unlike, whereas, however, because) to describe the different perspectives.



Excerpt 3: From the Father's Perspective

*"So sending him off to middle school like a lamb to the slaughter. . ."* **Dad**  
answered angrily.

<p><b>Common Core Anchor Standard (RL.7):</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>				<p><b>Main Academic Demand</b> <i>Compare and Contrast Information Presented in Different Formats</i></p>		
<p><b>MCCRS (RL.7.7):</b> Compare and contrast a written story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color or camera focus and angles in a film).</p>				<p><b>Grade Level Academic Demand</b> <i>Compare and Contrast Portrayals of a Subject in a Text and in Other Media</i></p>		
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a double web</i> to identify the effects of techniques unique to each medium, as text is read <i>in partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a double web</i> to identify the effects of techniques unique to each medium, as text is read <i>in partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed double web</i> to identify the effects of techniques unique to each medium, as text is read <i>in partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a double web</i> to identify the effects of techniques unique to each medium, as text is read <i>in partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a Venn diagram</i> to compare and contrast the portrayal of a subject in a text and another medium</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a Venn diagram</i> to compare and contrast the portrayal of a subject in a text and another medium</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed Venn diagram</i> to compare and contrast the portrayal of a subject in a text and another medium</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a Venn diagram, after teacher modeling</i>, to compare and contrast the portrayal of a subject in a text and another medium</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to compare and contrast the portrayal of a subject in a text and another medium</p>
		<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and, occasionally, in the home language.</i></p>	<p>in the <i>new language.</i></p>	<p>in the <i>new language.</i></p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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</i> to <i>complete sentence starters</i> that describe the similarities and differences between the portrayal of a subject in a text and another medium, 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</i> to describe the similarities and differences between information presented in different formats, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe the similarities and differences between information presented in different formats, 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 describe the similarities and differences between information presented in different formats, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to describe the similarities and differences between information presented in different formats, when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that analyze the similarities and differences between the portrayal of a subject in a text and another medium and the effects used in each medium	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze the similarities and differences between the portrayal of a subject in a text and another medium and the effects used in each medium	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that analyzes the similarities and differences between the portrayal of a subject in a text and another medium and the effects used in each medium	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that analyzes the similarities and differences between the portrayal of a subject in a text and another medium and the effects used in each medium	<b>Writing-Centered Activity:</b> Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that analyzes the similarities and differences between the portrayal of a subject in a text and another medium and the effects used in each medium
		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> .

**MCCRS (RL.7.7):** Compare and contrast a written story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color or camera focus and angles in a film).

**Grade Level Academic Demand**  
*Compare and Contrast Portrayals of a Subject in a Text and in Other Media*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases to analyze techniques unique to a movie (e.g., The lighting is \_\_\_\_; the sound and music in the film show \_\_\_\_; the camera focuses on \_\_\_\_).
- Use sentence structures to compare and contrast the story and the film versions (e.g., Both the book and the movie show that \_\_\_\_; the book emphasizes \_\_\_\_, whereas the movie shows \_\_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpt

Summary of the movie and book *Holes* by Louis Sachar (1998): Stanley Yelnats is set to serve an easy sentence. But Stanley is not going where he thinks he is going. Camp Green Lake is like no other camp anywhere. It is a bizarre, almost otherworldly place that has no lake and nothing that is green. Nor is it a camp, at least not the kind of camp kids look forward to go to.



Retrieved from [www.goodreads.com/book/show/38709.Holes](http://www.goodreads.com/book/show/38709.Holes)

#### Teacher Directions

In a small group or whole class setting, compare and contrast a written story with its filmed version (a summary of the book and movie is offered in order to facilitate the comparison):

- Use words and phrases to analyze the techniques unique to a movie (e.g., The lighting is *bright/foggy*; the sound and music in the film show *suspense*; the camera focuses on the *depth* of the holes the boys are digging).
- Use sentence structures to compare and contrast the story and the film versions (e.g., Both the book and the movie show that \_\_\_\_; the book emphasizes \_\_\_\_, whereas the movie shows \_\_\_\_).

<p><b>Common Core Anchor Standard (RL.9):</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p><b>Main Academic Demand</b> <i>Compare and Contrast Similar Texts and Subjects</i></p>
<p><b>MCCRS (RL.7.9):</b> Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p><b>Grade Level Academic Demand</b> <i>Compare and Contrast a Fictional and a Historical Account of the Same Period</i></p>

WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 triple T-chart</i> to compare and contrast a fictional and a historical account of the same period, as the 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 triple T-chart</i> to compare and contrast a fictional and a historical account of the same period, as the 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 triple T-chart</i> to compare and contrast a fictional and a historical account of the same period, as the 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 triple T-chart</i> to compare and contrast a fictional and a historical account of the same period, as the 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 compare and contrast a fictional and a historical account of the same period, as the 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 on a Venn diagram</i> to compare and contrast a fictional and a historical account of the same period</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a Venn diagram</i> to compare and contrast a fictional and a historical account of the same period</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed Venn diagram</i> to compare and contrast a fictional and a historical account of the same period</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a Venn diagram</i> to compare and contrast a fictional and a historical account of the same period</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to compare and contrast a fictional and a historical account of the same period</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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 explain similarities and differences between a fictional portrayal of a time, place or character and a historical account of the same period, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 explain similarities and differences between a fictional portrayal of a time, place or character and a historical account of the same period, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to participate in a discussion that explains similarities and differences between a fictional portrayal of a time, place or character and a historical account of the same period, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to participate in a discussion that explains similarities and differences between a fictional portrayal of a time, place or character and a historical account of the same period, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the texts, independently</i>, to lead a discussion explaining similarities and differences between a fictional portrayal of a time, place or character and a historical account of the same period, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that compare and contrast a fictional and a historical account of the same period and explain how authors of fiction use or alter history</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that compare and contrast a fictional and a historical account of the same period and explain how authors of fiction use or alter history</p>	<p><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 compares and contrasts a fictional and a historical account of the same period and explains how authors of fiction use or alter history</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that compares and contrasts a fictional and a historical account of the same period and explains how authors of fiction use or alter history</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers, independently, to develop a multiple paragraph essay</i> that compares and contrasts a fictional and a historical account of the same period and explains how authors of fiction use or alter history</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (RL.7.9):** Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

**Grade Level Academic Demand**  
*Compare and Contrast a Fictional and a Historical Account of the Same Period*

**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 developing), students can approach the standard in their new and/or home language.

- Use words and phrases (e.g., nouns and associated pronouns) to identify the subjects (e.g., Sojourner Truth, white Americans).
- Use words and phrases (e.g., adjectives and similes) to identify how the author is referring to the subjects.
- Use sentence structures to compare and contrast a fictional and nonfictional text on the same period (e.g., The historical account shows \_\_\_ but the fiction text adds \_\_\_; both texts demonstrate that \_\_\_).

**Example to Address the Linguistic Demands**

**Text Excerpts**

Text 1: Fictional Text  
 WHEN THE GOOD LORD was handing out the gift of conviction, he gave a *hefty* dose to **Sojourner Truth**. Born into slavery, **she** was given the slave-name Isabella. But most folks called **her** Belle. **Belle's** skin was *as black as the blackest ebony wood, rich and dark and beautiful*. And, oh, was she ever *tall*—a stately *six feet* by the time she was thirteen years old.

**Belle and her parents** lived on Charles Hardenbergh's tobacco farm, a piece of property nestled along the Hudson River in Hurley, New York.

**Belle's mother**, Mau-Mau Bett, had a special kind of *strength*. **She** was *quiet strong, like a wind that keeps a boat on course*. **Belle's father**, Baumfree, was *backbone strong, like a tree that stands steady on a storm*.

Text 2: Historical Account

No issue in **American history** has produced a more *spirited* debate than the nature of plantation slavery. The debate began even before the Civil War, when **abolitionists** strove to expose slavery to the world as a *brutal, dehumanizing* institution, while **Southern defenders** of slavery tried to depict it as a *benevolent, paternalistic* system. But by the late nineteenth century, with **white Americans** eager for *sectional* conciliation, most *Northern* and *Southern* **chroniclers** of slavery began to accept a *romanticized and unthreatening* picture of the Old South and its *peculiar* institution.

**Teacher Directions**

In a small group or whole class setting, compare and contrast a fictional portrayal of a character and a historical (nonfictional) account:

- Use words and phrases to identify the subjects (nouns and associated pronouns) (**bold**) (e.g., Text 1: **Sojourner Truth, Belle and her parents, Belle's mother, Belle's father**; Text 2: **American history, abolitionists, Southern defenders, white Americans**).
- Use words and phrases (adjectives and similes) (*italics*) (e.g., Text 1: adjectives—*beautiful, black, tall, quiet strong, backbone strong*; similes—*as black as the blackest ebony wood, like a wind that keeps a boat on course*; Text 2: adjectives—*brutal, dehumanizing, benevolent, paternalistic, sectional*) to identify how the author is referring to the subjects.
- Use sentence structures to compare and contrast a fictional and nonfictional text on the same period (e.g., The historical account shows \_\_\_ but the fiction text adds \_\_\_; both texts demonstrate that \_\_\_).

Text 1

Pinkney, A. D. (2013). *Let it shine: Stories of black women freedom fighters*. [S. Alcorn, Illus.] Boston: HMH Books for Young Readers.

Text 2

Brinkley, A. Where historians disagree—the character of slavery. In *The unfinished nation*.



<b>Common Core Anchor Standard (RL.10):</b> Read and comprehend complex literary and informational texts, independently and proficiently.		MAIN ACADEMIC DEMAND <i>Build Comprehension of Grade Level Texts</i>				
<b>MCCRS Grades 6 to 8 Standard (RL.6-8.10):</b> (by the end of grades 6, 7 and 8 respectively) Read and comprehend literature, including stories, dramas, and poems, in the grade complexity band proficiently, with scaffolding as needed at the high end of the range.		GRADE LEVEL ACADEMIC DEMAND <i>Build Comprehension of Grade-Appropriate Texts</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
<b>When acquiring a new language, using <u>grade level</u> texts and appropriate supports, students are able to:</b>						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	Comprehend <i>at least one</i> high interest, grade-appropriate text when teacher has built background knowledge, pre-taught vocabulary, provided a context for the text, and read aloud in class <i>in the new and/or home language.</i>	Comprehend <i>two or more</i> high interest, grade-appropriate texts when teacher has built background knowledge, provided pre-identified words and phrases, provided a context for the text, and read the text aloud in class <i>in the new and/or home language.</i>	Comprehend <i>multiple</i> high-interest, grade-appropriate texts when teacher has built background knowledge, provided a bank of phrases and sentences, and provided a context for the text <i>in the new and, occasionally, in the home language.</i>	Comprehend <i>multiple</i> grade or above grade-level texts when teacher has provided a glossary of new vocabulary, and provided a context for the text <i>in the new language.</i>	Comprehend <i>multiple</i> grade or above grade-level texts when teacher has glossed new vocabulary <i>in the new language.</i>

**Building Background Knowledge:** Background knowledge (or prior knowledge) is a frame of reference that encompasses the information and concepts the learner brings to the learning task. Background knowledge reflects the learner’s prior experiences and both formal and informal learning. It provides the foundation for approaching, processing, interpreting, and retaining new learning, and is indispensable to the learner’s making sense and understanding how the world works. When students are reading fiction they develop a framework for understanding the overarching structure of the story (i.e. setting, characters, conflict and resolution). The process of inferencing and interpreting the text is facilitated by the knowledge of this framework. The more a student knows about a topic, the more difficult the texts a student can approach. Students' background knowledge, including developmental, experiential, and cognitive factors, influences their ability to understand the explicit and inferential qualities of a text.

The following are some strategies to build background knowledge:

- Pre-reading discussions to build background knowledge and open-ended questions during a read aloud can increase the students’ reliance on the text and the information they are integrating.
- Background knowledge can be enriched by providing students with texts they can read independently that match their reading levels and that are aligned with the grade-level text/topic being developed in class.
- Students who can read and comprehend grade level text in their home language can build background knowledge by independently reading higher level text aligned with the text/topic being developed in class.
- Pairing fiction and nonfiction books that address the same topic.

**Note:** Text structures and oral language development play an important role in building a student’s ability to comprehend grade-appropriate texts. (See RL Standards 5, 6 and 7 for standards that target text structures and Standards 1 and 2, which addresses comprehension strategies.) Also, in order to engage in grade-appropriate texts, students must have mastered the phonemic and phonological characteristics of the home and/or new language as well as fluency. (See Foundations of Reading, which addresses the development of these skills.)

**Examples of Text to Build Background Knowledge in Literature:** The following books develop and expand knowledge of stories (including fairy/folk tales and myths). An effort has been made to incorporate as many cultural perspectives as possible.

English Texts			
1 <sup>st</sup> Grade	2 <sup>nd</sup> and 3 <sup>rd</sup> grade	4 <sup>th</sup> and 5 <sup>th</sup> grade	6 <sup>th</sup> to 8 <sup>th</sup> grade
<b>Lexile Levels:</b> <b>1<sup>st</sup> grade:</b> up to 300 L <b>AD:</b> means <i>Adult Directed</i> , as an adult reading to the child	<b>Lexile Levels:</b> <b>2<sup>nd</sup> grade:</b> 140 to 500 L <b>3<sup>rd</sup> grade:</b> from 330 to 700 L <b>AD:</b> means <i>Adult Directed</i> , as an adult reading to the child	<b>Lexile Levels:</b> <b>4<sup>th</sup> grade:</b> 445 to 810 L <b>5<sup>th</sup> grade:</b> 565 L to 910 L	<b>Lexile Levels:</b> <b>6<sup>th</sup> grade:</b> 665 to 1000 L <b>7<sup>th</sup> grade:</b> 735 to 1065 L <b>8<sup>th</sup> grade:</b> 805 to 1100 L
<i>The Cow in the House</i> by Harriet Ziefert and Emily Bolam (2000), 60L  <i>Three Goats. Norwegian Fairy Tale</i> (no author listed, 2012), 290L  <i>Cinderella</i> by Hara Lewis and Barbara Lanza (2000), 310L	<i>Twenty Heartbeats</i> by Dennis Hasseley and Ed Young (2008), AD 500L  <i>Dear Petter Rabbit</i> , by Alma Flor Ada and F. Isabel Campoy (2000), AD780L  <i>Three Goats. Norwegian Fairy Tale</i> (no author listed, 2012), 290L	<i>Borreguita and the Coyote</i> by Veena Aardena (1991), 560L  <i>American Indian Trickster Tales</i> by Richard Erdos and Alfonso Ortiz (1999), 580L  <i>King Puck</i> by Michael Garland (2007), AD670L	<i>The Korean Cinderella</i> by Shirley Climo (1994),700L  <i>World Folktales</i> by Kathy Burke (2008), 760L  <i>Cajun Folktales</i> by J. Reneaux (1992), 780L

<p><i>Cinderella</i> by Hara Lewis and Barbara Lanza (2000), 310L</p> <p><i>Folklore and Fairy Tale Funnies</i> by Art Spiegeman (1999), 360L</p> <p><i>The Great-Great Grandmother of La Cucarachita Martina</i> by Alma Flor Ada (1993), 460L</p> <p><i>The Teacher's Secret and Other Folktales</i> by Joyce Hannam (2004), 440L</p>	<p><i>Medio Pollito- Half Chicken</i> by Alma Flor Ada and Kim Howard (2003), 680L</p> <p><i>The Irish Cinderland</i> by Shirley Climo (1996), AD 730L</p> <p><i>Forest Tales From Far and Wide</i> by Marleen Vermeulen and Rosslyn Moran (2001), 740L</p>	<p><i>Russian Folktales</i> by Aradhana Bisht (2011), 820L</p> <p><i>Wisdom Tales from Around the World</i> by Heather Forest (2005), 840L</p> <p><i>The Uninvited Guest and Other Jewish Holiday Tales</i> by Nina Jaffe and Elivia Savadier (1993), 940L</p> <p><i>Mayan Folktales</i> (no author listed, 1999), 940L</p>
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**Chinese Texts**

<b>1<sup>st</sup> grade</b>	<b>2<sup>nd</sup> and 3<sup>rd</sup> grade</b>	<b>4<sup>th</sup> and 5<sup>th</sup> grade</b>	<b>6<sup>th</sup> to 8<sup>th</sup> grade</b>
<p>龜兔賽跑[The Tortoise and the Hare] published by Gui Taihua (2011)</p> <p>伊索寓言世界[The World of Aesop's Fables] by Huang Shuping (2008)</p> <p>世界童話故事[Fairy Tales From Around the World] by Chen Li Yu (2011)</p>	<p>會痛的小魚[The Fish That Felt Hurt] Retold by Li Xin Yuan and Meng Ning (2004)</p> <p>孩子的伊索寓言[Aesop's Fables] by Jerry Pinkney Translated by Kong Fan Lu (2012)</p> <p>熊的宴會：世界的語言精選 [Bear's Banquet: A Fable From Around the World] by Ivan Krylov, translated by Wei (2010)</p>	<p>一生必讀的希臘神話故事 [The Best of Greek Mythology] by Enoch (2011)</p> <p>烏鴉和護理：克雷洛夫語言 [The Crow and the Fox: A Krylov Fable] by Ivan Krylov, translated by Xin Wei Ai (2009)</p> <p>中國經典語言的智慧 [Classical Chinese Fables] by Wang Zhu Yu (2006)</p>	<p>一生必讀的希臘神話故事 [The Best of Greek Mythology] by Enoch (2011)</p> <p>烏鴉和護理：克雷洛夫語言 [The Crow and the Fox: A Krylov Fable] by Ivan Krylov, translated by Xin Wei Ai (2009)</p> <p>中國經典語言的智慧 [Classical Chinese Fables] by Wang Zhu Yu (2006)</p>

**Spanish Texts**

<b>1<sup>st</sup> grade</b>	<b>2<sup>nd</sup> and 3<sup>rd</sup> grade</b>	<b>4<sup>th</sup> and 5<sup>th</sup> grade</b>	<b>6<sup>th</sup> and 8<sup>th</sup> grade</b>
<p><i>Reina y el coquí: Cuentos boricueños</i> por Daisy Torres Petrovich (2009)</p> <p><i>Cuentos de hadas ilustrados: El gato con botas, Caperucita Roja, La bella Durmiente, Barba Azul</i>, por Charles Perrault, Marie Michelle Joy y Walter Crane (2014)</p> <p><i>Cuentos para niños</i>, por Susaeta Publishing, Editor (2011)</p>	<p><i>Cuentos que contaban nuestras abuelas</i> por Alma Flor Ada, F. Isabel Campoy (2006)</p> <p><i>Blanca Nieves. Versión del cuento de los hermanos Grimm</i>, por Eric Blair, Claudia Wolf y Patricia Abello (2006)</p> <p><i>Cuentos, Mitos y Leyendas para niños</i> por Editorial Ekare y Norma (2006)</p>	<p><i>De oro y esmeraldas: mitos, leyendas y cuentos populares de América Latina</i> por Lulú Delacre (1998)</p> <p><i>Mitos y Leyendas de México</i>, por Libro Móvil (2011)</p> <p><i>Leyendas del Sureste</i>, por Guadalupe Appendini, Gabriel Vargas y Ernesto de la Torre (2014)</p>	<p><i>Cuentos y Leyendas de América Latina: Los mitos del Sol y la Luna</i> por Maria Acosta (2002)</p> <p><i>El Señor de los Cuentos (Las Historias Perdidas de la Mitad del Mundo)</i> por fausto Ramos, Hernán Hermosa y Patricio Arevalor (2011)</p> <p><i>Samay Pushac Guardián de los Sueños</i>, por Paulina Soto (2013)</p>

*Canto al Cemí (leyendas y mitos taínos)*  
por Sadí Orsini Luigi (1996)

*Mitología Mexicana para niños* por  
Nélida Galván y Alberto Flandes (2004)

*Sinfonía de Puerto Rico. Mitos y  
Leyendas* por Ester Feliciano Mendoza  
(1979)

*Leyendas del Ecuador* por Edgar Allan  
García (2002)

*Cuentos y Leyendas del Caribe* por  
Rafael y Sanata (2010)

*Leyendas y Cuentos Vikingos* por Beatriz  
Donnet (2000)

Multilingual book distributors (in alphabetical order):

**Attanasio Publishers** ([www.attanasio-edu.com](http://www.attanasio-edu.com))

**Hexagramm** (<http://hexagrammbooks.com>)

**Lectorum** (<http://www.librerialectorum.com>)

**Scholastic** (<http://www.scholastic.com/aboutscholastic/espanol.htm>)

Useful websites for books in Arabic and Haitian Creole:

**Arabic** (<http://www.alkitab.com>)

**Haitian Creole** (<http://www.haitianbookcentre.com>)

<p><b>Common Core Anchor Standard (RI.1):</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>		<p><b>Main Academic Demand</b> <i>Draw Inferences Using Evidence from Text</i></p>				
<p><b>MCCRS (RI.7.1):</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.</p>		<p><b>Grade Level Academic Demand</b> <i>Cite Several Pieces of Textual Evidence to Support Inferences</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a double column chart</i> to identify what the text says explicitly and draw inferences from the text, as the 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 double column chart</i> to identify what the text says explicitly and draw inferences from the text, as the 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 double column chart</i> to identify what the text says explicitly and draw inferences from the text, as the 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 double column chart</i> to identify what the text says explicitly and draw inferences from the text, as the 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 when taking notes, independently</i>, to identify what the text says explicitly and draw inferences from the text, as the 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 on an evidence-based graphic organizer</i> to cite textual evidence that supports analysis of a text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on an evidence-based graphic organizer</i> to cite textual evidence that supports analysis of a text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed evidence-based graphic organizer</i> to cite textual evidence that supports analysis of a text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on an evidence-based graphic organizer, after teacher modeling</i>, to cite textual evidence that supports analysis of a text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note taking guide, independently</i>, to cite textual evidence that supports analysis of a text</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

5 Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
P R O DUCTIVE	Oracy and Literacy Links	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that cite textual evidence to explain inferences and analysis of the text, when speaking about text in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that cite textual evidence to explain inferences and analysis of the text, when speaking about text in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to cite textual evidence to explain inferences and analysis of the text, when speaking about text in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to cite textual evidence to explain inferences and analysis of the text, when speaking about text in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the text, independently</i>, to cite textual evidence to explain inferences and analysis of the text, when speaking about text in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that cite textual evidence to support the analysis of a text and inferences drawn</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that cite textual evidence to support the analysis of a text and inferences drawn</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that cites textual evidence to support the analysis of a text and inferences drawn</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that cites textual evidence to support the analysis of a text and inferences drawn</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the text, independently</i>, to <i>develop a multiple paragraph essay</i> that cites textual evidence to support the analysis of a text and inferences drawn</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (RI.7.1):** Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.

Grade Level Academic Demand  
*Cite Several Pieces of Textual Evidence to Support Inferences*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases to cite (e.g., according to the author \_\_\_\_\_; the author says \_\_\_\_\_; here it states \_\_\_\_\_).
- Use words and phrases to explain inferences drawn from the text (e.g., this means that \_\_\_\_\_; the author thinks that \_\_\_\_\_; this makes me reach the conclusion that \_\_\_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpt

By the time Harriet Ross was six years old, she had unconsciously absorbed many kinds of knowledge, almost with the air she breathed. She could not, for example, have said how or at what moment she knew that she was a slave.

She knew that her brothers and sisters, her father and mother, and all the other people who lived in the quarter, men, women and children were slaves.

She had been taught to say, “Yes, Missus,” “No, Missus,” to white women, “Yes, Mas’r,” “No, Mas’r” to white men. Or, “Yes, sah,” “No, sah.”

At the same time someone had taught her where to look for the North Star, the star that stayed constant, not rising in the east and setting in the west as the other stars appeared to do; and told her that anyone walking toward the North could use that star as a guide.

She knew about fear, too. Sometimes at night, or during the day, she heard the furious galloping of horses, not just one horse, several horses, thud of the hoofbeats along the road, jingle of harness. She saw the grown folks freeze into stillness, not moving, scarcely breathing, while they listened. She could not remember who first told her that those furious hoofbeats meant that patrollers were going in pursuit of a runaway. Only the slaves said patterrollers, whispering the word.

Petry, A. (1983). *Harriet Tubman: Conductor on the underground railroad*. New York: HarperCollins. (From Appendix B, CCSS, p. 92.)

#### Teacher Directions

In small group/whole class discussion, ask students to use introductory words and phrases to cite from the text.

- Use words and phrases to cite (e.g., according to the author \_\_\_\_\_; the author says \_\_\_\_\_; here it states \_\_\_\_\_).
- Use words and phrases to explain inferences drawn from the text (e.g., this means that \_\_\_\_\_; the author thinks that \_\_\_\_\_; this makes me reach the conclusion that \_\_\_\_\_) ( e.g., The author states that Harriet knew about fear from her observations of the adults at night. This means that she understood from a young age the danger for runaway slaves if they were caught.).

<b>Common Core Anchor Standard (RI.2):</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		<b>Main Academic Demand</b> <i>Summarize Text by Determining Main Idea and Supporting Details</i>				
<b>MCCRS (RI.7.2):</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.		<b>Grade Level Academic Demand</b> <i>Summarize Text and Analyze Development of Two or More Central Ideas</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a double web graphic organizer</i> to identify two or more central ideas, as text is read in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a double web graphic organizer</i> to identify two or more central ideas, as text is read in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed double web graphic organizer</i> to identify two or more central ideas, as text is read in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a double web graphic organizer</i> to identify two or more central ideas, as text is read in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information, when taking notes independently</i> , to identify two or more central ideas, as text is read in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a double plot line diagram</i> to analyze the development of two or more central ideas over the course of a text	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a double plot line diagram</i> to analyze the development of two or more central ideas over the course of a text	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed double plot line diagram</i> to analyze the development of two or more central ideas over the course of a text	<b>Reading-Centered Activity:</b> Organize <i>information on a double plot line diagram, after teacher modeling</i> , to analyze the development of two or more central ideas over the course of a text	<b>Reading-Centered Activity:</b> Organize <i>information on a double plot line diagram, independently</i> , to analyze the development of two or more central ideas over the course of a text
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>



WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 provide an objective summary of the text, 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 provide an objective summary of the text, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to provide an objective summary of the text, 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 provide an objective summary of the text, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to provide an objective summary of the text, 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 provide an objective summary and analyze the development of two or more central ideas	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that provide an objective summary and analyze the development of two or more central ideas	<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 provides an objective summary and analyzes the development of two or more central ideas	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that provides an objective summary and analyzes the development of two or more central ideas	<b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that provides an objective summary and analyzes the development of two or more central ideas
		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>

**MCCRS (RI.7.2):** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**Grade Level Academic Demand**  
*Summarize Text and Analyze*  
*Development of Two or More Central Ideas*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases that have the same meaning and are repeated throughout the text to determine two or more central ideas (e.g., two central ideas can be exemplified by related words—wood/wooden; flammable/fast burning/fire hazards).
- Analyze transitional words and phrases (e.g., but, because, despite, actually).
- Use words and phrases that support summarization (e.g., this text is mostly about; the main argument is; the main points are; the key points the author makes are).

**Examples to Address the Linguistic Demands**

<b>Text Excerpt</b>	<b>Teacher Directions</b>
<p>Chicago in 1871 was a city ready to burn. The city boasted having 59,500 buildings, many of them—such as the Courthouse and the Tribune Building—large and ornately decorated. The trouble was that about two-thirds of all these structures were made entirely of <b>wood</b>. Many of the remaining buildings (even the ones proclaimed to be “<b>fireproof</b>”) looked solid, but were <i>actually</i> jerrybuilt affairs; the stone or brick exteriors hid <b>wooden</b> frames and floors, all topped with highly <b>flammable</b> tar or shingle roofs. It was also a common practice to disguise <b>wood</b> as another kind of building material. The fancy exterior decorations on just about every building were carved from <b>wood</b>, then painted to look like stone or marble. Most churches had steeples that appeared to be solid from the street, <i>but</i> a closer inspection would reveal a <b>wooden</b> framework covered with cleverly painted copper or tin.</p> <p>The situation was worst in the middle-class and poorer districts. Lot sizes were small, and owners usually filled them up with cottages, barns, sheds, and outhouses—all made of <b>fast-burning wood</b>, naturally. <i>Because</i> both Patrick and Catherine O’Leary worked, they were able to put a large addition on their cottage <i>despite</i> a lot size of just 25 by 100 feet. Interspersed in these residential areas were a variety of businesses—paint factories, lumberyards, distilleries, gasworks, mills, furniture manufacturers, warehouses, and coal distributors.</p> <p>Wealthier districts were by no means free of <b>fire hazards</b>. Stately stone and brick homes had <b>wood</b> interiors, and stood side by side with smaller <b>wood-frame houses</b>. <b>Wooden</b> stables and other storage buildings were common, and trees lined the streets and filled the yards.</p> <p>Murphy, J. (1995). The great fire. In <i>A city ready to burn</i> (Chapter 1). New York: Scholastic. (From Appendix B, CCSS, p. 94.)</p>	<p>In small group/whole class discussion, analyze how to determine the main ideas of a text and their development as well as their supporting details by focusing on:</p> <ul style="list-style-type: none"> <li>• Identify words or phrases that have the same meaning and that appear throughout the text or paragraph. In this example, there are two central ideas (<b>bold</b>). The first one is exemplified by the words: <b>wood/wooden</b> and the second one by the words: <b>flammable/fast burning/fire hazards</b>.</li> <li>• Identify transitional words (<i>italics</i>) (e.g., <i>actually, but, because, despite</i>).</li> <li>• Use words and phrases that support summarization (e.g., this text is mostly about; the main argument is; the main points are; the key points the author makes are).</li> </ul>

<b>Common Core Anchor Standard (RI.3):</b> Analyze how and why individuals, events and ideas develop and interact over the course of a text.		<b>Main Academic Demand</b> <i>Analyze Cause/Effect and Interactions between Text Elements</i>				
<b>MCCRS (RI.7.3):</b> Analyze the interactions among individuals, events and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		<b>Grade Level Academic Demand</b> <i>Analyze Cause/Effect Interactions between Individuals, Events and Ideas in Text</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a cause-and-effect graphic organizer</i> to identify cause-and-effect interactions among individuals, events and ideas, as text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a cause-and-effect graphic organizer</i> to identify cause-and-effect interactions among individuals, events and ideas, as text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed cause-and-effect graphic organizer</i> to identify cause-and-effect interactions among individuals, events and ideas, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a cause-and-effect graphic organizer</i> to identify cause-and-effect interactions among individuals, events and ideas, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify cause-and-effect interactions among individuals, events and ideas, as text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a web</i> to identify two or more examples of cause-and-effect interactions among individuals, ideas and events	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a web</i> to identify two or more examples of cause-and-effect interactions among individuals, ideas and events	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed web</i> to identify multiple examples of cause-and-effect interactions among individuals, ideas and events	<b>Reading-Centered Activity:</b> Organize <i>information on a web, after teacher modeling</i> , to identify multiple examples of cause-and-effect interactions among individuals, ideas and events	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify multiple examples of cause-and-effect interactions among individuals, ideas and events
		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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 describe cause-and-effect interactions among individuals, ideas and events in a text, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 describe cause-and-effect interactions among individuals, ideas and events in a text, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe cause-and-effect interactions among individuals, ideas and events in a text, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to describe cause-and-effect interactions among individuals, ideas and events in a text, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to describe cause-and-effect interactions among individuals, ideas and events in a text, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that analyze cause-and-effect interactions among individuals, events and ideas in a text</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to complete an essay outline</i> that analyzes cause-and-effect interactions among individuals, events and ideas in a text</p>	<p><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 cause-and-effect interactions among individuals, events and ideas in a text</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes cause-and-effect interactions among individuals, events and ideas in a text</p>	<p><b>Writing-Centered Activity:</b> Use <i>information to develop a multiple paragraph essay, independently</i>, that analyzes cause-and-effect interactions among individuals, events and ideas in a text</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (RI.7.3):** Analyze the interactions among individuals, events and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**Grade Level Academic Demand**  
*Analyze Cause/Effect Interactions between Individuals, Events and Ideas in Text*

**Linguistic Demands:** The following examples are in English but may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases (e.g., nouns and associated pronouns) that appear throughout the text to analyze a key individual, event, or idea in a text.
- Identify words that signal chronology or sequence (e.g., as, while).
- Use words that introduce details or examples (e.g., for instance, some reasons, in fact, in other words).
- Identify/use words that signal cause and effect (e.g., though, while, but, because, so, as a result).
- Use words that signal an outcome or result (e.g., so, as a result).

### Example to Address the Linguistic Demands

#### Text Excerpt

The **French Revolution** of 1789 not only propelled all of Europe on a war, but also touched off slave uprisings in the Caribbean. On Saint Domingue, **the free people of color** began the chain of rebellion when French planters would not grant them citizenship as decreed by the National Assembly of France in its “Declaration of the Rights of Man.”

A **bloody, thirteen-year revolution** ensued, a complex web of wars among and between slaves, whites, free people of color, France, Spain and Britain that would eventually create the first independent black nation in the Western world.

In 1794 France built upon the “Declaration of the Rights of Man” and officially abolished slavery in its colonies. **Toussaint L’Ouverture, the leader of the Saint Domingue** rebellion, abandoned his Spanish allies, joined the forces of the French Republic as a brigadier general and turned his troops against Spain.

In 1797 **Toussaint** was made commander-in-chief of the island by the French Convention. Following the defeat of the Spanish and British forces, **Toussaint** began moving toward independence from France. With **Toussaint** as its Governor for life, St. Domingue was still technically a French colony, but was acting as an independent state.

In 1802, **Napoleon Bonaparte**, who had seized power in France in 1799, sought to restore slavery to the West Indies through political guile and military force. **Toussaint** was captured and exiled, but the fighting *continued* under the leadership of **Jean Jacques Dessalines** and **Henri Christophe**. On *January 1, 1804*, **Dessalines** proclaimed himself ruler of the new nation, which was called Haiti, a “higher place.”

PBS Online and WGBH Educational Foundation. (1998). The Haitian revolution (1794–1804). In *Africans in America* (part 3). Retrieved from <http://www.pbs.org/wgbh/aia/part3/3p2990.html>

#### Teacher Directions

In a mini lesson and small group/whole class conversations, model how to identify and analyze interactions between events, concepts and ideas:

- Identify words and phrases (**bold**) that appear throughout the text that indicate key individuals, events, or ideas. In the first paragraph, the **French Revolution** and **the free people of color** are the main subjects. In the second, the main subject is the **bloody, thirteen-year revolution** that took place. The third, fourth and fifth paragraphs describe the main characters (e.g., **Toussaint, Dessalines** and **Christophe**).
- Identify words that signal chronology or sequence (*italics*) (e.g., *1789, 1794, began, eventually, continued*).
- Identify words (underline) that signal cause and effect (e.g., but, when, as, that would).
- Use words that introduce details or examples (e.g., for instance, some reasons, in fact, in other words) when describing the interactions or relationships between pieces of information found in the text.
- Use words that signal an outcome or result (e.g., so, as a result) when describing the interactions between pieces of information found in the text.

<b>Common Core Anchor Standard (RI.4):</b> Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.		<b>Main Academic Demand</b> <i>Analyze the Meaning and Impact of Word Choices</i>				
<b>MCCRS (RI.7.4):</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.		<b>Grade Level Academic Demand</b> <i>Determine Figurative, Connotative and Technical Meanings of Words and Phrases</i> <i>Analyze Meaning and Tone of a Specific Word Choice</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Level 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words on a word association chart</i> to determine the meanings of figurative, connotative and technical words, as a teacher reads aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a word association chart</i> to determine the meanings of figurative, connotative and technical words, as a teacher reads aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize a <i>bank of words and phrases on a word association chart</i> to determine the meanings of figurative, connotative and technical words, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>words and phrases on a partially completed word association chart</i> to determine the meanings of figurative, connotative and technical words, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>words and phrases on a self-created word association chart</i> to <i>independently</i> determine the meanings of figurative, connotative and technical words, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words on a three-column chart</i> (Column 1: Specific sentence from the text; Column 2: Same sentence using different words; Column 3: How do your changes alter the meaning and tone of the text?) to analyze the impact of a specific word choice on meaning and tone	<b>Reading-Centered Activity:</b> Organize <i>pre-identified words on a three-column chart</i> (Column 1: Specific sentence from the text; Column 2: Same sentence using different words; Column 3: How do your changes alter the meaning and tone of the text?) to analyze the impact of a specific word choice on meaning and tone	<b>Reading-Centered Activity:</b> Organize a <i>bank of words on a three-column chart</i> (Column 1: Specific sentence from the text; Column 2: Same sentence using different words; Column 3: How do your changes alter the meaning and tone of the text?) to analyze the impact of a specific word choice on meaning and tone	<b>Reading-Centered Activity:</b> Organize <i>words on a partially completed three-column chart</i> (Column 1: Specific sentence from the text; Column 2: Same sentence using different words; Column 3: How do your changes alter the meaning and tone of the text?) to analyze the impact of a specific word choice on meaning and tone	<b>Reading-Centered Activity:</b> Organize <i>words independently on a self-created three-column chart</i> (Column 1: Specific sentence from the text; Column 2: Same sentence using different words; Column 3: How do your changes alter the meaning and tone of the text?) to analyze the impact of specific words on meaning and tone
		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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4-5)	Bridging (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words</i> and the <i>previously completed charts</i> to <i>complete sentence starters</i> that analyze the meaning of words and phrases in a text and the impact of word choice, in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed charts</i> to <i>complete sentence starters</i> that analyze the meaning of words and phrases in a text and the impact of word choice, in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and the <i>previously completed charts</i> to analyze the meaning of words and phrases in a text and the impact of word choice, in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed charts</i> to analyze the meaning of words and phrases in a text and the impact of word choice, in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed charts</i> to <i>independently analyze</i> the meaning of words and phrases in a text and the impact of word choice, in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words</i> to <i>complete cloze paragraphs</i> in which specific words are selected to have an impact on meaning and tone</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed charts</i> to <i>write two or more paragraphs</i> in which specific words are selected to have an impact on meaning and tone</p>	<p><b>Writing-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and the <i>previously completed charts</i> to <i>write a short essay</i> in which specific words are selected to have an impact on meaning and tone</p>	<p><b>Writing-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed charts</i> to <i>write an essay</i> in which specific words are selected to have an impact on meaning and tone</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed charts</i> to <i>independently write an essay</i> in which specific words are selected to have an impact on meaning and tone</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (RI.7.4):** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.

**Grade Level Academic Demand**  
*Determine Figurative, Connotative and Technical Meanings of Words and Phrases*  
*Analyze Meaning and Tone of a Specific Word Choice*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases that have a figurative meaning in the text (words that produce an image in the reader’s mind; similes that use like or as—e.g., folded over their coffee cups like ferns).
- Identify words and phrases that have a technical meaning in the text (e.g., taciturnity).
- Identify words and phrases that have a connotative meaning in a text (e.g., laconic grunts and early rising men have negative connotations in the text excerpt).
- Identify the impact of a specific word that is repeated throughout the text (e.g., breakfast).

### Example to Address the Linguistic Demands

#### Text Excerpt

I soon discovered that if a *wayfaring stranger* wishes to eavesdrop on a local population the places for him to **slip** in and **hold his peace** are bars and churches. But some New England towns don’t have bars, and church is only on Sunday. A good alternative is the *roadside restaurant* where men gather for breakfast before going to work or going hunting. To find these places inhabited one must get up very early. And there is a drawback even to this. Early-rising men not only do not talk much to strangers, they barely talk to one another. Breakfast conversation is limited to a series of laconic grunts. The natural New England *taciturnity* reaches its **glorious perfection at breakfast**.

I am not normally a breakfast eater, but here I had to be or I wouldn’t see anybody unless I stopped for gas. At the first *lighted roadside restaurant* I pulled in and took my seat at a counter. The customers were **folded over their coffee cups like ferns**. A normal conversation is as follows:

WAITRESS: “Same?”  
 CUSTOMER: “Yep.”  
 WAITRESS: “Cold enough for you?”  
 CUSTOMER: “Yep.”  
 (Ten minutes.)  
 WAITRESS: “Refill?”  
 CUSTOMER: “Yep.”

This is a **really talkative customer**.

Steinbeck, J. (1962). *Travels with Charley: In search of America*. New York: Penguin.

#### Teacher Directions

In a mini lesson and small group/whole class conversations, analyze how understanding the figurative, connotative and technical words in a text enables comprehension:

- Identify words and phrases (**bold**) that have a figurative meaning in the text (words that produce an image in the reader’s mind; e.g., **laconic grunts; glorious perfection at breakfast**. The text provides a simile: **folded over their coffee cups like ferns**).
- Identify words and phrases (*italics*) that have a technical meaning in the text. The text doesn’t offer technical words, but *wayfaring stranger, lighted roadside restaurant, and taciturnity* can be considered such in the text.
- Identify words and phrases (underline) that have a connotative meaning in a text (e.g., laconic grunts and early-rising men have negative connotations in the text excerpt).
- Identify the impact of a specific word (wavy underline) that is repeated throughout the text (e.g., breakfast).



<p><b>Common Core Anchor Standard (RI.5):</b> Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.</p>				<p><b>Main Academic Demand</b> <i>Analyze the Relationship of Linguistic and Text Structures</i></p>		
<p><b>MCCRS (RI.7.5):</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>				<p><b>Grade Level Academic Demand</b> <i>Analyze How Major Sections of Text Contribute to Overall Structure and Development of Ideas</i></p>		
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a text structure graphic organizer</i> to identify the structure an author uses to organize a text, as text is read 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 text structure graphic organizer</i> to identify the structure an author uses to organize a text, as text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed text structure graphic organizer</i> to identify the structure an author uses to organize a text, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a text structure graphic organizer</i> to identify the structure an author uses to organize a text, as text is read in <i>partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a concept map</i> to identify and connect sections of a text with the development of ideas</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a concept map</i> to identify and connect sections of a text with the development of ideas</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed concept map</i> to identify and connect sections of a text with the development of ideas</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a concept map, after teacher modeling</i>, to identify and connect sections of a text with the development of ideas</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify and connect sections of a text with the development of ideas</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that explain how the structure and sections of a text contribute to the development of ideas, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that explain how the structure and sections of a text contribute to the development of ideas, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to explain how the structure and sections of a text contribute to the development of ideas, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>previously completed graphic organizers</i> to explain how the structure and sections of a text contribute to the development of ideas, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to explain how the structure and sections of a text contribute to the development of ideas, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that analyze how major sections of text contribute to the overall structure and development of ideas</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze how major sections of text contribute to the overall structure and development of ideas</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that analyzes how major sections of text contribute to the overall structure and development of ideas</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that analyzes how major sections of text contribute to the overall structure and development of ideas</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently</i>, to <i>develop a multiple paragraph essay</i> that analyzes how major sections of text contribute to the overall structure and development of ideas</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (RI.7.5):** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**Grade Level Academic Demand**  
*Analyze How Major Sections of Text Contribute to Overall Structure and Development of Ideas*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases that indicate the structure of a nonfiction text (e.g., text structures that convey descriptions use adjectives [e.g., cold, hot]; text structures that present a sequence use chronological time markers [e.g., first, second, in 1995]; compare-and-contrast text structures use transitional words [e.g., like, just as, similar, on the one hand, on the other, whereas]; cause-and-effect text structures use transitional words [e.g., because, however, therefore, as a result] and problem-and-solution text structures use nouns and verbs [e.g., issue, problem, result, resulted, solution]).
- Use sentence structures to describe how major sections contribute to the whole text (e.g., This section contributes \_\_\_\_\_; This section adds information on \_\_\_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpt

**What steps have we taken toward making it the century of the child? So far, very, very few. Why does the Children’s Era still remain a dream of the dim and the distant future? Why has so little been accomplished?—in spite of all our acknowledged love of children, all our generosity, all our good-will, all the enormous spending of millions on philanthropy and charities, all our warm-hearted sentiment, all our incessant activity and social consciousness? Why?**

We have only been a sort of silly reception committee, a reception committee at the Grand Central Station of Life. Trainload after trainload of children are coming in, day and night—*nameless* refugees arriving out of the Nowhere into the Here. Trainload after trainload—many *unwelcome, unwanted, unprepared* for, *unknown*, without baggage, without passports, most of them without pedigrees. These *unlimited* hordes of refugees arrive in such numbers that the reception committee is thrown into a panic—a panic of activity.

Sanger, M. (1925, March). *The children’s era*. Speech given in New York City. Retrieved from [www.sojust.net/speeches/margaret\\_sanger\\_children.html](http://www.sojust.net/speeches/margaret_sanger_children.html)

#### Teacher Directions

In a mini lesson and small group/whole class conversations, model how to analyze the author’s structure of a text and how individual parts contribute to development of the whole text:

- Identify words and phrases that indicate the structure of a nonfiction text (e.g., text structures that convey descriptions use adjectives [e.g., cold, hot]; text structures that present a sequence use chronological time markers [e.g., first, second, in 1995]; compare-and-contrast text structures use transitional words [e.g., like, just as, similar, on the one hand, on the other, whereas]; cause-and-effect text structures use transitional words [e.g., because, however, therefore, as a result] and problem-and-solution text structures use nouns and verbs [e.g., issue, problem, result, resulted, solution]).
  - In the first paragraph, the author uses a question form (**bold**) (e.g., **What steps have we taken toward making it the century of the child?**).
  - In the second paragraph, the author describes refugee children using adjectives (*italics*) (e.g., *unlimited, unwelcome, nameless*). The meaning of the prefix *un* in *unwelcome* and *unlimited* means no/not. This can also be a source of linguistic analysis.
- Use sentence structures to describe how major sections contribute to the whole text (e.g., This section contributes \_\_\_\_\_; This section adds information on \_\_\_\_\_).

<p><b>Common Core Anchor Standard (RI.6):</b> Assess how point of view or purpose shapes the content and style of a text.</p>				<p><b>Main Academic Demand</b> <i>Assess Author’s Point of View</i></p>		
<p><b>MCCRS (RI.7.6):</b> Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>				<p><b>Grade Level Academic Demand</b> <i>Determine and Analyze How an Author Distinguishes Point of View</i></p>		
<p>WIDA Levels of Language Development</p>	<p><b>Entering (Level 1)</b></p>	<p><b>Emerging (Level 2)</b></p>	<p><b>Developing (Level 3)</b></p>	<p><b>Expanding (Levels 4-5)</b></p>	<p><b>Bridging (Proficient)</b></p>	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a point-of-view graphic organizer</i> to determine the author’s point of view, as text is read 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 point-of-view graphic organizer</i> to determine the author’s point of view, as text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed point-of-view graphic organizer</i> to determine the author’s point of view, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a point-of-view graphic organizer</i> to determine the author’s point of view, as text is read in <i>partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a T-chart</i> to identify how an author distinguishes his or her opinion from others</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a T-chart</i> to identify how an author distinguishes his or her opinion from others</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed T-chart</i> to identify how an author distinguishes his or her opinion from others</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a T-chart, after teacher modeling</i>, to identify how an author distinguishes his or her opinion from others</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify the author’s point of view and how it is conveyed</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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 explain how the author distinguishes his or her point of view from those of others, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 explain how the author distinguishes his or her point of view from those of others, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to explain how the author distinguishes his or her point of view from those of others, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to explain how the author distinguishes his or her point of view from those of others, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to explain how the author distinguishes his or her point of view from those of others, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that analyze how an author distinguishes his or her point of view from those of others</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze how an author distinguishes his or her point of view from those of others</p>	<p><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 how an author distinguishes his or her point of view from those of others</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes how an author distinguishes his or her point of view from those of others</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that analyzes how an author distinguishes his or her point of view from those of others</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (RI.7.6):** Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**Grade Level Academic Demand**  
*Determine and Analyze How an Author Distinguishes Point of View*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify nouns and associated pronouns that indicate the topic of the text (e.g., Mr. Jefferson/he/him).
- Identify personal pronouns that convey the author’s point of view (e.g., I, me).
- Identify transitional words that signal how the author distinguishes his or her position from that of others (e.g., but, because, if).
- Use sentence structures to explain how the author’s point of view differs from that of others (e.g., The author’s position is the same as \_\_\_ because \_\_\_; The points of view are dissimilar in that \_\_\_, as shown by \_\_\_).

**Example to Address the Linguistic Demands**

Text Excerpt	Teacher Directions
<p><b>Mr. Jefferson</b> came into Congress in June, 1775, and brought with him a reputation for literature, science and a happy talent of composition. Writings of <b>his</b> were handed about, remarkable for the peculiar felicity of expression. Though a silent member in Congress, <b>he</b> was so prompt, frank, explicit and decisive upon committees and in conversation, not even Samuel Adams was <u>more so</u>, that <b>he</b> soon seized upon <i>my</i> heart; and upon this occasion <i>I</i> gave <b>him</b> my vote and did all in <i>my</i> power to procure the votes of others. <i>I</i> think he had one more vote than any other and that placed <b>him</b> at the head of the committee. <i>I</i> had the next highest number and that placed me second. The committee met, discussed the subject and then appointed <b>Mr. Jefferson</b> and <i>me</i> to make the draught, <i>I</i> suppose <u>because</u> we were the two first on the list.</p> <p>The subcommittee met. <b>Jefferson</b> proposed to <i>me</i> to make the draft. <i>I</i> said, “<i>I</i> will not.”</p> <p>“<i>You</i> should do it.”</p> <p>“Oh! no.”</p> <p>“Why will <i>you</i> not? <i>You</i> ought to do it.”</p> <p>“<i>I</i> will not.”</p> <p>“Why?”</p> <p>“Reasons enough.”</p> <p>“What can be <i>your</i> reasons?”</p> <p>“<u>Reason first</u>, <b>you</b> are a Virginian and a Virginian ought to appear at the head of this business. <u>Reason second</u>, <i>I</i> am obnoxious, suspected and unpopular. <b>You</b> are very much otherwise. <u>Reason third</u>, <b>you</b> can write ten times better than <i>I</i> can.”</p> <p>“Well,” said <b>Jefferson</b>, “if <i>you</i> are decided, <b>I</b> will do as well as <b>I</b> can.”</p> <p>“Very well. When <b>you</b> have drawn it up, we will have a meeting.”</p> <p>Adams, J. (1776). Letter on Thomas Jefferson. In P.M. Zall (Ed.), <i>Adams on Adams</i> (chapter 6). Lexington: University Press of Kentucky. Media text: <i>Adams family papers: An electronic archive</i>, hosted by the Massachusetts Historical Society, includes transcriptions of letters between John and Abigail Adams as well as John Adams’s diary and autobiography: <a href="http://www.masshist.org/digitaladams/aea/index.html">www.masshist.org/digitaladams/aea/index.html</a></p>	<p>Determine in a small group/whole class discussion how the author expresses his or her point of view and distinguishes it from those of others:</p> <ul style="list-style-type: none"> <li>• Identify the nouns and associated pronouns (<b>bold</b>) that determine point of view (e.g., <b>Jefferson/he/his</b>).</li> <li>• Identify personal pronouns (<i>italics</i>) that convey the author’s point of view (e.g., <i>I, me</i>).</li> <li>• Identify transitional words (<u>underline</u>) that signal how the author distinguishes his position from that of others (e.g., <u>more so</u>, <u>because</u>).</li> <li>• Use sentence structures to explain how the author’s point of view differs from that of others (e.g., The author’s position is the same as ___ because ___; The points of view are dissimilar in that ___, as shown by ___).</li> </ul>

<b>Common Core Anchor Standard (RI.7):</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, and in words.		<b>Main Academic Demand</b> <i>Synthesize and Evaluate Content Presented in Various Formats</i>				
<b>MCCRS (RI.7.7):</b> Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).		<b>Grade Level Academic Demand</b> <i>Compare and Contrast Portrayal of a Subject in a Text and in Another Medium</i>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>Receptive</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a triple T-chart</i> to identify how a subject is portrayed in a text and another media version of the text, as text is read <i>in partnership and/or teacher- led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a triple T-chart</i> to identify how a subject is portrayed in a text and another media version of the text, as text is read <i>in partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed triple T-chart</i> to identify how a subject is portrayed in a text and another media version of the text, as text is read <i>in partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a triple T-chart</i> to identify how a subject is portrayed in a text and another media version of the text, as text is read <i>in partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently,</i> to identify how a subject is portrayed in a text and another media version of the text, as text is read <i>in partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a Venn diagram</i> to compare and contrast the portrayal of a subject in a text and another medium of the text	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a Venn diagram</i> to compare and contrast the portrayal of a subject in a text and another medium of the text	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed Venn diagram</i> to compare and contrast the portrayal of a subject in a text and another medium of the text	<b>Reading-Centered Activity:</b> Organize <i>information on a Venn diagram, after teacher modeling,</i> to compare and contrast the portrayal of a subject in a text and another medium of the text	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently,</i> to compare and contrast the portrayal of a subject in a text and another medium of the text
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 synthesize the differences and similarities of a subject in a text presented in various formats, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 synthesize the differences and similarities of a subject in a text presented in various formats, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to synthesize the differences and similarities of a subject in a text presented in various formats, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to synthesize the differences and similarities of a subject in a text presented in various formats, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to synthesize the differences and similarities of a subject in a text presented in various formats, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that analyze the similarities and differences of the portrayal of a subject in a text and another medium</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze the similarities and differences of the portrayal of a subject in a text and another medium</p>	<p><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 the similarities and differences of the portrayal of a subject in a text and another medium</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes the similarities and differences of the portrayal of a subject in a text and another medium</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently</i>, to develop a <i>multiple paragraph essay</i> that analyzes the similarities and differences of the portrayal of a subject in a text and another medium</p>
		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>



**MCCRS (RI.7.7):** Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

**Grade Level Academic Demand**  
*Compare and Contrast Portrayal of a Subject in a Text  
 and in Another Medium*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify the nouns and associated pronouns (e.g., King George VI, I) that indicate the subject of the text and audio.
- Identify verbs (e.g., spoken, forced) that indicate the action that the text, audio, video or multimedia present.
- Use compare and contrast words and phrases (e.g., the same, different, both, whereas, as a result) to compare the text and the audio.

### Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Background            England declared war on Germany on September 1939. <b>King George VI</b> directly addressed British citizens using the radio. He described the coming fight as one for justice and peace against bondage and fear, and called for all the citizens of Britain and the Commonwealth to stand firm as WWII approached. This address is known as the King’s Speech.</p> <p>Excerpt from the King’s Speech            In this grave hour, perhaps the most fateful in our history, <b>I</b> <i>send</i> to every household of <b>my</b> peoples, both at home and overseas, this message, <i>spoken</i> with the same depth of feeling for each one of <b>you</b> as if <b>I</b> <i>were able to cross</i> <b>your</b> threshold and <i>speak</i> to <b>you myself</b>. For the second time in the lives of most of <b>us</b>, <b>we</b> are at war. Over and over again, <b>we</b> <i>have tried</i> to find a peaceful way out of the differences between <b>ourselves</b> and those who are now <b>our</b> enemies; but it has been in vain. <b>We</b> <i>have been forced</i> into a conflict, for <b>we</b> <i>are called</i>, with <b>our</b> allies, <i>to meet</i> the challenge of a principle which, if it were to <i>prevail</i>, would be fatal to any civilized order in the world.</p> <p>Retrieved from <a href="http://www.royal.gov.uk/pdf/georgevi.pdf">http://www.royal.gov.uk/pdf/georgevi.pdf</a></p> <p>Another source of comparison can be watching the film the <i>King’s Speech</i> (2010) where, toward the end of the movie, the same speech is delivered.</p>	<p>In a small group or whole class setting, compare and contrast a text with its corresponding audio:</p> <ul style="list-style-type: none"> <li>• Identify the nouns and associated pronouns (<b>bold</b>) (e.g., <b>King George VI, I</b>) that indicate the subject of the text and audio. In this speech, the King starts with <b>I</b> and <b>myself</b>. He then addresses his subjects by using <b>you/your</b> and then uses <b>us, we, ourselves</b>).</li> <li>• Identify verbs (<i>italics</i>) (e.g., <i>spoken, forced</i>) that indicate the action (events) that the text and audio present.</li> <li>• Use compare and contrast words and phrases (e.g., the same, different, both, whereas, as a result) to compare the text and the audio version of the speech.</li> </ul>

<b>Common Core Anchor Standard (RI.8):</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence.		<b>Main Academic Demand</b> <i>Evaluate Author’s Claims and Supporting Evidence</i>				
<b>MCCRS (RI.7.8):</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.		<b>Grade Level Academic Demand</b> <i>Evaluate Author’s Claims and Reliability of Supporting Evidence</i>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a flow chart</i> to identify and trace the argument and claims in a text, as text is read <i>in partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a flow chart</i> to identify and trace the argument and claims in a text, as text is read <i>in partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed flow chart</i> to identify and trace the argument and claims in a text, as text is read <i>in partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a flow chart</i> to identify and trace the argument and claims in a text, as text is read <i>in partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently,</i> to identify and trace the argument and claims in a text, as text is read <i>in partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a T-chart</i> to differentiate between evidence and reasoning that is sound and relevant and evidence and reasoning that is not	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a T-chart</i> to differentiate between evidence and reasoning that is sound and relevant and evidence and reasoning that is not	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed T-chart</i> to differentiate between evidence and reasoning that is sound and relevant and evidence and reasoning that is not	<b>Reading-Centered Activity:</b> Organize <i>information on a T-chart, after teacher modeling,</i> to differentiate between evidence and reasoning that is sound and relevant and evidence and reasoning that is not	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently,</i> to differentiate between evidence and reasoning that is sound and relevant and evidence and reasoning that is not
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed charts to complete sentence starters</i> that assess whether or not the reasoning and evidence used to support an author’s claims is sound and reliable, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed charts to complete sentence starters</i> that assess whether or not the reasoning and evidence used to support an author’s claims is sound and reliable, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to assess whether or not the reasoning and evidence used to support an author’s claims is sound and reliable, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed charts</i> to assess whether or not the reasoning and evidence used to support an author’s claims is sound and reliable, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to assess whether or not the reasoning and evidence used to support an author’s claims is sound and reliable, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that evaluate an author’s claims and the reliability and sufficiency of his or her supporting evidence</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that evaluate an author’s claims and the reliability and sufficiency of his or her supporting evidence</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed charts to develop a short essay</i> that evaluates an author’s claims and the reliability and sufficiency of his or her supporting evidence</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed charts and teacher-provided models to develop an essay</i> that evaluates an author’s claims and the reliability and sufficiency of his or her supporting evidence</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that evaluates an author’s claims and the reliability and sufficiency of his or her supporting evidence</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (RI.7.8):** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

**Grade Level Academic Demand**  
*Evaluate Author's Claims and Reliability of Supporting Evidence*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify/use transitional words and phrases (e.g., in fact, furthermore) to trace the author's argument.
- Use sentence structures to evaluate the soundness of the evidence (e.g., The author considers that \_\_\_\_; the text examines \_\_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpt

During this period, much like others that preceded it, most of the ancient Egyptians lived in small villages. Agriculture was the economic base of the state and the annual flooding of the Nile provided water and silt that fertilized the land. **In fact**, the flooding provided them with much needed irrigation **as well as** fertilization. The farmers would sow the wheat after the flooding had subsided and then [go] on to harvest it.

Now that we have the basics covered, let's talk about how prosperous they became. The age of the pyramid builders, which was around 2686 B.C., is **also** considered to be a golden age for both peace and prosperity. The pharaohs held absolute power and were able to provide a stable central government for the kingdom. . . .

**Furthermore**, they had successful campaigns in various foreign countries such as Libya and Nubia, . . . which added to the considerable economy of Egypt.

Bauer, T. (2013). *Ancient Egypt. The secrets of ancient Egypt: From the great pyramids to the sphinx*. Retrieved from [www.amazon.com/dp/B00GCRQEN2/ref=rdr\\_kindle\\_ext\\_tmb](http://www.amazon.com/dp/B00GCRQEN2/ref=rdr_kindle_ext_tmb)

#### Teacher Directions

Analyze in a small group/whole class discussion how to trace and evaluate claims in a text:

- Identify/use transitional words and phrases (**bold**) (e.g., **in fact, as well as, also, furthermore**) to trace the author's argument.
- Use sentence structures to evaluate the soundness of the evidence (e.g., The author considers that \_\_\_\_; the text examines \_\_\_\_).

<p><b>Common Core Anchor Standard (RI.9):</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		<p><b>Main Academic Demand</b> <i>Evaluate Author’s Claim and Supportive Evidence</i></p>				
<p><b>MCCRS (RI.7.9):</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.</p>		<p><b>Grade Level Academic Demand</b> <i>Analyze Two Authors’ Use of Evidence and Facts about the Same Topic</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a double column chart</i> that compares two authors to identify their claims and supporting evidence and/or facts, as the texts are 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 double column chart</i> that compares two authors to identify their claims and supporting evidence and/or facts, as the texts are 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 double column chart</i> that compares two authors to identify their claims and supporting evidence and/or facts, as the texts are 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 double column chart</i> that compares two authors to identify their claims and supporting evidence and/or facts, as the texts are read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information, when taking notes independently</i>, to identify two authors’ claims and supporting evidence and/or facts, as the texts are 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 on evidence-based graphic organizers</i> to identify one or more differences between facts presented by two authors</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on evidence-based graphic organizers</i> to identify one or more differences between facts presented by two authors</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on partially completed evidence-based graphic organizers</i> to identify one or more differences between facts presented by two authors</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on evidence-based graphic organizers</i> to identify one or more differences between facts presented by two authors</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify one or more differences between facts presented by two authors</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed diagrams to complete sentence starters</i> that address the differences between evidence and facts presented by two authors, when speaking about texts in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed diagrams to complete sentence starters</i> that address the differences between evidence and facts presented by two authors, when speaking about texts in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed diagrams</i> to participate in discourse that addresses the differences between evidence and facts presented by two authors, when speaking about texts in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed diagrams</i> to participate in discourse that addresses the differences between evidence and facts presented by two authors, when speaking about texts in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of texts, independently</i>, to lead discourse that addresses the differences between evidence and facts presented by two authors, when speaking about texts in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts</p>	<p><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 how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of texts, independently, to develop a multiple paragraph essay</i> that analyzes how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (RI.7.9):** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

- a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.

**Grade Level Academic Demand**  
*Analyze Two Authors' Use of Evidence and Facts about the Same Topic*

**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 developing), students can approach these linguistic demands in their new and/or home language.

- Identify the evidence (facts) in the text (e.g., massacre at a Newtown, Conn., elementary school last month).
- Identify how the authors shape their presentations (e.g., use of quotations).
- Use sentence structures to compare and contrast how two authors emphasize different evidence (e.g., Both texts present evidence regarding \_\_\_\_, however, the \_\_\_\_; the evidence presented in these texts is different/similar in that \_\_\_\_; both texts make the point that \_\_\_\_).

**Example to Address the Linguistic Demands**

**Text Excerpts**

Text 1  
 Don't listen to those who say President Obama's bold plan to reduce gun violence—including an assault weapons ban—has no chance in Congress. I seem to recall that health-care reform was deemed impossible, too. Until it happened.

It was a heart-rending reminder of why we're talking about gun control: the unspeakable **massacre at a Newtown, Conn., elementary school** last month. *The gun lobby and its allies in Congress immediately charged that by using children in this way, Obama was not playing fair.* Those critics would have a point—if this were a game.

As the people of Newtown know—and the people of Aurora, Colo., Tucson, Ariz., Blacksburg, Va., and so many other cities **know far too well**—this is no game. It's a matter of life and death.

Text 2  
 Bloomberg, one of the nation's leading gun-control advocates and a co-founder of Mayors Against Illegal Guns, asked his investigators to spend **eight weeks** monitoring the ads on Armslist.com. The classified marketplace, known as a "Craigslis for guns," is one of the nation's largest firearms websites.

The inquiry found that nearly **one-third of gun ads** on the site were posted by high-volume sellers who do not possess the mandatory federal firearms license. At that pace, nearly **244,000 guns** would be sold illegally a year due to the "*private sale loophole*," which does not require a background check, Bloomberg said Thursday.

**Teacher Directions**

Analyze in small group/whole class discussion how authors approach and use evidence, and compare and contrast two similar texts on similar subjects:

- Identify the evidence (facts) (**bold**) in the text (e.g., **massacre at a Newtown, Conn., elementary school; 224,000 guns; one-third of gun ads**)
- Identify how the authors shape their presentations (e.g., use of quotations) (*italics*) (e.g., *The result is a massive online, largely unregulated, secondhand firearms market that threatens the safety of all of us.*)
- Use sentence structures to compare and contrast how two authors emphasize different evidence (e.g., Both texts present evidence regarding ; however, the ; the evidence presented in these texts is different/similar in that \_ ; both texts make the point that ).

*“Unlicensed sellers of firearms are flooding the Internet with weapons,” Bloomberg said at City Hall news conference. “The result is a massive online, largely unregulated, secondhand firearms market that threatens the safety of all of us.”*

Text 1

Robinson, E., (2013, January 19). Gun control isn't an impossible dream. *The Washington Post*. Retrieved from <http://www.ohio.com/editorial/eugene-robinson-gun-control-isn-t-an-impossible-dream-1.366398>



<p><b>Common Core Anchor Standard (RI.10):</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>MAIN ACADEMIC DEMAND <i>Build Comprehension of Grade Level Texts</i></p>
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**MCCRS Standard 10:**  
**Grade 6**— By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  
**Grade 7**— By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  
**Grade 8**— By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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>Comprehend <i>at least one</i> high interest, grade-appropriate text when teacher has built background knowledge, pre-taught vocabulary, provided a context for the text, and read aloud in class <i>in the new and/or home language</i>.</p>	<p>Comprehend <i>two or more</i> high interest, grade-appropriate texts when teacher has built background knowledge, provided pre-identified words and phrases, provided a context for the text, and read the text aloud in class <i>in the new and/or home language</i>.</p>	<p>Comprehend <i>multiple</i> high-interest, grade-appropriate texts when teacher has built background knowledge, provided a bank of phrases and sentences, and provided a context for the text <i>in the new and, occasionally, in the home language</i>.</p>	<p>Comprehend <i>multiple</i> grade or above grade-level texts when teacher has provided a glossary of new vocabulary, and provided a context for the text <i>in the new language</i>.</p>	<p>Comprehend <i>multiple</i> grade or above grade-level texts when teacher has glossed new vocabulary <i>in the new language</i>.</p>
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**MCCRS Reading for Information Standard 10:**

**Grade 6**— By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Grade 7**— By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Grade 8**— By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

**Building Background Knowledge:** Background knowledge (or prior knowledge) is a frame of reference that encompasses the information and concepts that the learner brings to the learning task. Background knowledge reflects the learner’s prior experiences and both formal and informal learning. It provides the foundation for approaching, processing, interpreting, and retaining new learning, and is indispensable to the learner’s making sense and understanding how the world works. When children are reading nonfiction they need to have some background knowledge in order to understand the text. The more a student knows about a topic, the more difficult the texts a student can approach. Students' background knowledge, including developmental, experiential, and cognitive factors, influences their ability to understand the explicit and inferential qualities of a text.

The following are some strategies to build background knowledge:

- Developing background knowledge in the middle school years can be achieved by reviewing or introducing concepts that form the baseline for understanding more complex ones. Conversations around topics that the student knows little about can be supported by carefully selected short video clips and illustrations that are connected to the background knowledge and content need to enrich reading comprehension.
- Background knowledge can be enriched by providing students with texts they can read independently that match their reading level and that are aligned with the grade-level text/topic being developed in class.
- Students who are developing a new language and can read and comprehend grade level text in their home language can build background knowledge by independently reading higher level text aligned with the text/topic being developed in class.
- Pairing fiction and nonfiction books that address the same topic.

**Note:** Text structures and oral language development also play an important role in building a student’s ability to comprehend grade appropriate texts. *See* RI Standards 5, 6 and 7 for standards that target text structures and Standards 1 and 2, which addresses comprehension strategies. Also, in order to engage in grade appropriate texts students must have mastered the phonemic and phonological characteristics of the new language as well as fluency. *See* Foundations of Reading, which address these skills development.

**Examples of Text to Build Background Knowledge in Informational Text:** The following books develop and expand knowledge of the human body. The sequence from K to 5th grade is recommended in the Common Core State Standards (p.33).

**Sample English Texts for Developing Knowledge and Language**

1 <sup>st</sup> Grade	2 <sup>nd</sup> and 3 <sup>rd</sup> Grade	4 <sup>th</sup> and 5 <sup>th</sup> Grade	6 <sup>th</sup> to 8 <sup>th</sup> Grade
<p><u>Introduction to the systems of the human body and associated body parts</u></p> <ul style="list-style-type: none"> <li>• <i>Under Your Skin: Your Amazing Body</i> by Manning (2007)</li> <li>• <i>Me and My Amazing Body</i> by Sweeney (1999)</li> <li>• <i>The Human Body</i> by Gallimard</li> </ul>	<p><u>The digestive and excretory systems</u></p> <ul style="list-style-type: none"> <li>• <i>What Happens to a Hamburger</i> by Paul Showers (1985)</li> <li>• <i>The Digestive System</i> by Christine Taylor-Butler (2008)</li> <li>• <i>The Digestive System</i> by Rebecca L. Johnson (2006)</li> </ul>	<p><u>The Respiratory system</u></p> <ul style="list-style-type: none"> <li>• <i>The Lungs</i> by Seymour Simon (2007)</li> <li>• <i>The Respiratory System</i> by Susan Glass (2004)</li> <li>• <i>The Respiratory System</i> by Kristin Petrie (2007)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Middle Grade Science. Human Body Systems. Student Edition</i> (2006)</li> <li>• <i>Middle School Healthy Hearts in the Zone. A Heart rate Monitoring Program for Lifelong Fitness</i> by Swain and Edwards (2008)</li> <li>• <i>The Muscular and Skeletal Systems.</i></li> </ul>

<p>Jeunesse (2007)</p> <ul style="list-style-type: none"> <li>• <i>The Busy Body Book</i> by Lizzy Rockwell (2008)</li> <li>• <i>First Encyclopedia of the Human Body</i> by Chandler (2004)</li> </ul> <p><u>Taking care of your body: Germs, diseases, and preventing illness</u></p> <ul style="list-style-type: none"> <li>• <i>Germs Make Me Sick</i> by Marilyn Berger (1995)</li> <li>• <i>Tiny Life on Your Body</i> by Christine Taylor-Butler (2005)</li> <li>• <i>Germ Stories</i> by Arthur Kornberg (2007)</li> <li>• <i>All About Scabs</i> by Genichiro Yagu (1998)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Digestive System</i> by Kristin Petrie (2007)</li> </ul> <p><u>Taking care of your body: Healthy eating and nutrition</u></p> <ul style="list-style-type: none"> <li>• <i>Good Enough to Eat</i> by Lizzy Rockwell (1999)</li> <li>• <i>Showdown at the Food Pyramid</i> by Rex Barron (2004)</li> </ul> <p><u>Muscular, skeletal, and nervous systems</u></p> <ul style="list-style-type: none"> <li>• <i>The Mighty Muscular and Skeletal Systems</i> Crabtree Publishing (2009)</li> <li>• <i>Muscles</i> by Seymour Simon (1998)</li> <li>• <i>Bones</i> by Seymour Simon (1998)</li> <li>• <i>The Astounding Nervous System</i> Crabtree Publishing (2009)</li> <li>• <i>The Nervous System</i> by Joelle Riley (2004)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Remarkable Respiratory System</i> by John Burstein (2009)</li> </ul>	<p>Creative Media Applications (2007)</p>
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## Spanish Texts for Accessing Home Language Supports

1 <sup>st</sup> Grade	2 <sup>nd</sup> and 3 <sup>rd</sup> Grade	4 <sup>th</sup> and 5 <sup>th</sup> Grade	6 <sup>th</sup> to 8 <sup>th</sup> Grade
<p><u>Introducción a los sentidos</u></p> <ul style="list-style-type: none"> <li>• <i>Mis cinco sentidos</i> por Alikí (2000)</li> <li>• <i>La vista</i> por María Rius (1993)</li> <li>• <i>El oído</i> por María Rius (1993)</li> <li>• <i>El olfato</i> por María Rius (1993)</li> <li>• <i>El tacto</i> por María Rius (1993)</li> <li>• <i>El gusto</i> por María Rius (1993)</li> </ul> <p><u>Cuidando tu cuerpo: Nutrición y cuidado del mismo</u></p> <ul style="list-style-type: none"> <li>• <i>Vamos a comer/Let's Eat</i> por Alan Benjamin y Hideo Shiroani (1992)</li> <li>• <i>Fruits and Vegetables/Frutas y Vegetales</i> por Gladys Rosa Mendoza y Linda Holtz (2002)</li> <li>• <i>Mi primera visita al dentista</i>.Equipo Todolibro (2010)</li> <li>• <i>Mi Cuerpo</i> por Gladys Rosa Mendoza y Chess Butler (2002)</li> </ul>	<p><u>Introducción a los sistemas del cuerpo humano</u></p> <ul style="list-style-type: none"> <li>• <i>El autobús mágico en el cuerpo humano</i> por Joanna Cole y Bruce Degan (1994)</li> <li>• <i>El Cuerpo Humano</i> por Richard Ferguson y Peter Hall</li> <li>• <i>El Cuerpo Humano</i> por Andrew Haslam (2011)</li> </ul> <p><u>Cuidando tu cuerpo: Gérmenes y prevención de enfermedades</u></p> <ul style="list-style-type: none"> <li>• <i>Germs are not for sharing/Los gérmenes no son para compartir</i> por Elizabeth Verdick y Marieka Henlen (2011)</li> <li>• <i>Matar a los gérmenes</i> por Melanie Mitchell (2005)</li> </ul>	<p><u>El Cuerpo Humano y el sistema respiratorio</u></p> <ul style="list-style-type: none"> <li>• <i>El aparato respiratorio</i> por Judith Jango Cohen (2006)</li> <li>• <i>El sistema respiratorio ¿Por qué me quedo sin aliento?</i> por Sue Barraclough (2006)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>El Cuerpo Humano</i>. Steve Parker (2004)</li> <li>• <i>Al Descubierto: Cuerpo Humano</i> por Luann Colombo (2003)</li> <li>• <i>El Cuerpo Humano</i> por Linda Calabresi (2008)</li> <li>• <i>Cuido mi cuerpo / I take care of my body</i> por Verónica Podesta (2007)</li> </ul>

### Chinese Texts for Home Language Supports

- **Note:** In general, non-fiction books in Chinese are comprehensive and are not available by sub-topic (e.g. the respiratory system or the digestive system exclusively) presented in the grade sequence as in the books presented for English and Spanish samples. Below are sample texts about the human body that are inclusive of sub-topics.

1 <sup>st</sup> Grade	2 <sup>nd</sup> and 3 <sup>rd</sup> Grade	4 <sup>th</sup> and 5 <sup>th</sup> Grade	6 <sup>th</sup> to 8 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>• <b>人體神秘遊：魔法校車</b>[The Magic School Bus Inside the Human Body, 10th Anniversary edition] by Joanna Cole and Bruce Degen (2012)</li> <li>• <b>人體好好玩</b>[The Way We Work: Getting to Know the Amazing Human Body] by David Macaulay (2009)</li> <li>• <b>驚奇立體酷百科：揭開人體的奧秘</b> [The Amazing Life-like encyclopedia: uncovering the mystery of the human body] by Jack Guichard, (2013)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>人體的一天：參觀你的身體每天24小時的工作實況</b> [A Day in the Life of your Body: An Around the Clock Guide to how your body works] by Beverly McMillan, translated by Lín Jiéyíng (2012)</li> <li>• <b>驚奇人體</b>[The Surprises of the Human Body] by Zhu Jiaxing (2013)</li> <li>• <b>十萬個為什麼：身體奧秘</b> [10,000 Whys: The mystery of the body] by Wáng Yǒnghuì (2014)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>人體與生活：新版兒童十萬個為什麼</b> [The human body and life: A new book of 10,000 whys] edited by the Windmill group (2013)</li> <li>• <b>奇妙的身體：不一樣的人體百科</b> [The Wonderful Body: Every body is different encyclopedia] by The Institute of the Human Body, translated by Lin Meihui (2013)</li> <li>• <b>人體結構圖解事典</b>[The illustrated encyclopedia of human anatomy] by Yuán nèi yì hēng (2009)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>人體解碼</b>[Decoding the human body] by Cūi Dáxiù (2006)</li> <li>• <b>人體學習大百科</b>[Learn About the Human Body Encyclopedia] by Qiǎnyě Wúláng (2004)</li> <li>• <b>3D人體解剖圖</b>[3D human anatomy] by sakai tatuo (2013)</li> </ul>

Multilingual book distributors (in alphabetical order):

**Attanasio Publishers** ([www.attanasio-edu.com](http://www.attanasio-edu.com))

**Hexagramm** (<http://hexagrammbooks.com>)

**Lectorum** (<http://www.librerialectorum.com>)

**Rosen Publishers** (<http://www.rosenpublishing.com>)

**Scholastic** (<http://www.scholastic.com/aboutscholastic/espanol.htm>)

Useful websites for books in Arabic and Haitian Creole:

**Arabic** (<http://www.alkitab.com>)

**Haitian Creole** (<http://www.haitianbookcentre.com>)

Unite for Literacy (<http://uniteforliteracy.com>) is a website that presents nonfiction books written in English but read in 15 different languages.

<p><b>Common Core Anchor Standard (SL.1):</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p><b>Main Academic Demand</b> <i>Prepare and Participate in Conversations, Expressing Their Points of View Clearly and Persuasively</i></p>
<p><b>MCCRS (SL.7.1):</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grade 7 topics, texts and issues</i>, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion; b. Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed; c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed; d. Acknowledge new information expressed by others and, when warranted, modify their own views; e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>	<p><b>Grade Level Academic Demand</b> <i>Engage and Prepared to Participate in Collaborative Conversations</i> <i>Follow Rules for Discussions</i> <i>Pose Questions That Elicit Elaboration</i> <i>Acknowledge New Information and Modify Personal Views</i></p>

WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 responding-to-a-speaker graphic organizer</i> to identify new information expressed by others and modify their own views, during discussions 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 responding-to-a-speaker graphic organizer</i> to identify new information expressed by others and modify their own views, during discussions in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed responding-to-a-speaker graphic organizer</i> to identify new information expressed by others and modify their own views, during discussions in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a responding- to-a-speaker graphic organizer</i> to identify new information expressed by others and modify their own views, during discussions in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information, when taking notes independently, to identify new information expressed by others and modify their own views, during discussions in partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a discussion preparation guide</i> to identify evidence on a topic, text or issue to prepare for a discussion</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a discussion preparation guide</i> to identify evidence on a topic, text or issue to prepare for a discussion</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed discussion preparation guide</i> to identify evidence on a topic, text or issue to prepare for a discussion</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a discussion preparation guide, after teacher modeling, to identify evidence on a topic, text or issue to prepare for a discussion</i></p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note taking guide, independently, to identify evidence on a topic, text or issue to prepare for a discussion</i></p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 ask and respond to questions that require elaboration, while following the rules for collegial discussions, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 ask and respond to questions that require elaboration, while following the rules for collegial discussions, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to ask and respond to questions that require elaboration, while following the rules for collegial discussions, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to ask and respond to questions that require elaboration, while following the rules for collegial discussions, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic, text or issue, independently</i>, to ask and respond to questions that require elaboration, while following the rules for collegial discussions, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that synthesize the ideas and information presented clearly and incorporate and build upon the ideas of others</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that synthesize the ideas and information presented clearly and incorporate and build upon the ideas of others</p>	<p><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 synthesizes the ideas and information presented clearly and incorporates and builds upon the ideas of others</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that synthesizes the ideas and information presented clearly and incorporates and builds upon the ideas of others</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, text or issue, independently, to develop a multiple paragraph essay</i> that synthesizes the ideas and information presented clearly and incorporates and builds upon the ideas of others</p>
		<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and, occasionally, in the home language.</i></p>	<p>in the <i>new language.</i></p>	<p>in the <i>new language.</i></p>

**MCCRS (SL.7.1):** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on *grade 7 topics, texts and issues*, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion; b. Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed; c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed; d. Acknowledge new information expressed by others and, when warranted, modify their own views; e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

**Grade Level Academic Demand**  
*Engage and Prepared to Participate in Collaborative Conversations*  
*Follow Rules for Discussions*  
*Pose Questions That Elicit Elaboration*  
*Acknowledge New Information and Modify Personal Views*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels, students can approach these linguistic demands in the new and/or home language.

- Use words and phrases to contribute to conversations (e.g., I want to add \_\_\_\_\_; I think that \_\_\_\_\_).
- Use questions forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?).
- Use words and phrases that express an opinion (e.g., I disagree/agree).
- Use question forms to clarify information (Can you repeat that? What did you mean when you said \_\_\_\_\_?).
- Use words and phrases to explain (What I mean is \_\_\_\_\_; What you are saying is \_\_\_\_\_).
- Use sentence structures that facilitate a review key of ideas (e.g., Some said \_\_\_\_\_ while others believe \_\_\_\_\_).
- Use sentence structures that facilitate drawing conclusions based on the discussions (e.g., Before I thought \_\_\_\_\_ but now I think \_\_\_\_\_; This makes me realize that \_\_\_\_\_).
- Use sentence structures that facilitate reflection and paraphrasing (e.g., The author thinks that \_\_\_\_\_ but you/I think that \_\_\_\_\_; This is different because \_\_\_\_\_).

**Example to Address the Linguistic Demands**

Text Excerpt	Teacher Directions
<p>Sample texts appropriate for 7th grade students can be found in the Reading for Information and Reading Literature standards.</p>	<p>Conversations have many names—literature circles, book clubs, reading response groups, literature discussion groups and so on. Students come together to talk about a text they have read (or have had read to them) to question the text as they examine it from different points of view.</p> <p>Some ways to encourage students to share their thinking:</p> <ul style="list-style-type: none"> <li>• Invite elaboration of an idea (e.g., Uh-huh. Tell us more about that.).</li> <li>• Ask for clarification (e.g., I’m not sure I understand. Is there another way you can explain that?).</li> <li>• Encourage new points of view (e.g., Mm-hmmm, so what does everyone else think?).</li> <li>• Invite new voices to enter the conversation (e.g., That’s interesting. I’m wondering if anyone else has an idea to share?).</li> </ul>



<b>Common Core Anchor Standard (SL.2):</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.		<b>Main Academic Demand</b> <i>Compare, Contrast and Evaluate the Credibility of Information Presented in Various Formats</i>				
<b>MCCRS (SL.7.2):</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.		<b>Grade Level Academic Demand</b> <i>Analyze the Main Idea and Supporting Details Presented in Diverse Media and Format</i> <i>Explain How an Idea Clarifies a Topic</i>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words on a main-idea-and-supporting-details graphic organizer</i> to identify the main ideas and supporting details presented in diverse media and formats, as the material is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a main-idea-and-supporting-details graphic organizer</i> to identify the main ideas and supporting details presented in diverse media and formats, as the material is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main-idea-and-supporting-details graphic organizer</i> to identify the main ideas and supporting details presented in diverse media and formats, as the material is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a main-idea-and-supporting-details graphic organizer</i> to identify the main ideas and supporting details presented in diverse media and formats, as the material is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information, when taking notes independently</i> , to identify the main ideas and supporting details presented in diverse media and formats, as the material is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words in a double entry journal</i> to identify how an idea clarifies a topic	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases in a double entry journal</i> to identify how an idea clarifies a topic	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences in a partially completed double entry journal</i> to identify how an idea clarifies a topic	<b>Reading-Centered Activity:</b> Organize <i>information in a double entry journal, after teacher modeling</i> , to identify how an idea clarifies a topic	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify how an idea clarifies a topic
		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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words</i> and the <i>previously completed graphic organizers</i> to complete <i>sentence starters</i> to address problems creatively and advocate persuasively by integrating new information presented in diverse formats with their own knowledge and experiences when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to complete <i>sentence starters</i> to address problems creatively and advocate persuasively by integrating new information presented in diverse formats with their own knowledge and experiences when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to address problems creatively and advocate persuasively by integrating new information presented in diverse formats with their own knowledge and experiences when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously created graphic organizers</i> to address problems creatively and advocate persuasively by integrating new information presented in diverse formats with their own knowledge and experiences when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic, independently</i>, to address problems creatively and advocate persuasively by integrating new information presented in diverse formats with their own knowledge and experiences when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words</i> to complete <i>cloze paragraphs</i> that analyze the ideas and details presented in diverse media and formats and explain how they clarify a topic</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to complete an <i>essay outline</i> that analyzes the ideas and details presented in diverse media and formats and explains how they clarify a topic</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to develop a <i>short essay</i> that analyzes the ideas and details presented in diverse media and formats and explains how they clarify a topic</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to develop an <i>essay</i> that analyzes the ideas and details presented in diverse media and formats and explains how they clarify a topic</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, independently</i>, to develop a <i>multiple paragraph essay</i> that analyzes the ideas and details presented in diverse media and formats and explains how they clarify a topic</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (SL.7.2):** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study.

a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.

**Grade Level Academic Demand**  
*Analyze the Main Idea and Supporting Details  
Presented in Diverse Media and Format  
Explain How an Idea Clarifies a Topic*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach the standards in their new and/or home language.

- Identify words and phrases (nouns, pronouns and verbs) that are repeated throughout the text and that signal the main idea.
- Use sequencing and chronological markers (e.g., then, after that, in the beginning, in the end) to present a topic.
- Use compare and contrast words and phrases (e.g., like, unlike, whereas, similar to, contrary to, on the one hand, on the other hand) to present relational information.
- Use cause and effect words (e.g., because, since, so, the consequence was, the reason was, yet) to present information.
- Use signal words (e.g., however, but, nonetheless, even though, notwithstanding) to convey a change of direction.
- Use introductory words and phrases (e.g., in fact, an example, in other words, for instance) to present examples.
- Use transitional words and phrases (e.g., to add, in addition, furthermore, moreover) to convey add information.

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires explaining how the ideas clarify a topic, text, or issue. Sample text excerpts can be found in Reading for Information and Reading Literature standard 2 for 7th grade.

<b>Common Core Anchor Standard (SL.3):</b> Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric.		<b>Main Academic Demand</b> <i>Evaluate a Speaker’s Point of View</i>				
<b>MCCRS (SL.7.3):</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		<b>Grade Level Academic Demand</b> <i>Delineate a Speaker’s Argument and Claims</i> <i>Evaluate the Reasoning and Relevance of Information</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on an argument writing graphic organizer</i> , to delineate specific claims of an argument presented by a speaker, in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on an argument writing graphic organizer</i> , to delineate specific claims of an argument presented by a speaker in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a partially completed argument writing graphic organizer</i> , to delineate specific claims of an argument presented by a speaker, in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on an argument writing graphic organizer</i> , to delineate specific claims of an argument presented by a speaker, in <i>partnership, small group and/or whole class settings</i>	
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on an argument evaluation graphic organizer</i> , to evaluate the reasoning and relevance of evidence used, when reading information presented by a speaker	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on an argument evaluation graphic organizer</i> , to evaluate the reasoning and relevance of evidence used, when reading information presented by a speaker	<b>Reading-Centered Activity:</b> Organize <i>information on a partially completed argument evaluation graphic organizer</i> , to evaluate the reasoning and relevance of evidence used, when reading information presented by a speaker	<b>Reading-Centered Activity:</b> Organize <i>information on an argument evaluation graphic organizer</i> , to evaluate the reasoning and relevance of evidence used, when reading information presented by a speaker	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to evaluate the reasoning and relevance of evidence used, when reading information presented by a speaker
		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> .

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 explain the reasoning and relevance of the evidence presented by a speaker, in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases to complete sentence starters</i> that explain the reasoning and relevance of the evidence presented by a speaker, in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to participate in a discussion that explains the reasoning and relevance of the evidence presented by a speaker, in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to initiate a discussion that explains the reasoning and relevance of the evidence presented by a speaker, in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic, text or issue</i> to lead a discussion, <i>independently</i>, explaining the reasoning and relevance of the evidence presented by a speaker, in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that delineate a speaker's argument and the facts presented as evidence to support it</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that delineate a speaker's argument and the facts presented as evidence to support it</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a paragraph</i> that delineates a speaker's argument and the facts presented as evidence to support it</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher provided models to develop an essay</i> that delineates a speaker's argument and the facts presented as evidence to support it</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, text or issue to develop a multiple paragraph essay, independently</i>, that delineates a speaker's argument and the facts presented as evidence to support it</p>
	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and, occasionally, in the home language.</i></p>	<p>in the <i>new language.</i></p>	<p>in the <i>new language.</i></p>	

**MCCRS (SL.7.3):** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**Grade Level Academic Demand**  
*Delineate a Speaker’s Argument and Claims*  
*Evaluate the Reasoning and Relevance of Information*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases (e.g., the evidence suggests; the facts are \_\_\_\_; [name of author] states that \_\_\_\_) to evaluate evidence—facts, quotations.
- Use words and phrases (e.g., this means that \_\_\_\_; a possible interpretation is \_\_\_\_; the author thinks \_\_\_\_) to delineate claims—interpretation of facts.
- Use words and phrases (e.g., I know because \_\_\_\_; The connection between the evidence and the claim is \_\_\_\_) to evaluate reasoning—how the speaker connects the evidence to the claim.

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it refers to delineating the speaker’s argument. Sample text excerpts can be found in the Reading for Information and Reading Literature standard 3 for 7th grade.

<p><b>Common Core Anchor Standard (SL.4):</b> Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.</p>			<p><b>Main Academic Demand</b> <i>Present Information Appropriate to Task, Purpose and Audience, with Coherent Reasoning and Evidence</i></p>			
<p><b>MCCRS (SL.7.4):</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.</p>			<p><b>Grade Level Academic Demand</b> <i>Present Claims and Findings Coherently, with Pertinent Descriptions, Facts, Details and Examples</i></p>			
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words on a main-idea-and-details graphic organizer</i> to identify descriptions, facts, details and examples, as a teacher reads 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 main-idea-and-details graphic organizer</i> to identify descriptions, facts, details and examples, as a teacher reads aloud in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize a <i>bank of phrases and short sentences on a main-idea-and-details graphic organizer</i> to identify descriptions, facts, details and examples, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information, using a glossary, on a main-idea-and-details graphic organizer</i> to identify descriptions, facts, details and examples, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words on a claims-and-evidence graphic organizer</i> to identify claims and findings</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a claims-and-evidence graphic organizer</i> to identify claims and findings</p>	<p><b>Reading-Centered Activity:</b> Organize a <i>bank of phrases and short sentences on a claims-and-evidence graphic organizer</i> to identify claims and findings</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information, using a glossary, on a claims-and-evidence graphic organizer</i> to identify claims and findings</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information independently in a note-taking guide or take notes independently</i> to identify claims and findings</p>
		<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and, occasionally, in the home language.</i></p>	<p>in the <i>new language.</i></p>	<p>in the <i>new language.</i></p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Speaking-Centered Activity:</b> Use <i>pretaught words</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that coherently present claims and findings with descriptions, facts, details and examples, 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</i> to <i>complete sentence starters</i> that coherently present claims and findings with descriptions, facts, details and examples, in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers</i> to coherently present claims and findings with descriptions, facts, details and examples, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to coherently present claims and findings with descriptions, facts, details and examples, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously developed notes independently</i> to coherently present claims and findings with descriptions, facts, details and examples, in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words to complete cloze paragraphs</i> that coherently present claims and findings with descriptions, facts, details and examples	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to complete cloze paragraphs</i> that coherently present claims and findings with descriptions, facts, details and examples	<b>Writing-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers</i> to <i>write a short essay</i> that coherently presents claims and findings with descriptions, facts, details and examples	<b>Writing-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to <i>write an essay</i> that coherently presents claims and findings with descriptions, facts, details and examples	<b>Writing-Centered Activity:</b> Use the <i>previously developed notes to independently write an essay</i> that coherently presents claims and findings with descriptions, facts, details and examples
		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>



**MCCRS (SL.7.4):** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.

**Grade Level Academic Demand**  
*Present Claims and Findings Coherently, with Pertinent Descriptions, Facts, Details and Examples*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify claims (interpretations; e.g., This means that the Hekla volcano “could erupt soon”) and findings (facts; e.g., According to GPS monitoring, there is now more magma beneath Hekla than before the volcano’s last eruption in 2000).
- Identify/use nouns and associated pronouns (e.g., volcano/Hekla) to describe the subject.
- Use transitional words and phrases (e.g., in fact) to present points.

### Example to Address the Linguistic Demands

#### Text Excerpt

The Hekla volcano, one of Iceland’s most active volcanoes, **could be close to erupting**, a University of Iceland geoscientist claims.

In fact, the bulging ground on the northern side of the volcano indicates that magma (molten rock) is rising under the volcano. *According to GPS monitoring, there is now more magma beneath Hekla than before the volcano’s last eruption in 2000*, said University of Iceland geophysicist Páll Einarsson yesterday (March 17).

**This means that the Hekla volcano “could erupt soon,” Einarsson warned.**

*Hekla has erupted more than 20 times in the last 1,200 years, blanketing southern Iceland with thick layers of ash and lava. Some of its eruptions were small, while others continued for months, temporarily chilling northern latitudes.*

*Iceland’s Hekla volcano could blow soon, claims scientist.* Retrieved from [www.nbcnews.com/science/science-news/icelands-hekla-volcano-could-blow-soon-claims-scientist-n56226](http://www.nbcnews.com/science/science-news/icelands-hekla-volcano-could-blow-soon-claims-scientist-n56226)

#### Teacher Directions

Analyze in a whole class or small groups how an author presents pertinent descriptions, facts, details and examples to present claims and findings:

- Identify claims (interpretations) (**bold**) (e.g., **This means that the Hekla volcano “could erupt soon,” Einarsson warned**) and findings (facts) (*italics*) (e.g., *According to GPS monitoring, there is now more magma beneath Hekla than before the volcano’s last eruption in 2000*).
- Identify/use nouns and associated pronouns (underline) (e.g., the volcano/ Hekla) to describe the subject.
- Identify/use transitional words and phrases (wavy underline) (e.g., in fact) to present points.

<b>Common Core Anchor Standard (SL.5):</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		<b>Main Academic Demand</b> <i>Make Strategic Use of Media and Visual Information to Enhance and Support Presentations</i>				
<b>MCCRS (SL.7.5):</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		<b>Grade Level Academic Demand</b> <i>Include Multimedia and Visual Displays to Clarify Claims, Findings and Emphasize Points</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a plan-your-visuals graphic organizer</i> that emphasizes how media are used to clarify claims, as digital media are presented in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>visuals on a plan-your-visuals graphic organizer</i> that emphasizes how media are used to clarify claims, as digital media are presented in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>self-created visuals and their descriptions on a partially completed plan-your-visuals graphic organizer</i> that emphasizes how media are used to clarify claims, as digital media are presented in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>self-created visuals and their descriptions on a plan-your-visuals graphic organizer</i> that emphasizes how media are used to clarify claims, as digital media are presented in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>self-created visuals and their descriptions in a note-taking guide, independently</i> , that emphasizes how media are used to clarify claims, as digital media are presented in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a visual brainstorm web</i> , to clarify claims and findings, when reading material to prepare for a presentation	<b>Reading-Centered Activity:</b> Organize <i>preidentified visuals and selections of media on a visual brainstorm web</i> , to clarify claims and findings, when reading material to prepare for a presentation	<b>Reading-Centered Activity:</b> Organize <i>visuals and selections of media on a partially completed visual brainstorm web</i> , to clarify claims and findings, when reading material to prepare for a presentation	<b>Reading-Centered Activity:</b> Organize <i>visuals and selections of media on a visual brainstorm web</i> , to clarify claims and findings, when reading material to prepare for a presentation	<b>Reading-Centered Activity:</b> Organize <i>visuals and selections of media on a self-created chart, independently</i> , to clarify claims and findings, when reading material to prepare for a presentation
		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> .

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that emphasize salient points, when presenting a topic in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that emphasize salient points, when presenting a topic in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to <i>include visual displays</i> that emphasize salient points, when presenting a topic in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to emphasize salient points, when presenting a topic in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>multimedia and visual displays</i> to emphasize salient points, <i>independently</i>, when presenting a topic in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that clarify claims and findings, when writing in preparation for a multimedia presentation</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that clarify claims and findings, when writing in preparation for a multimedia presentation</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to clarify claims and findings, when writing in preparation for a multimedia presentation</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to clarify claims and findings, when writing in preparation for a multimedia presentation</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the topic</i> and <i>visual displays</i> to clarify claims and findings, <i>independently</i>, when writing in preparation for a multimedia presentation</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (SL.7.5):** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

**Grade Level Academic Demand**  
*Include Multimedia and Visual Displays to Clarify  
Claims, Findings and Emphasize Points*

**Linguistic Demands:** This standard does not have a linguistic demand since it requires that students use digital and visual displays in their presentations.

<b>Common Core Anchor Standard (SL.6):</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		<b>Main Academic Demand</b> <i>Adapt Speech to a Variety of Contexts, Demonstrating Command of Formal English</i>				
<b>MCCRS (SL.7.6):</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 66 for specific expectations.)		<b>Grade Level Academic Demand</b> <i>Adapt Speech to a Variety of Contexts and Tasks, Demonstrating Command of Formal English</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a T-chart</i> for differentiating between formal and informal language, during discussions in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a T-chart</i> for differentiating between formal and informal language, during discussions in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed T-chart</i> for differentiating between formal and informal language, during discussions in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a T-chart</i> for differentiating between formal and informal language, during discussions in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information when taking notes, independently</i> , to differentiate between formal and informal language, during discussions in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a matrix</i> that connects words with meaning and context, to analyze how an author adapts speech to a variety of contexts and tasks when reading a text	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a matrix</i> that connects words with meaning and context, to analyze how an author adapts speech to a variety of contexts and tasks when reading a text	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed matrix</i> that connects words with meaning and context, to analyze how an author adapts speech to a variety of contexts and tasks when reading a text	<b>Reading-Centered Activity:</b> Organize <i>information on a matrix</i> that connects words with meaning and context, after teacher modeling, to analyze how an author adapts speech to a variety of contexts and tasks when reading a text	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to analyze how an author adapts speech to a variety of contexts and tasks when reading a text
		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> .

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 express information about a topic, using formal language, 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 express information about a topic, using formal language, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to express information about a topic, using formal language, 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 express information about a topic, using formal language, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>formal language</i> to express information about a topic, <i>independently</i> , 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 express information about a topic, demonstrating a command of formal language	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that express information about a topic, demonstrating a command of formal language	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed charts to develop a short essay</i> that expresses information about a topic, demonstrating a command of formal language	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that expresses information about a topic, demonstrating a command of formal language	<b>Writing-Centered Activity:</b> Use <i>knowledge of a topic to develop a multiple paragraph essay, independently</i> , which expresses information about it, demonstrating a command of formal language
		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> .

**MCCRS (SL.7.6):** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 66 for specific expectations.)

**Grade Level Academic Demand**  
*Adapt Speech to a Variety of Contexts and Tasks,  
Demonstrating Command of Formal English*

**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 developing), students can approach the standards in the new and/or home language.

- Use words and phrases appropriate for formal contexts and the task (the topic to be developed; e.g., vocabulary, sentence forms and discourse that provide specific information).
- Use words and phrases appropriate for informal contexts (e.g., information supported by contextual clues such as gestures, intonation).

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires that students differentiate between formal and informal oral discourse.

#### **Text Excerpt**

Use sample texts appropriate for 7th grade students in alignment with Reading for Information and Reading Literature standards.

#### **Teacher Directions**

In a small group and whole class setting, model how to express thoughts, feelings and ideas using whole sentences that include subjects and predicates: Model and modify the task (present different topics) and situation (e.g., familiar and unfamiliar, formal and informal) in order for the language to adapt to different circumstances. Students can use their language(s) to fulfill the demands of this standard. For example, students can explain or describe a situation in their home language using informal language and describe a situation or event in the new language using a formal register.

<p><b>Common Core Anchor Standard (W.1):</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>Main Academic Demand</b> <i>Write Persuasively with Reasoning and Evidence</i></p>
<p><b>MCCRS (W.7.1):</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s), acknowledge alternate or opposing claims and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>	<p><b>Grade Level Academic Demand</b> <i>Write Arguments to Support Claims with Logical Reasoning and Relevant Evidence Using Formal Style and Language</i></p>

WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 supporting evidence graphic organizer</i> to identify relevant evidence, as 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 supporting evidence graphic organizer</i> to identify relevant evidence, as 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 supporting evidence graphic organizer</i> to identify relevant evidence, as 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 supporting evidence graphic organizer</i> to identify relevant evidence, as 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, when taking notes independently</i>, to identify relevant evidence, as text is read aloud in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Arrange <i>pretaught words and phrases on a flow chart</i> to logically organize reasons and evidence that support claims</p>	<p><b>Reading-Centered Activity:</b> Arrange <i>preidentified words and phrases on a flow chart</i> to logically organize reasons and evidence that support claims</p>	<p><b>Reading-Centered Activity:</b> Arrange <i>phrases and sentences on a partially completed flow chart</i> to logically organize reasons and evidence that support claims</p>	<p><b>Reading-Centered Activity:</b> Arrange <i>information on a flow chart, after teacher modeling</i>, to logically organize reasons and evidence that support claims</p>	<p><b>Reading-Centered Activity:</b> Arrange <i>information in a note-taking guide, independently</i>, to logically organize reasons and evidence that support claims</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>



WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PR ODUCTIVE</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 address the relationships among claims, reasons and evidence, 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 address the relationships among claims, reasons and evidence, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to address the relationships among claims, reasons and evidence, 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 address the relationships among claims, reasons and evidence, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the text, independently</i> , to address the relationships among claims, reasons and evidence, when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete cloze paragraphs</i>	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete an essay outline</i>	<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 includes an	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that	<b>Writing-Centered Activity:</b> Use <i>knowledge of the text, independently, to develop a multiple paragraph essay</i> that
		that include an introduction, a conclusion and logically organized, relevant reasoning and evidence, using a formal style and transitional words to create cohesion	that includes an introduction, a conclusion and logically organized, relevant reasoning and evidence, using a formal style and transitional words to create cohesion	introduction, a conclusion and logically organized, relevant reasoning and evidence, using a formal style and transitional words to create cohesion	includes an introduction, a conclusion and logically organized, relevant reasoning and evidence, using a formal style and transitional words to create cohesion	a conclusion and logically organized, relevant reasoning and evidence, using a formal style and transitional words to create cohesion
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

- MCCRS (W.7.1):** Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s), acknowledge alternate or opposing claims and organize the reasons and evidence logically.
  - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the argument presented.

**Grade Level Academic  
Demand**  
*Write Arguments to Support Claims with Logical Reasoning and Relevant Evidence Using Formal Style and Language*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases to introduce claims (e.g., The author(s) think(s) \_\_\_\_\_; The author(s) beliefs/assumptions are \_\_\_\_\_).
- Use words and phrases to support reasons with evidence facts (numbers) and details (adjectives).
- Use linking words to explain claims, counterclaims and reasons (e.g., An opposite view is \_\_\_\_\_; Some researchers would claim \_\_\_\_\_).
- Use phrases to introduce reasons (logic of the argument) and evidence (facts and information) (e.g., The author's reasons \_\_\_\_\_; The author makes the following points \_\_\_\_\_; The facts that support/don't support are \_\_\_\_\_; Supporting evidence indicates that \_\_\_\_\_).
- Use transitional words to create cohesion (e.g., cause and effect words: because, so, that is why, but, however, nonetheless, yet; conditional words: if; compare and contrast words: like, unlike, differs, similarly; and chronological or time markers: at the present time, from time to time, sooner or later, at the same time, up to the present time, to begin with, first, second).
- Use precise (e.g., Tier 2 and Tier 3) vocabulary (e.g., words that can be used across content areas) (e.g., Tier 2: analyze, benefit, summary and Tier 3: technical words such as delta, pyramid, sarcophagus) and sentence structures that have temporal (e.g., time markers: after, as, when); causal (e.g., because, that is why, the result); comparative (e.g., like, similar to, the difference is); or problem and solution (e.g., the issue is; the solution is) markers in order to present information in a formal style.
- Use concluding words and phrases to complete a piece (e.g., In summary \_\_\_\_\_; That is why \_\_\_\_\_; In essence \_\_\_\_\_; Given these points \_\_\_\_\_; As has been noted \_\_\_\_\_).

### Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it requires giving an opinion. For examples of text excerpts, refer to Reading for Information and Reading Literature standards for 7th grade.

<p><b>Common Core Anchor Standard (W.2):</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.</p>	<p><b>Main Academic Demand</b> <i>Examine and Convey Complex Ideas and Information</i></p>
<p><b>MCCRS (W.7.2):</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><b>Grade Level Academic Demand</b> <i>Write Informative/Explanatory Well-Structured Texts to Examine an Idea and Express Opinions with Clarity, Using Precise Language and Formal Style</i></p>

WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 an expository writing graphic organizer</i> to identify and organize ideas, concepts and information, as a text is read in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on an expository writing graphic organizer</i> to identify and organize ideas, concepts and information, as a text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed expository writing graphic organizer</i> to identify and organize ideas, concepts and information, as a text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on an expository writing graphic organizer</i> to identify and organize ideas, concepts and information, as a text is read 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 and organize ideas, concepts and information, as a text is read in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a web that connects the topic with supporting details</i> to identify relevant facts, definitions, concrete details, quotations, or other information and examples</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a web that connects the topic with supporting details</i> to identify relevant facts, definitions, concrete details, quotations, or other information and examples</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed web that connects the topic with supporting details</i> to identify relevant facts, definitions, concrete details, quotations, or other information and examples</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a web that connects the topic with supporting details, after teacher modeling</i>, to identify relevant facts, definitions, concrete details, quotations, or other information and examples</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify relevant facts, definitions, concrete details, quotations, or other information and examples</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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases, including domain-specific vocabulary and transitional words, and the previously completed graphic organizers to complete sentence starters</i> that clearly express their opinions about a topic, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases, including domain-specific vocabulary and transitional words and phrases, and the previously completed graphic organizers to complete sentence starters</i> that clearly express their opinions about a topic, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank that includes domain-specific vocabulary and transitional words and phrases, to clearly express their opinions about a topic, when speaking in partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>glossary that includes domain-specific vocabulary and transitional words and phrases, to clearly express their opinions about a topic, when speaking in partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the text and domain-specific vocabulary and transitional words and phrases, independently, to clearly express their opinions about a topic, when speaking in partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words, including domain-specific vocabulary and transitional words, to complete well-organized, formally written cloze paragraphs</i> that examine ideas and express opinions, focusing on an introduction, body paragraphs with relevant details and a conclusion</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases, including domain-specific vocabulary and transitional words and phrases, to write two or more well-organized, formally written paragraphs</i> that examine ideas and express opinions, focusing on an introduction, body paragraphs with relevant details and a conclusion</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank of domain-specific vocabulary and transitional words and phrases and the previously completed graphic organizers, to develop a well-organized, formally written short essay</i> that examines ideas and expresses opinions, focusing on an introduction, body paragraphs with relevant details and a conclusion</p>	<p><b>Writing-Centered Activity:</b> Use a <i>glossary of domain-specific vocabulary and transitional words and phrases, and teacher-provided models, to develop a well-organized, formally written essay</i> that examines ideas and expresses opinions, focusing on an introduction, body paragraphs with relevant details and a conclusion</p>	<p><b>Writing-Centered Activity:</b> Use <i>domain-specific vocabulary and transitional words and phrases, independently, to develop a well-organized, formally written multiple paragraph essay</i> that examines ideas and expresses opinions, focusing on an introduction, body paragraphs with relevant details and a conclusion</p>
		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>

**MCCRS (W.7.2):** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

### **Grade Level Academic Demand**

*Write Informative/Explanatory Well-Structured Texts to Examine an Idea and Express Opinions with Clarity, Using Precise Language and Formal Style*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach the standards in their new and/or home language.

- Identify facts, definitions, quotations, examples and details related to the topic.
- Identify multimedia that can strengthen the topic.
- Use introductory words and phrases to introduce a topic clearly, presenting the ideas that will follow.
- Use a variety of words (e.g., in contrast, especially, because, thus, therefore, hence, even though) to link ideas and information.
- Use Tier 2 words found in writing but seldom in oral language (e.g., allocated, adjusted, benefit, analyze, evaluate, access) and Tier 3 words or technical words (e.g., delta, pharaoh, mummification).
- Use appropriate words to provide a concluding statement (e.g., as a result, for these reasons, to sum up, overall, due to, obviously, all in all, indeed, definitely), restating the topic.
- Use a formal style.

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because students are required to write an informative text. For examples of text excerpts, refer to Reading for Information standards for 7th grade.

<p><b>Common Core Anchor Standard (W.3):</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	<p><b>Main Academic Demand</b> <i>Write Detailed Real or Imagined Narratives</i></p>
<p><b>MCCRS (W.7.3):</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.</li> <li>Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.</li> <li>Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ol>	<p><b>Grade Level Academic Demand</b> <i>Write Well-Structured Narratives to Describe Real or Imagined Experiences, Sequencing and Events, Using Effective Techniques, Relevant and Descriptive Details and Precise Language</i></p>

WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 plot line diagram</i> to organize a natural and logical event sequence, as text is read <i>in partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a plot line diagram</i> to organize a natural and logical event sequence, as text is read <i>in partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a plot line diagram</i> to organize a natural and logical event sequence, as text is read <i>in partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a plot line diagram</i> to organize a natural and logical event sequence, as text is read <i>in 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 organize a natural and logical event sequence, as text is read <i>in partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a narrative story matrix</i> to identify and connect dialogue, pacing, and descriptions with experiences, events, and characters</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a narrative story matrix</i> to identify and connect dialogue, pacing, and descriptions with experiences, events, and characters</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed narrative story matrix</i> to identify and connect dialogue, pacing, and descriptions with experiences, events, and characters</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a narrative story matrix, after teacher modeling</i>, to identify and connect dialogue, pacing, and descriptions with experiences, events, and characters</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, identify and connect dialogue, pacing, and descriptions with experiences, events, and characters</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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases, including transitional words and phrases, and the previously completed graphic organizers to complete sentence starters</i> that describe real or imagined events supported by relevant descriptive details, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases, including transitional words and phrases, and the previously completed graphic organizers to complete sentence starters</i> that describe real or imagined events supported by relevant descriptive details, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank that includes transitional words, phrases and clauses</i> to describe real or imagined events supported by relevant descriptive details, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>glossary that includes transitional words, phrases and clauses</i> to describe real or imagined events supported by relevant descriptive details, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>transitional words, phrases and clauses, independently, to describe real or imagined events supported by relevant descriptive details, when speaking in partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases, including transitional words and phrases, to complete well-structured cloze narrative paragraphs</i> that use effective techniques, relevant and descriptive details, and precise language to develop experiences, events, and characters</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases, including transitional words and phrases, to write two or more well-structured narrative paragraphs</i> that use effective techniques, relevant and descriptive details, and precise language to develop experiences, events, and characters</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank that includes transitional words, phrases and clauses and previously completed graphic organizers to develop a well-structured short narrative essay</i> that uses effective techniques, relevant and descriptive details, and precise language to develop experiences, events, and characters</p>	<p><b>Writing-Centered Activity:</b> Use a <i>glossary that includes transitional words, phrases and clauses and teacher-provided models to develop a well-structured narrative essay</i> that uses effective techniques, relevant and descriptive details, and precise language to develop experiences, events, and characters</p>	<p><b>Writing-Centered Activity:</b> Use <i>transitional words, phrases and clauses, independently, to develop a well-structured multiple paragraph narrative essay</i> that uses effective techniques, relevant and descriptive details, and precise language to develop experiences, events, and characters</p>
		<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and, occasionally, in the home language.</i></p>	<p>in the <i>new language.</i></p>	<p>in the <i>new language.</i></p>

**MCCRS (W.7.3):** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.
- c. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

### **Grade Level Academic Demand**

*Write Well-Structured Narratives to Describe Real or Imagined Experiences, Sequencing and Events, Using Effective Techniques, Relevant and Descriptive Details and Precise Language*

**Linguistic Demands:** The following examples are in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Use introductory words and phrases (e.g., real or imagined writing can be introduced by a description of the setting [place] or character [nouns]) to orient the reader to a situation or narrator.
- Use first or third person (e.g., I am or s/he is) to develop point of view in a narrative.
- Use adjectives and adverbs (e.g., sunny, rainy, cheerful, awful) to describe sensory details.
- Use verbs, adverbs, adjectives for dialogue and descriptions (e.g., said, whispered, answered, slowly, quickly) to develop the story.
- Use transitional words and phrases (e.g., to start, in the next episode, the following period) to convey sequence and signal shifts in time frame or setting.
- Use words and phrases (e.g., finally, in conclusion, in the end, consequently, thus) to provide closure.

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires writing narratives. Sample texts can be found in Reading Literature standard 3 for 7th grade.



<b>Common Core Anchor Standard (W.4):</b> Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.		<b>Main Academic Demand</b> <i>Develop, Organize and Produce Writing Appropriate to Task, Purpose and Audience</i>				
<b>MCCRS (W.7.4):</b> Produce clear, coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade- specific expectations for writing types are defined in standards 1–3.) a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.		<b>Grade Level Academic Demand</b> <i>Produce Clear and Well-Structured Writing, Developing Relevant Details or Reasons in a Manner That Meets the Needs of the Audience and Purpose, Using a Multicultural Perspective</i>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a main-idea-and-support-details graphic organizer</i> to identify relevant details or reasons appropriate to the audience and purpose, as text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a main-idea-and-support-details graphic organizer</i> to identify relevant details or reasons appropriate to the audience and purpose, as text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main-idea-and-support-details graphic organizer</i> to identify relevant details or reasons appropriate to the audience and purpose, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a main-idea-and-support-details graphic organizer</i> to identify relevant details or reasons appropriate to the audience and purpose, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify relevant details or reasons appropriate to the audience and purpose, as text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a triple column graphic organizer</i> to identify how a mentor text addresses the task, purpose and audience	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a triple column graphic organizer</i> to identify how a mentor text addresses the task, purpose and audience	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed triple column graphic organizer</i> to identify how a mentor text addresses the task, purpose and audience	<b>Reading-Centered Activity:</b> Organize <i>information on a triple column graphic organizer, after teacher modeling</i> , to identify how a mentor text addresses the task, purpose and audience	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify how a mentor text addresses the task, purpose and audience
		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> .

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 explain how the development of the reasons and details of their writing piece is appropriate to the task, audience and perspective, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 explain how the development of the reasons and details of their writing piece is appropriate to the task, audience and perspective, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to explain how the development of the reasons and details of their writing piece is appropriate to the task, audience and perspective, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to explain how the development of the reasons and details of their writing piece is appropriate to the task, audience and perspective, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to explain how the development of the reasons and details of their writing piece is appropriate to the task, audience and perspective, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete well-organized, clear and coherent cloze paragraphs</i> that explore a variety of cultures and perspectives and develop relevant reasons and details appropriate to the audience and purpose</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more well-organized, clear and coherent paragraphs</i> that explore a variety of cultures and perspectives and develop relevant reasons and details appropriate to the audience and purpose</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a well-organized, clear and coherent short essay</i> that explores a variety of cultures and perspectives and develops relevant reasons and details appropriate to the audience and purpose</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop a well-organized, clear and coherent essay</i> that explores a variety of cultures and perspectives and develops relevant reasons and details appropriate to the audience and purpose</p>	<p><b>Writing-Centered Activity:</b> Use <i>information to develop a well-organized, clear and coherent multiple paragraph essay, independently</i>, that explores a variety of cultures and perspectives and develops relevant reasons and details appropriate to the audience and purpose</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (W.7.4):** Produce clear, coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade- specific expectations for writing types are defined in standards 1–3.)

a. Produce text (print or non print) that explores a variety of cultures and perspectives

**Grade Level Academic Demand**

*Produce Clear and Well-Structured Writing,  
Developing Relevant Details or Reasons in a Manner  
That Meets the Needs of the Audience and Purpose,  
Using a Multicultural Perspective*

**Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires that students produce writing according to task, purpose and audience. For examples of text excerpts, refer to the Reading for Information, Reading Literature and Speaking and Listening standards for 7th grade.

<b>Common Core Anchor Standard (W.5):</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.		<b>Main Academic Demand</b> <i>Write by Revising, Editing or Trying a New Approach</i>				
<b>MCCRS (W.7.5):</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 7.)		<b>Grade Level Academic Demand</b> <i>With Guidance and Support, Develop and Strengthen Writing by Planning, Revising, Editing or Trying a New Approach Using Previous Strategies</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a text-specific (e.g., narrative, opinion or expository) graphic organizer</i> to plan an audience-specific written piece, as text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a text-specific (e.g., narrative, opinion or expository) graphic organizer</i> to plan an audience-specific written piece, as text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed text-specific (e.g., narrative, opinion or expository) graphic organizer</i> to plan an audience-specific written piece, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a text-specific (e.g., narrative, opinion or expository) graphic organizer</i> to plan an audience-specific written piece, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information when taking notes independently</i> , to plan an audience-specific written piece, as text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Arrange <i>pretaught words and phrases on a flow chart</i> to suggest a new approach to a written piece, focusing on a specific audience	<b>Reading-Centered Activity:</b> Arrange <i>preidentified words and phrases on a flow chart</i> to suggest a new approach to a written piece, focusing on a specific audience	<b>Reading-Centered Activity:</b> Arrange <i>phrases and sentences on a partially completed flow chart</i> to suggest a new approach to a written piece, focusing on a specific audience	<b>Reading-Centered Activity:</b> Arrange <i>information on a flow chart</i> to suggest a new approach to a written piece, focusing on a specific audience	<b>Reading-Centered Activity:</b> Arrange <i>information in a note-taking guide, independently</i> , to suggest a new approach to a written piece, focusing on a specific audience
		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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 discuss how well purpose is addressed in a written piece, 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 discuss how well purpose is addressed in a written piece, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to discuss how well purpose is addressed in a written piece, 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 discuss how well purpose is addressed in a written piece, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the text, independently</i> , to discuss how well purpose is addressed in a written piece, 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 focus on audience and purpose, to strengthen writing	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that focus on audience and purpose, to strengthen writing	<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 focuses on audience and purpose, to strengthen writing	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that focuses on audience and purpose, to strengthen writing	<b>Writing-Centered Activity:</b> Use <i>knowledge of the text, independently</i> , to develop a <i>multiple paragraph essay</i> that focuses on audience and purpose, to strengthen writing
	<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>	

**MCCRS (W.7.5):** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 7.)

**Grade Level Academic Demand**  
*With Guidance and Support, Develop and Strengthen Writing by Planning, Revising, Editing or Trying a New Approach Using Previous Strategies*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Use question forms that support interaction with peers to offer and ask for suggestions to strengthen writing (e.g., Can you explain this more clearly? Is this the right sequence of events? Why did you use that word? Do you think that \_\_\_\_\_? Can you help me with this section? What did you want to say? Have you thought about trying a different perspective?).
- Use question forms that address purpose or audience (e.g., Who will be reading your essay? What is the purpose? What exactly do you want to say?).

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires that students ask and answer questions to strengthen their writing. For examples of text excerpts, refer to the Reading for Information and Reading Literature standards for 7th grade.

<b>Common Core Anchor Standard (W.7):</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		<b>Main Academic Demand</b> <i>Conduct Research Projects Based on Questions and Understandings</i>				
<b>MCCRS (W.7.7):</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related and focused questions for further research and investigation.		<b>Grade Level Academic Demand</b> <i>Develop a Research Topic Using Several Sources to Answer and Generate Questions</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a cloze outline</i> to identify information that answers a research question, as text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a cloze outline</i> to identify information that answers a research question, as text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences in a partially completed outline</i> to identify information that answers a research question, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in an outline</i> to answer a research question, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a self-created outline, independently</i> , to answer a research question, as text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Arrange <i>pretaught words and phrases on a gathering grid</i> to combine information from various written sources	<b>Reading-Centered Activity:</b> Arrange <i>preidentified words and phrases on a gathering grid</i> to combine information from various written sources	<b>Reading-Centered Activity:</b> Arrange <i>phrases and sentences on a partially completed gathering grid</i> to combine information from various written sources	<b>Reading-Centered Activity:</b> Arrange <i>information on a gathering grid</i> to combine research from various written sources	<b>Reading-Centered Activity:</b> Arrange <i>information in a note-taking guide, independently</i> , to combine research from various written sources
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 answer research questions by drawing from several sources, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 answer research questions by drawing from several sources, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to answer research questions by drawing from several sources, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed charts</i> to contribute to a discussion that answers research questions by drawing from several sources, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic, independently</i>, to contribute to or lead a discussion that answers research questions by drawing from several sources, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that combine information from different sources to answer a research question and provide ideas for further investigation</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that combine information from different sources to answer a research question and provide ideas for further investigation</p>	<p><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 combines information from different sources to answer a research question and provides ideas for further investigation</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that combines information from different sources to answer a research question and provides ideas for further investigation</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, independently, to develop a multiple paragraph essay</i> that combines information from different sources to answer a research question and provides ideas for further investigation</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	



**MCCRS (W.7.7):** Conduct short research projects to answer a question, drawing on several sources and generating additional related and focused questions for further research and investigation.

**Grade Level Academic Demand**  
*Develop a Research Topic Using Several Sources to Answer and Generate Questions*

**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 developing), students can approach the standard in their new and/or home language.

- Identify subtopics to research in response to a question or information (e.g., In addition, the question of \_\_\_\_; another related question is \_\_\_\_; as a result \_\_\_\_).
- Use sentence structures to introduce the use of several sources (e.g., the following trade books, textbooks and websites were consulted \_\_\_\_).
- Identify additional questions found in information from the sources to further research and investigate (e.g., Other questions that are worth investigating are \_\_\_\_; further research should analyze \_\_\_\_).

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand since its purpose is to produce research projects based on focused questions. For examples of text excerpts, refer to the Reading for Information and Reading Literature standards for 7th grade.

<p><b>Common Core Anchor Standard (W.8):</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.</p>		<p><b>Main Academic Demand</b> <i>Gather and Evaluate Information from Multiple Sources and Avoid Plagiarism</i></p>				
<p><b>MCCRS (W.7.8):</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>		<p><b>Grade Level Academic Demand</b> <i>Gather Relevant Information from a Variety of Print and Electronic Sources, Assessing Their Credibility and Accuracy</i> <i>Quote and Paraphrase Using a Standard Format for Citation</i></p>				
<p><b>WIDA Levels of Language Development</b></p>	<p><b>Entering (Level 1)</b></p>	<p><b>Emerging (Level 2)</b></p>	<p><b>Developing (Level 3)</b></p>	<p><b>Expanding (Levels 4-5)</b></p>	<p><b>Bridging (Proficient)</b></p>	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a gathering grid</i> to identify relevant information from multiple sources, as text is read 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 gathering grid</i> to identify relevant information from multiple sources, as text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed gathering grid</i> to identify relevant information from multiple sources, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a gathering grid</i> to identify relevant information from multiple sources, as text is read in <i>partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a paraphrasing graphic organizer</i> to quote or paraphrase the data and conclusions of others</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a paraphrasing graphic organizer</i> to quote or paraphrase the data and conclusions of others</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed paraphrasing graphic organizer</i> to quote or paraphrase the data and conclusions of others</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a paraphrasing graphic organizer, after teacher modeling</i>, to quote or paraphrase the data and conclusions of others</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to quote or paraphrase the data and conclusions of others</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to complete sentence starters to evaluate the relevance, credibility and accuracy of sources, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to complete sentence starters to evaluate the relevance, credibility and accuracy of sources, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to evaluate the relevance, credibility and accuracy of sources, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to evaluate the relevance, credibility and accuracy of sources, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to evaluate the relevance, credibility and accuracy of sources, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to complete cloze paragraphs that quote and paraphrase information from different sources and use a standard format of citation</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to write two or more paragraphs that quote and paraphrase information from different sources and use a standard format of citation</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to develop a <i>short essay</i> that quotes and paraphrases information from different sources and uses a standard format of citation</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to develop an <i>essay</i> that quotes and paraphrases information from different sources and uses a standard format of citation</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently</i>, to develop a <i>multiple paragraph essay</i> that quotes and paraphrases information from different sources and uses a standard format of citation</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (W.7.8):** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**Grade Level Academic Demand**  
*Gather Relevant Information from a Variety of Print and Electronic Sources, Assessing Their Credibility and Accuracy*  
*Quote and Paraphrase Using a Standard Format for Citation*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Use sentence structures to gather and present information from multiple sources (e.g., I used books/database/articles to find the following information\_\_\_).
- Use search words and terms effectively to gather information (e.g., right click, drop down menu, double click).
- Use sentence structures to analyze the credibility of sources (e.g., This source is valid/reliable because\_\_\_; the information from this source is invalid/unreliable because\_\_\_).
- Use sentence structures to describe the data and conclusions of others (e.g., These authors conclude that\_\_\_; the final outcome is\_\_\_; the conclusion was\_\_\_).

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires recalling information from provided sources. For examples of text excerpts, please consult the Reading for Information standard 8 for 7th grade.

<p><b>Common Core Anchor Standard (W.9):</b> Draw evidence from literary or informational texts to support analysis, reflection and research.</p>	<p><b>Main Academic Demand</b> <i>Draw Evidence from Texts to Support Analysis, Reflection and Research</i></p>
<p><b>MCCRS (W.7.9):</b> Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p><b>Grade Level Academic Demand</b> <i>Draw Inferences and Make Conclusions Based on Evidence of Text To Support Analysis, Reflection and Research, Using Previously Learned Strategies</i></p>

<p>WIDA Levels of Language Development</p>	<p><b>Entering (Level 1)</b></p>	<p><b>Emerging (Level 2)</b></p>	<p><b>Developing (Level 3)</b></p>	<p><b>Expanding (Levels 4-5)</b></p>	<p><b>Bridging (Proficient)</b></p>
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When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:

<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases in a double entry journal</i> to identify evidence from the text to draw inferences and make conclusions that support their research, as the 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 in a double entry journal</i> to identify evidence from the text to draw inferences and make conclusions that support their research, as the text is read aloud in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences in a partially completed double entry journal</i> to identify evidence from the text to draw inferences and make conclusions that support their research, as the text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information in a double entry journal</i> to identify evidence from the text to draw inferences and make conclusions that support their research, as the text is read 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 evidence from the text to draw inferences and make conclusions that support their research, as the text is read in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a concept map</i> to identify evidence that supports the evaluation of arguments and claims in a text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a concept map</i> to identify evidence that supports the evaluation of arguments and claims in a text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed concept map</i> to identify evidence that supports the evaluation of arguments and claims in a text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a concept map, after teacher modeling</i>, to identify evidence that supports the evaluation of arguments and claims in a text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify evidence that supports the evaluation of arguments and claims in a text</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 describe how the evidence from literary and informational texts supports their analysis and research, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 describe how the evidence from literary and informational texts supports their analysis and research, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe how the evidence from literary and informational texts supports their analysis and research, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to describe how the evidence from literary and informational texts supports their analysis and research, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to describe how the evidence from literary and informational texts supports their analysis and research, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete cloze paragraphs</i> that cite evidence from literary and informational texts to support their analysis and research of a topic</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that cite evidence from literary and informational texts to support their analysis and research of a topic</p>	<p><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 cites evidence from literary and informational texts to support their analysis and research of a topic</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that cites evidence from literary and informational texts to support their analysis and research of a topic</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that cites evidence from literary and informational texts to support their analysis and research of a topic</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (W.7.9):** Draw evidence from literary or informational texts to support analysis, reflection and research.

- a. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- b. Apply *grade 7 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

### **Grade Level Academic Demand**

*Draw Inferences and Make Conclusions  
Based on Evidence of Text To Support Analysis,  
Reflection and Research, Using Previously Learned  
Strategies*

**Linguistic Demands:** This standard does not have an example of a linguistic demand because it makes explicit reference to the following reading standards:

- Reading Literature, Standard 7.9
- Reading for Information, Standard 7.8

Refer to these standards to find sample texts for 7th grade.

**Common Core Anchor Standard (W.10):** Writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences. (Starts in Grade 3 )

**MAIN ACADEMIC DEMAND:**  
*Write for a range of tasks, purposes and audiences*

**MCCRS Grade Level Standard:** Same as the Common Core Anchor Standard

**GRADE LEVEL ACADEMIC DEMAND:**  
*Write for a range of tasks, purposes and audiences*

Allowing students to use their **home language during language development during instruction/practice** will emphasize that **writing is process-driven** and not a product-driven approach.

**Students are:** composing texts in their **new** and/or **home** languages. Some texts can be written independently, some with a partner and some within a small group. Writing makes bilingual students aware of language in a way that reading and oral language do not. When writing, students can slow down and analyze the way the sentence patterns, word choices and organization affect the writing and reading of the text. By comparing and contrasting the similarities and differences of texts produced in both languages, students will develop meta-linguistic knowledge of how the language(s) work.

**Connecting reading and writing in both languages and across texts:**

Writing is a cyclical process that is enriched by conversations around ideas, organization, and linguistic decisions (e.g. word and sentence choices), as well as decisions pertaining to the presentation of information (e.g. how is the text going to be organized, who is the audience). Analyzing texts through a reader's or a writer's eyes contributes to the success of both reading and writing. Students can read a text in the **home** language and discuss in the **new** language; or conversely, read in the **new** language and discuss in the **home** language.

**Brainstorming can take place in the home and/or new language in order to:**

- Clarify meaning and expand the ideas. This stage involves pre-writing or taking notes and analyzing texts that present similar topics that a student wants to explore.
- Stimulate and enlarges the writer's thoughts
- Move writers from the stage of thinking about a writing task to the act of writing

**Revising can take place in the home and/or new language in order to:**

- Improve the composition so that the product is more interesting and understandable to the reader. It can also involve comparing and contrasting the writer's text to another published text.
- Clarify meaning and expands ideas using more complex sentences and more sophisticated vocabulary.
- Provide time for practice, response, and reflection

**Editing can take place in the home or new language:**

Spelling and grammar knowledge are contextualized in the task, purpose and audience. It can also involve comparing and contrasting the writer's text to another published text. Comparisons across languages (e.g. one piece written in the **new**



language and the other in the **home** language) can strengthen the understanding of the editing process. Using rubrics in the **home** and/or **new** language that are appropriate for the grade level and specific background knowledge of the student can support the bilingual student in the application of editing rules and conventions. Peer editing efforts support the bilingual student in gaining further understanding of the conventions of written language. These conversations can take place in the **home** and/or **new** language while focusing on a piece written in either the **home** or **new** language.

**Presenting and Publishing can take place in the **home** and/or **new** language with the ultimate goal of English Proficiency:**

Considering an audience is a key aspect of the writing process. Oral presentations support the student in gaining mastery of oral academic language that will impact writing and, in turn; writing will impact oral academic language. Oral presentations can be done in the **home** language, about a piece written in the **new** language. A piece written in the home language can also be discussed in the new language. Students can also present and publish in the **new** or **home** language exclusively. Through conversations and presentations in the **home** and/or **new** language (e.g. self-standing descriptions, explanations) discourse patterns, audience, context, and tone are exercised and mastered). This practice will allow the student to focus on the communication of meaning to a real and genuine audience, thus giving a purpose for the writing efforts.

<p><b>WIDA Language Levels of Development for ESOL Students</b></p>	<p><b>Entering (Level 1)</b></p> <p>Cloze texts or outlines can be produced with support of pre-taught words (frontloaded words), and the student’s <b>home</b> language resources, in the <b>new</b> language. More extensive written pieces can be produced in the <b>home</b> language.</p>	<p><b>Emerging (Level 2)</b></p> <p>More extensive cloze texts can be produced with support of pre-identified words (previously frontloaded and recognized), and the student’s <b>home</b> language resources, in the <b>new</b> language. More extensive written pieces can be produced in the <b>home</b> language.</p>	<p><b>Developing (Level 3)</b></p> <p>Production of short essays in the <b>new</b> language with support from word banks and the student’s <b>home</b> language.</p>	<p><b>Expanding (Levels 4-5)</b></p> <p>Production of essays in the <b>new</b> language with support of previously used graphic organizers and teacher provided models.</p>	<p><b>Bridging (Proficient)</b></p> <p>Production of multi-paragraph essays in the <b>new</b> language with quality, length, style and variety of sentences and vocabulary can be expected</p>
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<p><b>Common Core Anchor Standard (W.11):</b> Develop personal, cultural, textual and thematic connections within and across genres as they respond to texts through written, digital and oral presentations, employing a variety of media and genres.</p>		<p><b>Main Academic Demand</b>  <i>Make Connections within and across Genres as Students Respond to Texts through Written, Digital and Oral Presentations</i></p>				
<p><b>MCCRS (W.7.11):</b> Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections.                  a. Make deliberate, personal, cultural, textual and thematic connections across genres.                  b. Create poetry, stories, plays and other literary forms (e.g., videos, art work).</p>		<p><b>Grade Level Academic Demand</b>  <i>Create a Personal Response to a Particular Author or Theme through Written, Personal, Cultural, Textual or Thematic Connections across Genres</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a textual connections matrix</i> to identify connections among texts, 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 textual connections matrix</i> to identify connections among texts, 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 textual connections matrix</i> to identify connections among texts, 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 textual connections matrix</i> to identify connections among texts, as a text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Arrange <i>pretaught words and phrases on a personal response web</i> to establish a response to a particular author or theme</p>	<p><b>Reading-Centered Activity:</b> Arrange <i>preidentified words and phrases on a personal response web</i> to establish a response to a particular author or theme</p>	<p><b>Reading-Centered Activity:</b> Arrange <i>phrases and sentences on a partially completed personal response web</i> to establish a response to a particular author or theme</p>	<p><b>Reading-Centered Activity:</b> Arrange <i>information on a personal response web</i> to establish a response to a particular author or theme</p>	<p><b>Reading-Centered Activity:</b> Arrange <i>information in a note-taking guide, independently</i>, to establish a response to a particular author or theme</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 address personal, cultural, textual or thematic connections across genres, to express a personal response to a particular author or theme, 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 address personal, cultural, textual or thematic connections across genres, to express a personal response to a particular author or theme, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to participate in a discussion that addresses personal, cultural, textual or thematic connections across genres, to express a personal response to a particular author or theme, 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 participate in a discussion that addresses personal, cultural, textual or thematic connections across genres, to express a personal response to a particular author or theme, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of texts, independently</i> , to lead a discussion that addresses personal, cultural, textual or thematic connections across genres, to express a personal response to a particular author or theme, 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 describe personal, cultural, textual or thematic connections across genres in response to a particular author or theme	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that describe personal, cultural, textual or thematic connections across genres in response to a particular author or theme	<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 describes personal, cultural, textual or thematic connections across genres in response to a particular author or theme	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that describes personal, cultural, textual or thematic connections across genres in response to a particular author or theme	<b>Writing-Centered Activity:</b> Use <i>knowledge of texts, independently, to develop a multiple paragraph essay</i> that describes personal, cultural, textual or thematic connections across genres in response to a particular author or theme
		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> .

**MCCRS (W.7.11):** Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections.

- a. Make deliberate, personal, cultural, textual and thematic connections across genres.
- b. Create poetry, stories, plays and other literary forms (e.g., videos, art work).

**Grade Level Academic Demand**

*Create a Personal Response to a Particular Author or Theme through Written, Personal, Cultural, Textual or Thematic Connections across Genres*

**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 developing), students can approach the standard in the new and/or home language.

- Use introductory words and phrases to present a poem, narrative, play, art work or literary critique in response to an author or theme (e.g., I think that\_\_\_\_; I don't agree with [name of author] because\_\_\_\_; this reminds me of\_\_\_\_; other authors say that\_\_\_\_).
- Use introductory words and phrases to make deliberate, personal, cultural and textual connections across genres (e.g., Other authors state\_\_\_\_; I had a personal experience that relates to this topic\_\_\_\_; a similar point is made in\_\_\_\_).

**Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because its purpose is to have students present a personal response to a poem, drama or art work. For examples of text excerpts, please refer to the Reading Literature standards for 7th grade.

# GRADE 8

English Language Development Progressions



Montgomery County Public Schools, Maryland  
MCPS, Department of Secondary Curriculum & Districtwide Programs



English Language Development Progressions for ESOL  
 By Grade Level  
**8<sup>th</sup> Grade**

<u>Reading Literature (RL) Standards</u>									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	*	<u>9</u>	<u>10</u>
<u>Reading for Information (RI) Standards</u>									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
<u>Speaking &amp; Listening (SL) Standards</u>									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>				
<u>Writing (W) Standards</u>									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>

*\*W.6 See this technology standard by grade level.*

<p><b>Common Core Anchor Standard (RL.1):</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>		<p><b>Main Academic Demand</b> <i>Draw Inferences Using Evidence from the Text</i></p>			
<p><b>MCCRS RL.8.1):</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences drawn from the text.</p>		<p><b>Grade Level Academic Demand</b> <i>Cite Textual Evidence and Draw Inferences That Most Support Analysis of Text</i></p>			
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>					
<p><b>RECEP</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on an analyzing text graphic organizer</i> to determine what the text says explicitly, as the 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 an analyzing text graphic organizer</i> to determine what the text says explicitly, as the 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 analyzing text graphic organizer</i> to determine what the text says explicitly, as the 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 an analyzing text graphic organizer</i> to determine what the text says explicitly, as the 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 on a what I read, what I infer chart</i> to draw inferences and identify supporting evidence</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a what I read, what I infer chart</i> to draw inferences and identify supporting evidence</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed what I read, what I infer chart</i> to draw inferences and identify supporting evidence</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a what I read, what I infer chart, after teacher modeling</i>, to draw inferences and identify supporting evidence</p>

*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.*



WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that cite evidence that most supports inferences drawn and the analysis of the text, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that cite evidence that most supports inferences drawn and the analysis of the text, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to cite evidence that most supports inferences drawn and the analysis of the text, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to cite evidence that most supports inferences drawn and the analysis of the text, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the text, independently</i>, to cite evidence that most supports inferences drawn and the analysis of the text, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that cite textual evidence to analyze what a text says explicitly and to support inferences drawn from the text</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that cite textual evidence to analyze what a text says explicitly and to support inferences drawn from the text</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that cites textual evidence to analyze what a text says explicitly and to support inferences drawn from the text</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that cites textual evidence to analyze what a text says explicitly and to support inferences drawn from the text</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to <i>independently develop a multiple paragraph essay</i> that cites textual evidence to analyze what a text says explicitly and to support inferences drawn from the text</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (RL.8.1):** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences drawn from the text.

**Grade Level Academic Demand**  
*Cite Textual Evidence and Draw Inferences  
That Most Support Analysis of Text*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases to cite (e.g., according to the author, the author says, here it states).
- Use words and phrases to explain inferences drawn from the text (e.g., This means that \_\_\_\_\_; the author thinks that \_\_\_\_\_; this makes me reach the conclusion that \_\_\_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpt

##### **I Am from Quisquella la Bella**

I am  
from Quisquella la bella,  
from merengue, bachata, perico ripiao,  
and church bells on Sundays.  
I am  
from the words  
Dios, patria, libertad  
from the feeling of sadness, but also of not giving up.  
I am  
from the promise of friendship and love,  
from “always be yourself,”  
“believe in who you are.”  
I am  
from rice and beans,  
roast chicken, pernil,  
plátanos, mangos, coconuts, corn.  
I am  
from beautiful  
gardens with palm trees,  
from mountains and precious blue sky.  
I am Latina.  
Dominican.  
Proud.

Ramirez, A. (2005). I Am from Quisquella la Bella. In L.M. Carlson (Ed.). *Red hot salsa*. New York: Henry Holt & Co. Retrieved from [http://www.fcps.edu/MtVernonHS/media\\_center/webquest/2008\\_2009/harlem\\_renaissance/teacher\\_resources/forms/quisquella\\_la\\_bella.pdf](http://www.fcps.edu/MtVernonHS/media_center/webquest/2008_2009/harlem_renaissance/teacher_resources/forms/quisquella_la_bella.pdf)

#### Teacher Directions

In a small group/whole class discussion model for students and ask them to use introductory words and phrases to present details from a text that draw an inference.

- Use words and phrases to cite (e.g., according to the author, the author says, here it states).
- Use words and phrases to explain inferences drawn from the text (e.g., This means that \_\_\_\_\_; the author thinks that \_\_\_\_\_; this makes me reach the conclusion that \_\_\_\_\_). (e.g., In the poem, *I Am from Quisquella la Bella*, by Amiris Ramirez, the author repeats the lines “I am from” followed by characteristics of the Dominican culture. This makes me reach the conclusion that/This suggests that the author is proud of her background as she lists aspects of her culture that represent her.)

<b>Common Core Anchor Standard (RL.2):</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		<b>Main Academic Demand</b> <i>Summarize Text by Determining Main Ideas and Supporting Details</i>				
<b>MCCRS (RL.8.2):</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text.		<b>Grade Level Academic Demand</b> <i>Summarize Text and Analyze Development of Central Idea, Including Character, Setting and Plot</i>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a theme graphic organizer</i> to identify the central idea of a text, as the text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a theme graphic organizer</i> to identify the central idea of a text, as the text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed theme graphic organizer</i> to identify the central idea of a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a theme graphic organizer</i> to identify the central idea of a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note taking guide, independently</i> , to identify the central idea of a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a plot line diagram</i> to identify the development of a texts central idea, including its relationship to the characters, setting and plot	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a plot line diagram</i> to identify the development of a texts central idea, including its relationship to the characters, setting and plot	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed plot line diagram</i> to identify the development of a texts central idea, including its relationship to the characters, setting and plot	<b>Reading-Centered Activity:</b> Organize <i>information on a plot line diagram, after teacher modeling</i> , to identify the development of a texts central idea, including its relationship to the characters, setting and plot	<b>Reading-Centered Activity:</b> Organize <i>information in a note taking guide, independently</i> , to identify the development of a texts central idea, including its relationship to the characters, setting and plot
		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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<p><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 provide an objective summary of the text, including the development of the central idea, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 provide an objective summary of the text, including the development of the central idea, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to provide an objective summary of the text, including the development of the central idea, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to provide an objective summary of the text, including the development of the central idea, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the text, independently</i>, to provide an objective summary of the text, including the development of the central idea, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that summarize a text and analyze the development of the central idea, including its relationship to the characters, setting and plot</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that summarize a text and analyze the development of the central idea, including its relationship to the characters, setting and plot</p>	<p><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 summarizes a text and analyzes the development of the central idea, including its relationship to the characters, setting and plot</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that summarizes a text and analyzes the development of the central idea, including its relationship to the characters, setting and plot</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the text, independently, to develop a multiple paragraph essay</i> that summarizes a text and analyzes the development of the central idea, including its relationship to the characters, setting and plot</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (RL.8.2):** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text.

**Grade Level Academic Demand**  
*Summarize Text and Analyze Development of Central Idea, Including Character, Setting and Plot*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases that have the same meaning and are repeated throughout the text to determine the theme or central idea.
- Identify the verbs in the text to determine how central ideas are developed.
- Identify transitional words and phrases (e.g., but, because, despite, actually, likewise, since, however) that signal the development and relationship of ideas.
- Use words that support summarizing (e.g., in summary, in any case, in conclusion, in short, to summarize, the final analysis, to recapitulate, considering).

### Examples to Address the Linguistic Demands

#### Text Excerpt

A few miles south of Soledad, **the Salinas River** *drops* in close to the hillside bank and *runs deep* and green. **The water** is warm too, for it has *slipped*, twinkling over the yellow sands in the sunlight before reaching the narrow pool. On one side of **the river** the golden foothills slopes curve up to the strong and rocky Gabilán mountains, but on the valley side **the water** is lined with trees—willows fresh and green with every spring.

For a moment the place was lifeless, and then **two men** *emerged* from the path and came to the opening by the green pool. **They** had *walked* in a single file down the path, and even in the open one *stayed* behind the other. **Both** were *dressed* in denim trousers and in denim coats with brass buttons. **Both** wore black, shapeless hats and **both** *carried* tight blanket roles slung over **their** shoulders.

Steinbeck, J. (1963/1993). *Of mice and men*. New York: Penguin.

#### Teacher Directions

Analyze in small group/whole class settings how a central idea develops over the course of a text:

- Identify the words (**bold**) that are repeated throughout the text. In the first paragraph the main idea is the **Salinas River**. The author refers to the river as **the water**, **the river**. In the second paragraph, the text focuses on **two men** (or **they** and **both**).
- Identify the verbs (*italics*) (e.g., *drops*, *runs*, *reaching*) that signal how the central idea develops.
- Identify the descriptive words that provide details related to characters, setting and plot (adjectives) (underline) that describe the setting along the river (e.g., narrow, deep, green, fresh) and the men (e.g., denim, shapeless, tight).
- Identify transitional words and phrases that signal development of ideas (wavy underline) (e.g., for, before, but, for a moment, and then, and even).
- Use concluding words that support summarization (e.g., in summary, in any case, in conclusion, in short, to summarize, the final analysis, to recapitulate, considering).

<b>Common Core Anchor Standard (RL.3):</b> Analyze how and why individuals, events and ideas develop and interact over the course of a text.		<b>Main Academic Demand</b> <i>Analyze Cause and Effect Interactions between Key Text Elements</i>				
<b>MCCRS (RL.8.3):</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.		<b>Grade Level Academic Demand</b> <i>Analyze How Dialogue or Incidents Propel Action, Reveal Aspects of a Character or Lead to a Decision</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words on a character map</i> to identify how lines of dialogue propel action, reveal aspects of a character or lead to a decision, as a teacher reads aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a character map</i> to identify how lines of dialogue propel action, reveal aspects of a character or lead to a decision, as a teacher reads aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>information, using a bank of phrases and short sentences, on a character map</i> to identify how lines of dialogue propel action, reveal aspects of a character or lead to a decision, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information, using a glossary, on a character map</i> to identify how lines of dialogue propel action, reveal aspects of a character or lead to a decision, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information independently in a note-taking guide</i> to identify how lines of dialogue propel action, reveal aspects of a character or lead to a decision, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words on a story schema</i> to determine how incidents propel action, reveal aspects of a character or lead to a decision	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a story schema</i> to determine how incidents propel action, reveal aspects of a character or lead to a decision	<b>Reading-Centered Activity:</b> Organize <i>information, using a bank of phrases and short sentences, on a story schema</i> to determine how incidents propel action, reveal aspects of a character or lead to a decision	<b>Reading-Centered Activity:</b> Organize <i>information, using a glossary, on a story schema</i> to determine how incidents propel action, reveal aspects of a character or lead to a decision	<b>Reading-Centered Activity:</b> Organize <i>information independently in a note-taking guide</i> to determine how incidents propel action, reveal aspects of a character or lead to a decision
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words</i> and the <i>previously completed graphic organizers</i> to complete <i>sentence starters</i> that explain how dialogue or incidents propel action, reveal aspects of a character or lead to a decision, in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to complete <i>sentence starters</i> that explain how dialogue or incidents propel action, reveal aspects of a character or lead to a decision, in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers</i> to explain how dialogue or incidents propel action, reveal aspects of a character or lead to a decision, in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to explain how dialogue or incidents propel action, reveal aspects of a character or lead to a decision, in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously developed notes</i> to <i>independently</i> explain how dialogue or incidents propel action, reveal aspects of a character or lead to a decision, in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words</i> to complete <i>cloze paragraphs</i> that analyze how dialogue or incidents propel action, reveal aspects of a character or lead to a decision</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to write <i>two or more paragraphs</i> that analyze how dialogue or incidents propel action, reveal aspects of a character or lead to a decision</p>	<p><b>Writing-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers</i> to write a <i>short essay</i> that analyzes how dialogue or incidents propel action, reveal aspects of a character or lead to a decision</p>	<p><b>Writing-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to write an <i>essay</i> that analyzes how dialogue or incidents propel action, reveal aspects of a character or lead to a decision</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously developed notes</i> to <i>independently</i> write an <i>essay</i> that analyzes how dialogue or incidents propel action, reveal aspects of a character or lead to a decision</p>
		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> .

**MCCRS (RL.8.3):** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.

**Grade Level Academic Demand**  
*Analyze How Dialogue or Incidents Propel Action,  
Reveal Aspects of a Character or Lead to a Decision*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Use nouns and associated pronouns to identify the characters in a story.
- Identify/use adverbs to analyze how particular lines of a dialogue are delivered (e.g., heroically, impetuously).
- Identify/use transitional words that signal how the plot develops (e.g., but, while, yet, as a result).

### Example to Address the Linguistic Demands

#### Text Excerpt

“Merry Christmas, little daughters! **I**’m glad you began at once, and hope **you** will keep on. But **I** want to say one word before **we** sit down. Not far away from here lies a poor **woman** with a little newborn **baby**. Six **children** are huddled into one bed to keep from freezing, for **they** have no fire. There is nothing to eat over there, and the oldest **boy** came to tell **me they** were suffering hunger and cold. My girls, will **you** give them your breakfast as a Christmas present?”

**They** were all *unusually* hungry, having waited nearly an hour, and for a minute no one spoke, only a minute, for **Jo** exclaimed *impetuously*, “**I**’m so glad you came before **we** began!”

“May **I** go and help carry the things to the poor little **children**?” asked **Beth** *eagerly*.

“**I** shall take the cream and the muffins,” added **Amy**, *heroically* giving up the articles **she** most liked.

**Meg** was already *covering* the buckwheats, and *piling* the bread into one big plate.

Alcott, L. M. (1868/1989). *Little women*. New York: Penguin. (From Appendix B, CCSS, p. 88.)

#### Teacher Directions

In a mini lesson in small group work analyze how dialogues propel the action of a story, reveal aspects of a character or lead to a decision:

- Use nouns and associated pronouns (**bold**) to identify the characters in a story (e.g., **I, children, Meg, Amy**).
- Identify/use verbs and adverbs (*italics*) (e.g., *covering, piling, heroically, impetuously, eagerly*) to analyze how particular lines of a dialogue reveal aspects of the characters.
- Identify/use transitional words (underline) (e.g., but, for) that signal how the plot develops.



<b>Common Core Anchor Standard (RL.4):</b> Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.		<b>Main Academic Demand</b> <i>Interpret Meaning of Words and Phrases</i>				
<b>MCCRS (RL.8.4):</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		<b>Grade Level Academic Demand</b> <i>Determine Meanings of Words and Phrases and Analyze Analogies or Allusions to Other Texts</i>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a semantic web</i> to determine the meanings of words and phrases, as the text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a semantic web</i> to determine the meanings of words and phrases, as the text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed semantic web</i> to determine the meanings of words and phrases, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a semantic web</i> to determine the meanings of words and phrases, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to determine the meanings of words and phrases, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught figurative and connotative words and phrases on a semantic web graphic organizer</i> to determine the impact of word choices, including analogies or allusions to other texts, on meaning and tone	<b>Reading-Centered Activity:</b> Organize <i>preidentified figurative and connotative words and phrases on a semantic web graphic organizer</i> to determine the impact of word choices, including analogies or allusions to other texts, on meaning and tone	<b>Reading-Centered Activity:</b> Organize <i>figurative and connotative words and phrases on a partially completed semantic web graphic organizer</i> to determine the impact of word choices, including analogies or allusions to other texts, on meaning and tone	<b>Reading-Centered Activity:</b> Organize <i>figurative and connotative words and phrases on a semantic web, after teacher modeling</i> , to determine the impact of word choices, including analogies or allusions to other texts, on meaning and tone	<b>Reading-Centered Activity:</b> Organize <i>figurative and connotative words and phrases in a note-taking guide, independently</i> , to determine the impact of word choices, including analogies or allusions to other texts, on meaning and tone
		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> .

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 explain the meaning of words and phrases and address analogies and allusions to other texts, 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 explain the meaning of words and phrases and address analogies and allusions to other texts, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to explain the meaning of words and phrases and address analogies and allusions to other texts, 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 explain the meaning of words and phrases and address analogies and allusions to other texts, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to explain the meaning of words and phrases and address analogies and allusions to other texts, when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught connotative and figurative word meanings to complete cloze paragraphs</i> that include analogies and allusions to other texts	<b>Writing-Centered Activity:</b> Use <i>preidentified connotative and figurative word meanings to complete two or more cloze paragraphs</i> that include analogies and allusions to other texts	<b>Writing-Centered Activity:</b> Use a <i>word bank of connotative and figurative word meanings</i> and the <i>previously completed graphic organizers</i> to develop a short essay that includes analogies and allusions to other texts	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models</i> to develop an essay that includes connotative and figurative words and phrases and analogies and allusions to other texts	<b>Writing-Centered Activity:</b> Use <i>information to develop an essay, independently</i> , that includes connotative and figurative words and phrases and analogies and allusions to other texts
		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>

**MCCRS (RL.8.4):** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**Grade Level Academic Demand**  
*Determine Meanings of Words and Phrases and Analyze Analogies or Allusions to Other Texts*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases that have a figurative meaning in the text (words that produce an image in the reader’s mind; e.g., So dawn goes down to day/Nothing gold can stay).
- Identify words and phrases that have a connotative meaning in a text (e.g., gold, hold).
- Identify the impact of a specific word that is repeated throughout the poem (e.g., leaf).
- Identify the allusions to other texts (e.g., the Bible—Eden).

### Examples to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Nothing Gold Can Stay            Nature’s first green is <i>gold</i>,            Her hardest hue to <i>hold</i>,            Her early <u>leaf</u>s a flower;            But only so an hour.            Then <u>leaf</u> <b>subsides</b> to <u>leaf</u>.            So Eden sank to grief,  <b>So dawn goes down to day</b>  <b>Nothing gold can stay.</b></p> <p>Frost, R. (1923). Nothing gold can stay. Retrieved from <a href="http://www.poets.org/viewmedia.php/prmMID/19977">www.poets.org/viewmedia.php/prmMID/19977</a></p>	<p>In a mini lesson, small group or whole class, discuss the different allusions and imagery presented in this text:</p> <ul style="list-style-type: none"> <li>• Identify words and phrases that have a figurative meaning (<b>bold</b>) in the text (words that produce an image in the reader’s mind) (e.g., <b>So dawn goes down to day/Nothing gold can stay</b>).</li> <li>• Identify words and phrases that have a connotative meaning (<i>italics</i>) in a text (e.g., <i>gold</i>, meaning the leaves that change color; <i>hold</i>, meaning that it doesn’t last).</li> <li>• Identify the impact of a specific word that is repeated throughout the poem (<u>underline</u>) (e.g., <u>leaf</u>).</li> <li>• Identify the allusions to other texts (<u>wavy underline</u>) (e.g., the Bible—Eden).</li> </ul>

<p><b>Common Core Anchor Standard (RL.5):</b> Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.</p>		<p><b>Main Academic Demand</b> <i>Analyze Relationship of Linguistic and Text Structures</i></p>				
<p><b>MCCRS (RL.8.5):</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>		<p><b>Grade Level Academic Demand</b> <i>Compare and Contrast the Structures of Two or More Texts and Analyze How the Differing Structures Contribute to the Meanings and Styles of Their Texts</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a text structure graphic organizer</i> to determine the overall structures of two or more texts, as text is read 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 text structure graphic organizer</i> to determine the overall structures of two or more texts, as text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed text structure graphic organizer</i> to determine the overall structures of two or more texts, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a text structure graphic organizer</i> to determine the overall structures of two or more texts, as text is read in <i>partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a Venn diagram</i> to compare and contrast the structures of two or more texts</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a Venn diagram</i> to compare and contrast the structures of two or more texts</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed Venn diagram</i> to compare and contrast the structures of two or more texts</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a Venn diagram, after teacher modeling</i>, to compare and contrast the structures of two or more texts</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to compare and contrast the structures of two or more texts</p>
		<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and, occasionally, in the home language.</i></p>	<p>in the <i>new language.</i></p>	<p>in the <i>new language.</i></p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that analyze how the differing structures of texts contribute to their meaning and style, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that analyze how the differing structures of texts contribute to their meaning and style, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to analyze how the differing structures of texts contribute to their meaning and style, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to analyze how the differing structures of texts contribute to their meaning and style, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to analyze how the differing structures of texts contribute to their meaning and style, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that analyze how the differing structures of two or more texts contribute to their meaning and style</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze how the differing structures of two or more texts contribute to their meaning and style</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that analyzes how the differing structures of two or more texts contribute to their meaning and style</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that analyzes how the differing structures of two or more texts contribute to their meaning and style</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently</i>, to <i>develop a multiple paragraph essay</i> that analyzes how the differing structures of two or more texts contribute to their meaning and style</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (RL.8.5):** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

**Grade Level Academic Demand**  
*Compare and Contrast the Structures of Two or More Texts and Analyze How the Differing Structures Contribute to the Meanings and Styles of Their Texts*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases (e.g., a description of a setting, description of a conflict or description of the characters) to identify the structure of two or more texts.
- Identify adjectives and adverbs (e.g., quiet, deathly) to describe the setting.
- Identify cause-and-effect words (e.g., because, but, so) that signal the reason for the conflict.
- Use compare-and-contrast words and phrases (e.g., like, unlike, similar, whether, whereas, just as, differences) to compare the structure of the two texts.

### Example to Address the Linguistic Demands

#### Text Excerpt

Text 1: (Example of the description of the conflict)

“They talked it over, and they was going to rule **me** out, because they said every boy must have a family or somebody to kill, or else it wouldn’t be fair and square for the others. Well, nobody could think of anything else to do – everybody was stumped, and set still. **I** was not ready to cry; but all at once **I** thought of a way, and so **I** offered them Miss Watson—they could kill her. Everybody said: “Oh, she’ll do. That’s all right. **Huck** can come in.”

Text 2: (Example of a description of a setting)

The moon was *shining*, and outside *the shadows* it made everything almost as bright as day. *I drifted along* for about an hour. Everything was *deathly still and quiet*. By this time I’d reached the foot of the island. A *cool, fluttering breeze* began to blow, which told me that the night was just about over.

Twain, M. (1884/1994). *The adventures of Huckleberry Finn*. New York: Dover.

#### Teacher Directions

In a small group or whole class discussion, analyze the similarities and differences found in both texts by Mark Twain:

- Use words and phrases to identify the structure of two or more texts. Text 1 focuses on the character (**bold**) Huckleberry Finn and what he is describing (e.g., **I, Huck, me**).
- Identify adjectives and adverbs to describe the setting; the second excerpt has words (*italics*) that indicate that it is a description of a night scene (e.g., *shining; the shadows; drifted along; deathly still and quiet; cool, fluttering breeze*).
- Identify cause-and-effect words that signal the reason for the conflict; the first excerpt has words (underline) that indicate a description of conflict (e.g., and, because, or else, well, but, and so).
- Use compare-and-contrast words and phrases to compare the structure of the two texts (e.g., like, unlike, similar, whether, whereas, just as, differences).

<p><b>Common Core Anchor Standard (RL.6):</b> Assess how point of view or purpose shapes the content and style of a text.</p>		<p><b>Main Academic Demand</b> <i>Assess Impact of Author’s Point of View</i></p>				
<p><b>MCCRS (RL.8.6):</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. a. Analyze full-length novels, short stories, poems and other genres by authors who represent diverse world cultures.</p>		<p><b>Grade Level Academic Demand</b> <i>Analyze How an Author Creates Different Points of View between the Characters and the Reader</i></p>				
<p><b>WIDA Levels of Language Development</b></p>	<p><b>Entering (Level 1)</b></p>	<p><b>Emerging (Level 2)</b></p>	<p><b>Developing (Level 3)</b></p>	<p><b>Expanding (Levels 4-5)</b></p>	<p><b>Bridging (Proficient)</b></p>	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a T-chart</i> to identify the differences between the points of view of the characters and those of the audience or reader, as text is read 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 T-chart</i> to identify the differences between the points of view of the characters and those of the audience or reader, as text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed T-chart</i> to identify the differences between the points of view of the characters and those of the audience or reader, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a T-chart</i> to identify the differences between the points of view of the characters and those of the audience or reader, as text is read 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 the differences between the points of view of the characters and those of the audience or reader, as text is read in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a matrix</i> to identify how differences between the points of view of the characters and those of the audience or reader create effects such as suspense or humor</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a matrix</i> to identify how differences between the points of view of the characters and those of the audience or reader create effects such as suspense or humor</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed matrix</i> to identify how differences between the points of view of the characters and those of the audience or reader create effects such as suspense or humor</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a matrix, after teacher modeling</i>, to identify how differences between the points of view of the characters and those of the audience or reader create effects such as suspense or humor</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify how differences between the points of view of the characters and those of the audience or reader create effects such as suspense or humor</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 describe how authors who represent diverse world cultures create different points of view between the characters and the reader, 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 describe how authors who represent diverse world cultures create different points of view between the characters and the reader, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe how authors who represent diverse world cultures create different points of view between the characters and the reader, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>previously completed graphic organizers</i> to describe how authors who represent diverse world cultures create different points of view between the characters and the reader, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to describe how authors who represent diverse world cultures create different points of view between the characters and the reader, when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete cloze paragraphs</i> that analyze how an author creates different points of view between the characters and the audience or reader in order to create effects such as irony or humor	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze how an author creates different points of view between the characters and the audience or reader in order to create effects such as irony or humor	<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 how an author creates different points of view between the characters and the audience or reader in order to create effects such as irony or humor	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes how an author creates different points of view between the characters and the audience or reader in order to create effects such as irony or humor	<b>Writing-Centered Activity:</b> Use <i>information, independently</i> , to develop a <i>multiple paragraph essay</i> that analyzes how an author creates different points of view between the characters and the audience or reader in order to create effects such as irony or humor
		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> .



**MCCRS (RL.8.6):** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

a. Analyze full-length novels, short stories, poems and other genres by authors who represent diverse world cultures.

**Grade Level Academic Demand**  
*Analyze How an Author Creates Different Points of View between the Characters and the Reader*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify firsthand pronouns (e.g., my, I, our) versus thirdhand pronouns (e.g., they, she, he) that convey a first- or thirdhand point of view.
- Identify the pronouns to differentiate the point of view of the characters and the audience (e.g., the two characters are described as loving to read novels: “and shut *themselves* up, to read novels together.” The author addresses the audience: “for I will not adopt that ungenerous and impolitic custom so common with novel-writers”).
- Identify adjectives that convey irony or humor (e.g., ungenerous, harshest, impolitic, insipid) and adverbs (e.g., accidentally, scarcely).
- Use sentence structures to analyze points of view (e.g., The author uses \_\_\_\_; The characters show \_\_\_\_; I think the author wants to show \_\_\_\_, but I think \_\_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpt

Background

In this excerpt, the two characters in Jane Austen’s *Northanger Abbey* are Catherine Morland and Isabella Thorpe.

**They** called each other by their Christian name, were always arm in arm when **they** walked, pinned up each other’s train for the dance, and were not to be divided in the set; and if a rainy morning deprived **them** of other enjoyments, **they** were still resolute in meeting in defiance of wet and dirt, and *shut themselves up, to read novels together*. Yes, novels; for I will not adopt that ungenerous and impolitic custom so common with novel-writers, . . . [of] bestowing the harshest epithets on such works, and scarcely ever permitting them to be read by their own heroine, who, if she accidentally takes up a novel, is sure to turn over its insipid pages with disgust.

Austen, J. (1803/2012). *Northanger Abbey*. SMK Books.

#### Teacher Directions

Identify the different perspectives between the characters and the audience in a text:

- Identify pronouns (**bold**) that convey the characters’ perspective, showing that Catherine and Isabella are great friends (e.g., **they, them, themselves**). Their friendship includes reading novels.
- Identify the pronouns to differentiate between the points of view of the characters and the audience (*italics*) (the two characters are described as loving to read novels: “and shut *themselves* up, to read novels together”) and when the writer addresses the reader (underline) (“I will not adopt that ungenerous and impolitic custom so common with novel-writers”).
- Identify the adjectives (wavy underline) (e.g., harshest, insipid) and adverbs (double underline) (e.g., accidentally, scarcely) that convey irony or humor.
- Use sentence structures to analyze points of view (e.g., The author uses \_\_\_\_; The characters show \_\_\_\_; I think the author wants to show \_\_\_\_, but I think \_\_\_\_).

<p><b>Common Core Anchor Standard (RL.7):</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>				<p><b>Main Academic Demand</b> <i>Compare and Contrast Information Presented in Different Formats</i></p>		
<p><b>MCCRS (RL.8.7):</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>				<p><b>Grade Level Academic Demand</b> <i>Compare, Contrast and Evaluate a Filmed or Live Production of a Story to the Text or Script</i></p>		
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a T-chart</i> to identify how a filmed or live version of a story differs from the original version in text, as text is read <i>in partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a T-chart</i> to identify how a filmed or live version of a story differs from the original version in text, as text is read <i>in partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed T-chart</i> to identify how a filmed or live version of a story differs from the original version in text, as text is read <i>in partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a T-chart</i> to identify how a filmed or live version of a story differs from the original version in text, as text is read <i>in partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a matrix</i> to determine the effects of aesthetic choices made by the directors and/or actors</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a matrix</i> to determine the effects of aesthetic choices made by the directors and/or actors</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed matrix</i> to determine the effects of aesthetic choices made by the directors and/or actors</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a matrix, after teacher modeling</i>, to determine the effects of aesthetic choices made by the directors and/or actors</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to determine the effects of aesthetic choices made by the directors and/or actors</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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 compare and contrast a filmed or live version of a story to the text, 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 compare and contrast a filmed or live version of a story to the text</i> , when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to compare and contrast a filmed or live version of a story to the text, 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 to compare and contrast a filmed or live version of a story to the text</i> , when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to compare and contrast a filmed or live version of a story to the text, 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 how a filmed or live version of a story differs from the original version in text and evaluate the effects of choices made by the directors and/actors	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze how a filmed or live version of a story differs from the original version in text and evaluate the effects of choices made by the directors and/actors	<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 how a filmed or live version of a story differs from the original version in text and evaluates the effects of choices made by the directors and/actors	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes how a filmed or live version of a story differs from the original version in text and evaluates the effects of choices made by the directors and/actors	<b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that analyzes how a filmed or live version of a story differs from the original version in text and evaluates the effects of choices made by the directors and/actors
		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> .

**MCCRS (RL.8.7):** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

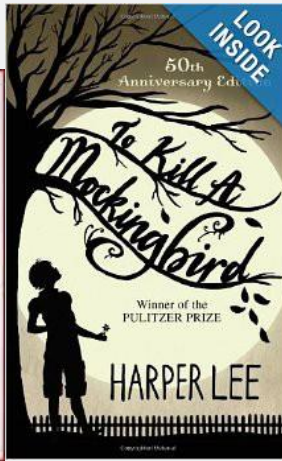
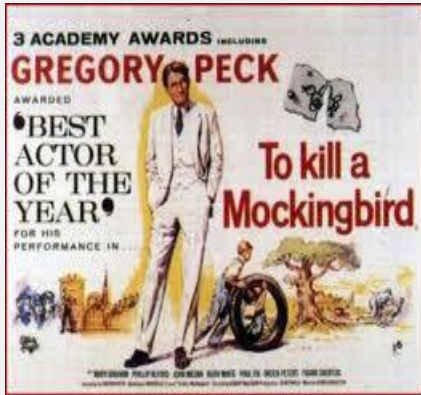
**Grade Level Academic Demand**  
*Compare, Contrast and Evaluate a Filmed or Live Production of a Story to the Text or Script*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Use sentence structures to analyze the extent to which a book and film stay faithful to the text (e.g., The director follows the book in that\_\_\_\_; however, the film departs from the book in that\_\_\_\_).
- Use sentence structures to evaluate the choices made by the director and actors (e.g., The director decided to\_\_\_\_, whereas in the book\_\_\_\_; in the book, the character of Atticus Finch is\_\_\_\_but in the movie\_\_\_\_; both the book and the movie reflect that\_\_\_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpt



Lee, H. (1960). *To kill a mockingbird*. New York: Harper Collins.

The book was made into a film, directed by Robert Mulligan, in 1962. Gregory Peck played Atticus Finch.

#### Teacher Directions

In a small group or whole class setting, analyze how a film stays faithful or departs from the original text:

- Use sentence structures to compare the book and film of *To Kill a Mockingbird* (e.g., The book and film show\_\_\_\_; the main difference[s] between the book and the film is/are\_\_\_\_; both are similar in that\_\_\_\_; the film departs from the book when\_\_\_\_).
- Use sentence structures to evaluate the choices made by the director and actors (e.g., In the book, the character of Atticus Finch is\_\_\_\_but in the movie\_\_\_\_; both the book and the movie reflect that\_\_\_\_; the director/actor shows\_\_\_\_; the director decided to\_\_\_\_; the acting portrays\_\_\_\_).

<p><b>Common Core Anchor Standard (RL.9):</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		<p><b>Main Academic Demand</b> <i>Compare and Contrast Similar Texts and Subjects</i></p>				
<p><b>MCCRS (RL.8.9):</b> 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.</p>		<p><b>Grade Level Academic Demand</b> <i>Analyze How Modern Works of Fiction Are Drawn from Traditional Stories, Myths or Religious Works</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> 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></p>	<p><b>Listening-Centered Activity:</b> 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></p>	<p><b>Listening-Centered Activity:</b> 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></p>	<p><b>Listening-Centered Activity:</b> 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></p>	
		<p><b>Reading-Centered Activity:</b> 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</p>	<p><b>Reading-Centered Activity:</b> 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</p>	<p><b>Reading-Centered Activity:</b> 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</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a T-chart</i> to analyze how a traditional story is rendered new in a modern work of fiction</p>	<p><b>Reading-Centered Activity:</b> 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</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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 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>	<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 analyze how a modern work of fiction is drawn from a traditional story, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> 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>	<b>Speaking-Centered Activity:</b> 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>	<b>Speaking-Centered Activity:</b> 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>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that describe how a modern work of fiction draws on conventional character types from myths or traditional stories	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that describe how a modern work of fiction draws on conventional character types from myths or traditional stories	<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 describes how a modern work of fiction draws on conventional character types from myths or traditional stories	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that describes how a modern work of fiction draws on conventional character types from myths or traditional stories	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers, independently, to 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> .

**MCCRS (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 developing), 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**

Fear over **his** own death was long past. Instead, **Arvadi** wept in frustration. **He** had been so close to his life’s goal—seeing *Noah’s Ark* with his own eyes—but that opportunity had been snatched from him with three pulls of the trigger. The bullet in each knee made it impossible to move. The one in **his** belly ensured that **he** wouldn’t last five minutes. Although the wounds were excruciating, they weren’t as painful as falling short of reaching the *Ark* when it was within grasp.

**He** couldn’t bear the awful irony of the situation. **He** finally had proof that the *Ark* existed. Not only existed, still exists. Waiting to be found where it had lain for six thousand years. **He** had unearthed the last piece of the puzzle, revealed to **him** in ancient text written before *Christ* was born.

Morrison, B. (2010). *The Ark*. New York: Simon & Schuster.

**Teacher Directions**

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):

- Identify the subjects (nouns and associated pronouns) (**bold**) (e.g., **Arvadi, he, his**).
- Identify the text’s theme (*italics*) (e.g., *Noah’s Ark, Ark, Christ*).
- Identify the transitional words (underline) (e.g., instead, although, so) that signal how the story develops.
- Identify the events in the text (verbs) (double underline) (e.g., been snatched, ensured, revealed, existed, unearthed) 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 \_\_\_).

**English Language Development Progressions (ESOL)**

**Grade 8: Reading for Literature 10**

<b>Common Core Anchor Standard (RL.10):</b> Read and comprehend complex literary and informational texts, independently and proficiently.		MAIN ACADEMIC DEMAND <i>Build Comprehension of Grade Level Texts</i>				
<b>MCCRS Grades 6 to 8 Standard (RL.6-8.10):</b> (by the end of grades 6, 7 and 8 respectively) Read and comprehend literature, including stories, dramas, and poems, in the grade complexity band proficiently, with scaffolding as needed at the high end of the range.		GRADE LEVEL ACADEMIC DEMAND <i>Build Comprehension of Grade-Appropriate Texts</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
<b>When acquiring a new language, using <u>grade level</u> texts and appropriate supports, students are able to:</b>						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	Comprehend <i>at least one</i> high interest, grade-appropriate text when teacher has built background knowledge, pre-taught vocabulary, provided a context for the text, and read aloud in class <i>in the new and/or home language.</i>	Comprehend <i>two or more</i> high interest, grade-appropriate texts when teacher has built background knowledge, provided pre-identified words and phrases, provided a context for the text, and read the text aloud in class <i>in the new and/or home language.</i>	Comprehend <i>multiple</i> high-interest, grade-appropriate texts when teacher has built background knowledge, provided a bank of phrases and sentences, and provided a context for the text <i>in the new and, occasionally, in the home language.</i>	Comprehend <i>multiple</i> grade or above grade-level texts when teacher has provided a glossary of new vocabulary, and provided a context for the text <i>in the new language.</i>	Comprehend <i>multiple</i> grade or above grade-level texts when teacher has glossed new vocabulary <i>in the new language.</i>



**Building Background Knowledge:** Background knowledge (or prior knowledge) is a frame of reference that encompasses the information and concepts the learner brings to the learning task. Background knowledge reflects the learner’s prior experiences and both formal and informal learning. It provides the foundation for approaching, processing, interpreting, and retaining new learning, and is indispensable to the learner’s making sense and understanding how the world works. When students are reading fiction they develop a framework for understanding the overarching structure of the story (i.e. setting, characters, conflict and resolution). The process of inferencing and interpreting the text is facilitated by the knowledge of this framework. The more a student knows about a topic, the more difficult the texts a student can approach. Students' background knowledge, including developmental, experiential, and cognitive factors, influences their ability to understand the explicit and inferential qualities of a text.

The following are some strategies to build background knowledge:

- Pre-reading discussions to build background knowledge and open-ended questions during a read aloud can increase the students’ reliance on the text and the information they are integrating.
- Background knowledge can be enriched by providing students with texts they can read independently that match their reading levels and that are aligned with the grade-level text/topic being developed in class.
- Students who can read and comprehend grade level text in their home language can build background knowledge by independently reading higher level text aligned with the text/topic being developed in class.
- Pairing fiction and nonfiction books that address the same topic.

**Note:** Text structures and oral language development play an important role in building a student’s ability to comprehend grade-appropriate texts. (See RL Standards 5, 6 and 7 for standards that target text structures and Standards 1 and 2, which addresses comprehension strategies.) Also, in order to engage in grade-appropriate texts, students must have mastered the phonemic and phonological characteristics of the home and/or new language as well as fluency. (See Foundations of Reading, which addresses the development of these skills.)

**Examples of Text to Build Background Knowledge in Literature:** The following books develop and expand knowledge of stories (including fairy/folk tales and myths). An effort has been made to incorporate as many cultural perspectives as possible.

English Texts			
1 <sup>st</sup> Grade	2 <sup>nd</sup> and 3 <sup>rd</sup> grade	4 <sup>th</sup> and 5 <sup>th</sup> grade	6 <sup>th</sup> to 8 <sup>th</sup> grade
<b>Lexile Levels:</b> <b>1<sup>st</sup> grade:</b> up to 300 L <b>AD:</b> means <i>Adult Directed</i> , as an adult reading to the child	<b>Lexile Levels:</b> <b>2<sup>nd</sup> grade:</b> 140 to 500 L <b>3<sup>rd</sup> grade:</b> from 330 to 700 L <b>AD:</b> means <i>Adult Directed</i> , as an adult reading to the child	<b>Lexile Levels:</b> <b>4<sup>th</sup> grade:</b> 445 to 810 L <b>5<sup>th</sup> grade:</b> 565 L to 910 L	<b>Lexile Levels:</b> <b>6<sup>th</sup> grade:</b> 665 to 1000 L <b>7<sup>th</sup> grade:</b> 735 to 1065 L <b>8<sup>th</sup> grade:</b> 805 to 1100 L
<i>The Cow in the House</i> by Harriet Ziefert and Emily Bolam (2000), 60L  <i>Three Goats. Norwegian Fairy Tale</i> (no author listed, 2012), 290L  <i>Cinderella</i> by Hara Lewis and Barbara Lanza (2000), 310L	<i>Twenty Heartbeats</i> by Dennis Hasseley and Ed Young (2008), AD 500L  <i>Dear Petter Rabbit</i> , by Alma Flor Ada and F. Isabel Campoy (2000), AD780L  <i>Three Goats. Norwegian Fairy Tale</i> (no author listed, 2012), 290L	<i>Borreguita and the Coyote</i> by Veena Aardena (1991), 560L  <i>American Indian Trickster Tales</i> by Richard Erdos and Alfonso Ortiz (1999), 580L  <i>King Puck</i> by Michael Garland (2007), AD670L	<i>The Korean Cinderella</i> by Shirley Climo (1994),700L  <i>World Folktales</i> by Kathy Burke (2008), 760L  <i>Cajun Folktales</i> by J. Reneaux (1992), 780L

<p><i>Cinderella</i> by Hara Lewis and Barbara Lanza (2000), 310L</p> <p><i>Folklore and Fairy Tale Funnies</i> by Art Spiegeman (1999), 360L</p> <p><i>The Great-Great Grandmother of La Cucarachita Martina</i> by Alma Flor Ada (1993), 460L</p> <p><i>The Teacher's Secret and Other Folktales</i> by Joyce Hannam (2004), 440L</p>	<p><i>Medio Pollito- Half Chicken</i> by Alma Flor Ada and Kim Howard (2003), 680L</p> <p><i>The Irish Cinderland</i> by Shirley Climo (1996), AD 730L</p> <p><i>Forest Tales From Far and Wide</i> by Marleen Vermeulen and Rosslyn Moran (2001), 740L</p>	<p><i>Russian Folktales</i> by Aradhana Bisht (2011), 820L</p> <p><i>Wisdom Tales from Around the World</i> by Heather Forest (2005), 840L</p> <p><i>The Uninvited Guest and Other Jewish Holiday Tales</i> by Nina Jaffe and Elivia Savadier (1993), 940L</p> <p><i>Mayan Folktales</i> (no author listed, 1999), 940L</p>
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**Chinese Texts**

1 <sup>st</sup> grade	2 <sup>nd</sup> and 3 <sup>rd</sup> grade	4 <sup>th</sup> and 5 <sup>th</sup> grade	6 <sup>th</sup> to 8 <sup>th</sup> grade
<p>龜兔賽跑[The Tortoise and the Hare] published by Gui Taihua (2011)</p> <p>伊索寓言世界[The World of Aesop's Fables] by Huang Shuping (2008)</p> <p>世界童話故事[Fairy Tales From Around the World] by Chen Li Yu (2011)</p>	<p>會痛的小魚[The Fish That Felt Hurt] Retold by Li Xin Yuan and Meng Ning (2004)</p> <p>孩子的伊索寓言[Aesop's Fables] by Jerry Pinkney Translated by Kong Fan Lu (2012)</p> <p>熊的宴會：世界的語言精選 [Bear's Banquet: A Fable From Around the World] by Ivan Krylov, translated by Wei Wei (2010)</p>	<p>一生必讀的希臘神話故事 [The Best of Greek Mythology] by Enoch (2011)</p> <p>烏鴉和護理：克雷洛夫語言 [The Crow and the Fox: A Krylov Fable] by Ivan Krylov, translated by Xin Wei Ai (2009)</p> <p>中國經典語言的智慧 [Classical Chinese Fables] by Wang Zhu Yu (2006)</p>	<p>一生必讀的希臘神話故事 [The Best of Greek Mythology] by Enoch (2011)</p> <p>烏鴉和護理：克雷洛夫語言 [The Crow and the Fox: A Krylov Fable] by Ivan Krylov, translated by Xin Wei Ai (2009)</p> <p>中國經典語言的智慧 [Classical Chinese Fables] by Wang Zhu Yu (2006)</p>

**Spanish Texts**

1 <sup>st</sup> grade	2 <sup>nd</sup> and 3 <sup>rd</sup> grade	4 <sup>th</sup> and 5 <sup>th</sup> grade	6 <sup>th</sup> and 8 <sup>th</sup> grade
<p><i>Reina y el coquí: Cuentos boricueños</i> por Daisy Torres Petrovich (2009)</p> <p><i>Cuentos de hadas ilustrados: El gato con botas, Caperucita Roja, La bella Durmiente, Barba Azul</i>, por Charles Perrault, Marie Michelle Joy y Walter Crane (2014)</p> <p><i>Cuentos para niños</i>, por Susaeta Publishing, Editor (2011)</p>	<p><i>Cuentos que contaban nuestras abuelas</i> por Alma Flor Ada, F. Isabel Campoy (2006)</p> <p><i>Blanca Nieves. Versión del cuento de los hermanos Grimm</i>, por Eric Blair, Claudia Wolf y Patricia Abello (2006)</p> <p><i>Cuentos, Mitos y Leyendas para niños</i> por Editorial Ekare y Norma (2006)</p>	<p><i>De oro y esmeraldas: mitos, leyendas y cuentos populares de América Latina</i> por Lulú Delacre (1998)</p> <p><i>Mitos y Leyendas de México</i>, por Libro Móvil (2011)</p> <p><i>Leyendas del Sureste</i>, por Guadalupe Appendini, Gabriel Vargas y Ernesto de la Torre (2014)</p>	<p><i>Cuentos y Leyendas de América Latina: Los mitos del Sol y la Luna</i> por Maria Acosta (2002)</p> <p><i>El Señor de los Cuentos (Las Historias Perdidas de la Mitad del Mundo)</i> por fausto Ramos, Hernán Hermosa y Patricio Arealor (2011)</p> <p><i>Samay Pushac Guardián de los Sueños</i>, por Paulina Soto (2013)</p>

*Canto al Cemí (leyendas y mitos taínos)* por Sadí Orsini Luigi (1996)  
*Mitología Mexicana para niños* por Nélide Galván y Alberto Flandes (2004)

*Sinfonía de Puerto Rico. Mitos y Leyendas* por Ester Feliciano Mendoza (1979)

*Leyendas del Ecuador* por Edgar Allan García (2002)  
*Cuentos y Leyendas del Caribe* por Rafael y Sanata (2010)  
*Leyendas y Cuentos Vikingos* por Beatriz Donnet (2000)

Multilingual book distributors (in alphabetical order):

**Attanasio Publishers** ([www.attanasio-edu.com](http://www.attanasio-edu.com)) **Hexagramm**

(<http://hexagrammbooks.com>) **Lectorum**

(<http://www.librerialectorum.com>)

**Scholastic** (<http://www.scholastic.com/aboutscholastic/espanol.htm>)

Useful websites for books in Arabic and Haitian Creole:

**Arabic** (<http://www.alkitab.com>)

**Haitian Creole** (<http://www.haitianbookcentre.com>)

<p><b>Common Core Anchor Standard (RI.1):</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>		<p><b>Main Academic Demand</b> <i>Draw Inferences Using Evidence from the Text</i></p>				
<p><b>MCCRS (RI.8.1):</b> Cite the textual evidence that most strongly support an analysis of what the text says explicitly, as well as inferences drawn from the text.</p>		<p><b>Grade Level Academic Demand</b> <i>Cite Textual Evidence and Draw Inferences That Most Support Analysis of Text</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on an interpreting-the-text graphic organizer</i> to identify what the text says explicitly and determine what it means, as a text is read in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on an interpreting-the-text graphic organizer</i> to identify what the text says explicitly and determine what it means, as a text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed interpreting-the-text graphic organizer</i> to identify what the text says explicitly and determine what it means, as a text is read in <i>partnership, small group, and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on an interpreting-the-text graphic organizer</i> to identify what the text says explicitly and determine what it means, as a text is read in <i>partnership, small group, and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a double column inferences-and-evidence chart</i> to identify textual evidence that supports inferences drawn from the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a double column inferences-and-evidence chart</i> to identify textual evidence that supports inferences drawn from the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed double column inferences-and-evidence chart</i> to identify textual evidence that supports inferences drawn from the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a double column inferences-and-evidence chart, after teacher modeling</i>, to identify textual evidence that supports inferences drawn from the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify textual evidence that supports inferences drawn from the text</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that cite evidence that most supports inferences and analysis of a text, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that cite evidence that most supports inferences and analysis of a text, when speaking in <i>partnership and/or small group discussions</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to cite evidence that most supports inferences and analysis of a text, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to cite evidence that most supports inferences and analysis of a text, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the text, independently</i>, to cite evidence that most supports inferences and analysis of a text, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that cite textual evidence to support the analysis of what a text says explicitly and inferences drawn from the text</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that cite textual evidence to support the analysis of what a text says explicitly and inferences drawn from the text</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that cites textual evidence to support the analysis of what a text says explicitly and inferences drawn from the text</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that cites textual evidence to support the analysis of what a text says explicitly and inferences drawn from the text</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the text, independently</i>, to <i>develop a multiple paragraph essay</i> that cites textual evidence to support the analysis of what a text says explicitly and inferences drawn from the text</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (RI.8.1):** Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly, as well as inferences drawn from the text.

**Grade Level Academic Demand:** *Cite Textual Evidence and Draw Inferences That Most Support Analysis of Text*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases to cite (e.g., according to the author\_\_\_\_\_; the author says\_\_\_\_\_; here it states\_\_\_\_\_).
- Use words and phrases to explain inferences drawn from the text (e.g., this means that\_\_\_\_\_; the author thinks that\_\_\_\_\_; this makes me reach the conclusion that\_\_\_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpt

The first three words of the Constitution are the most important. They clearly state that the people—not the king, not the legislature, not the courts—are the true rulers in American government. This principle is known as popular sovereignty.

But who are “We the People”? This question troubled the nation for centuries. As Lucy Stone, one of America’s first advocates for women’s rights, asked in 1853, “‘We the People’? Which ‘We the People’? The women were not included.” Neither were white males who did not own property, American Indians, or African Americans—slave or free.

Justice Thurgood Marshall, the first African American on the Supreme Court, described the limitation: For a sense of the evolving nature of the Constitution, we need look no further than the first three words of the document’s preamble: ‘We the People.’ When the Founding Fathers used this phrase in 1787, they did not have in mind the majority of America’s citizens . . . The men who gathered in Philadelphia in 1787 could not . . . have imagined, nor would they have accepted, that the document they were drafting would one day be construed by a Supreme court to which had been appointed a woman and the descendant of an African slave.

Through the Amendment process, more and more Americans were eventually included in the Constitution’s definition of “We the People.” After the Civil War, the Thirteenth Amendment ended slavery, the Fourteenth Amendment gave African Americans citizenship, and the Fifteenth Amendment gave black men the vote. In 1920, the Nineteenth Amendment gave women the right to vote nationwide, and in 1971, the Twenty-sixth Amendment extended suffrage to eighteen-year-olds.

Monk, L.R. (2003). *Words we live by: Your annotated guide to the Constitution*. New York: Hyperion. (From “We the People . . .,” Appendix B, CCSS, p. 93.)

#### Teacher Directions

In a small group/whole class discussion, ask students to use introductory words and phrases to cite from the text.

- Use words and phrases to cite (e.g., according to the author\_\_\_\_\_; the author says\_\_\_\_\_; here it states\_\_\_\_\_).
- Use words and phrases to explain inferences drawn from the text (e.g., this means that\_\_\_\_\_; the author thinks that\_\_\_\_\_; this makes me reach the conclusion that\_\_\_\_\_) (e.g., The author thinks that when the Constitution was first written, it limited some groups from having equal rights; The author points out some different ways where the Constitution did not honor equal rights for all people to support her position.)

<b>Common Core Anchor Standard (RI.2):</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		<b>Main Academic Demand</b> <i>Summarize Text by Determining Main Idea and Supporting Details</i>				
<b>MCCRS (RI.8.2):</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.		<b>Grade Level Academic Demand</b> <i>Summarize Text and Analyze Development of a Central Idea</i>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a main idea graphic organizer</i> to determine the central idea of a text, as text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a main idea graphic organizer</i> to determine the central idea of a text, as text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main idea graphic organizer</i> to determine the central idea of a text, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a main idea graphic organizer</i> to determine the central idea of a text, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information, when taking notes independently</i> , to determine the central idea of a text, as text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a plot line diagram</i> to analyze the development of a central idea over the course of a text	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a plot line diagram</i> to analyze the development of a central idea over the course of a text	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed plot line diagram</i> to analyze the development of a central idea over the course of a text	<b>Reading-Centered Activity:</b> Organize <i>information on a plot line diagram, after teacher modeling</i> , to analyze the development of a central idea over the course of a text	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to analyze the development of a central idea over the course of a text
		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> .

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 provide an objective summary of the text, 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 provide an objective summary of the text, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to provide an objective summary of the text, 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 provide an objective summary of the text, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to provide an objective summary of the text, 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 provide an objective summary and analyze the development of a central idea over the course of the text	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that provide an objective summary and analyze the development of a central idea over the course of the text	<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 provides an objective summary and analyzes the development of a central idea over the course of the text	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that provides an objective summary and analyzes the development of a central idea over the course of the text	<b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that provides an objective summary and analyzes the development of a central idea over the course of the text
		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>



**MCCRS (RI.8.2):** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**Grade Level Academic Demand**  
*Summarize Text and Analyze Development of a Central Idea*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases that have the same meaning and are repeated throughout the text to determine two or more central ideas (two central ideas can be exemplified by related words, e.g., heavy rains/downpours; rescue/save).
- Identify transitional words and phrases (e.g., but, because, despite, actually).
- Use words that support summarization (e.g., this text is mostly about; the main argument is; the main points are).

**Examples to Address the Linguistic Demands**

**Text Excerpt**

*Even though* it is a huge place, the **Amazon** is in trouble. *In just a few decades*, the **Amazon** has lost almost 17 percent of its trees. Experts worry what will happen next. They predict that 55 percent of the **Amazon** might be **destroyed** by 2030.

Humans are **destroying** the **Amazon** for their own use. Farmers clear land to raise cattle and crops. Loggers cut down trees to make cheap timber. Roads, mines, and gas lines all add to the problem. Other people are working hard to **save** the **Amazon**. Rain forests are the source of many foods and medicines. Rain forests absorb carbon dioxide, release oxygen, and keep the planet healthy. **Saving** the **Amazon** means **saving** the planet.

The **Amazon** is a vast and majestic rainforest teeming with an estimated quarter of all known land species. The **jaguar**, **the pink river dolphin**, **the sloth**, the world’s largest **flower**, a **monkey** the size of a toothbrush and a **spider** the size of a baseball are just a few of the species that we know about—there are many more *yet* to be discovered.

Stamper, J.B. (2012). Text marking lessons for active non-fiction reading. Grades 4-8. In *A rain forest in trouble*. New York: Scholastic. Retrieved from [www.greenpeace.org/international/en/campaigns/forests/amazon/](http://www.greenpeace.org/international/en/campaigns/forests/amazon/)

**Teacher Directions**

Analyze in small group/whole class settings how a central idea develops over the course of a text:

- Identify the words (**bold**) that are repeated throughout the text to determine two or more central ideas. In the first two paragraphs, **Amazon**, **destroying/destroyed** and **saving** are found throughout the text. The third paragraph is essentially a list of animal species that live in the Amazon (e.g., **jaguar**, **monkey**, **spider**).
- Identify transitional words and phrases in the text (*italics*) (e.g., *even though*, *yet*, *in just a few decades*).
- Use words that support summarization (e.g., this text is mostly about; the main argument is; the main points are).

<b>Common Core Anchor Standard (RI.3):</b> Analyze how and why individuals, events and ideas develop and interact over the course of a text.		<b>Main Academic Demand</b> <i>Analyze Cause/Effect and Interactions between Text Elements</i>				
<b>MCCRS (RI.8.3):</b> Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies or categories).		<b>Grade Level Academic Demand</b> <i>Analyze How Text Connects and Distinguishes Individuals, Ideas or Events</i>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a making connections web</i> to identify connections between individuals, events and ideas, as a text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a making connections web</i> to identify connections between individuals, events and ideas, as a text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed making connections web</i> to identify connections between individuals, events and ideas, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a making connections web</i> to identify connections between individuals, events and ideas, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify connections between individuals, events and ideas, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a matrix</i> to identify two or more examples that demonstrate connections between individuals, ideas or events	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a matrix</i> to identify two or more examples that demonstrate connections between individuals, ideas or events	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed matrix</i> to identify multiple examples that demonstrate connections between individuals, ideas or events	<b>Reading-Centered Activity:</b> Organize <i>information on a matrix, after teacher modeling</i> , to identify multiple examples that demonstrate connections between individuals, ideas or events	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify multiple examples that demonstrate connections between individuals, ideas or events
		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> .

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 describe how a text connects and distinguishes individuals, ideas or events, when speaking about the text <i>in partnership and/or teacher-led small groups</i></p>	<p><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 describe how a text connects and distinguishes individuals, ideas or events, when speaking about the text <i>in partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe how a text connects and distinguishes individuals, ideas or events, when speaking about the text <i>in partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to describe how a text connects and distinguishes individuals, ideas or events, when speaking about the text <i>in partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to describe how a text connects and distinguishes individuals, ideas or events, when speaking about the text <i>in partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that analyze how a text connects and distinguishes individuals, ideas or events</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze how a text connects and distinguishes individuals, ideas or events</p>	<p><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 how a text connects and distinguishes individuals, ideas or events</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes how a text connects and distinguishes individuals, ideas or events</p>	<p><b>Writing-Centered Activity:</b> Use <i>information to develop a multiple paragraph essay, independently</i>, that analyzes how a text connects and distinguishes individuals, ideas or events</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (RI.8.3):** Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies or categories).

**Grade Level Academic Demand**  
*Analyze How Text Connects and Distinguishes  
 Individuals, Ideas or Events*

**Linguistic Demands:** The following examples are in English but may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases (e.g., nouns and associated pronouns) that appear throughout the text.
- Identify/use words that signal cause-and-effect connections between individuals, events and ideas (e.g., though, while, but, because, so, as a result) to analyze interactions.
- Identify words that signal comparison or an analogy (e.g., like, though, while, but).
- Use words that signal an outcome or result (e.g., so, as a result).
- Use words that add details or examples (e.g., for instance, some reasons).

### Example to Address the Linguistic Demands

#### Text Excerpt

**Rosa Parks** married **Raymond Parks** in 1932, and **both** began to work for their local National Association for the Advancement of Colored People office. **Rosa** became its local secretary in the 1950s.

On 1 December 1955, as **she** was riding home from a long day at work, **she** was ordered by the bus driver to give up her seat on a public bus so that a white man might sit. **She** refused, was arrested and fined \$14.

A city-wide *boycott* of the bus companies was organized by African Americans, in order to force the city to desegregate public transportation.

And then a young minister, Martin Luther King, Jr became involved, and began to make a name for himself through his oratory. The *boycott* continued, despite official opposition, for 382 days. *It* became the largest *boycott* in American history. During the *boycott*, 17,000 black people in Montgomery walked to work or obtained lifts from the small car-owning population.

Just like George Washington led the American Revolution, **Rosa Park’s** quiet act of defiance resonated throughout the world. **Rosa Parks** is known and revered as the “Mother of the Civil Rights Movement.”

Rosa Parks. Retrieved from <http://www.thebiographychannel.co.uk/biographies/rosa-parks.html>

#### Teacher Directions

In a mini lesson, small group or whole class setting, analyze how the author of this excerpt makes connections and distinctions among ideas, events and individuals:

- Identify the words and phrases (**bold**) that appear throughout the text. In the first and second paragraph: **Rosa Parks, Rosa, she**. In the third paragraph, the common theme is the *boycott* (*italics*) that resulted from Parks’ action. In the fourth paragraph (underline), the subject Martin Luther King is introduced and the description of the *boycott* is expanded.
- Identify words (wavy underline) that signal cause-and-effect connections (e.g., as, so, despite, in order to) .
- Identify words (double underline) that signal comparison or an analogy (e.g., like).
- Use words that signal an outcome or result (e.g., so, as a result) when presenting a concluding analysis of connections found in the text.
- Use words that add details or examples (e.g., for instance, some reasons) to present connections between key information found in the text.

<p><b>Common Core Anchor Standard (RI.4):</b> Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p><b>Main Academic Demand</b> <i>Analyze the Meaning and Impact of Word Choice</i></p>
<p><b>MCCRS (RI.8.4):</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p><b>Grade Level Academic Demand</b> <i>Determine Figurative, Connotative and Technical Meanings of Words and Phrases</i> <i>Analyze Analogies and Allusions to Texts and Impact of Word Choices on Meaning and Tone</i></p>

WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4-5)	Bridging (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 on a semantic web</i> to determine the meanings of figurative, connotative and technical words, as a teacher reads 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 semantic web</i> to determine the meanings of figurative, connotative and technical words and phrases, as a teacher reads aloud in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize a <i>bank of words and phrases on a semantic web</i> to determine the meanings of figurative, connotative and technical words and phrases, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>words and phrases independently on a partially completed semantic web</i> to determine the meanings of figurative, connotative and technical words and phrases, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>words and phrases independently on a self-created semantic web</i> to determine the meanings of figurative, connotative and technical words and phrases, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words on a three-column chart</i> (Column 1: Specific sentence from the text; Column 2: Same sentence using different words; Column 3: How do your changes alter the meaning and tone of the text?) to analyze the impact of a specific word choice on meaning and tone</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words on a three-column chart</i> (Column 1: Specific sentence from the text; Column 2: Same sentence using different words; Column 3: How do your changes alter the meaning and tone of the text?) to analyze the impact of a specific word choice on meaning and tone</p>	<p><b>Reading-Centered Activity:</b> Organize a <i>bank of words on a three-column chart</i> (Column 1: Specific sentence from the text; Column 2: Same sentence using different words; Column 3: How do your changes alter the meaning and tone of the text?) to analyze the impact of a specific word choice on meaning and tone</p>	<p><b>Reading-Centered Activity:</b> Organize <i>words independently on a partially completed three-column chart</i> (Column 1: Specific sentence from the text; Column 2: Same sentence using different words; Column 3: How do your changes alter the meaning and tone of the text?) to analyze the impact of a specific word choice on meaning and tone</p>	<p><b>Reading-Centered Activity:</b> Organize <i>words independently on a three-column chart</i> (Column 1: Specific sentence from the text; Column 2: Same sentence using different words; Column 3: How do your changes alter the meaning and tone of the text?) to analyze the impact of a specific word choice on meaning and tone</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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and the previously completed graphic organizers to complete sentence starters</i> that explain the impact of analogies or allusions to other texts, in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases and the previously completed graphic organizers to complete sentence starters</i> that explain the impact of analogies or allusions to other texts, in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>bank of phrases and short sentences and the previously completed graphic organizers</i> to explain the impact of analogies or allusions to other texts, in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>glossary and the previously completed graphic organizers</i> to explain the impact of analogies or allusions to other texts, in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to <i>independently</i> explain the impact of analogies or allusions to other texts, in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words to complete cloze paragraphs</i> in which specific words are chosen to have an impact on meaning and tone, including analogies or allusions to texts</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases and the previously completed graphic organizers to write two or more paragraphs</i> in which specific words are chosen to have an impact on meaning and tone, including analogies or allusions to texts</p>	<p><b>Writing-Centered Activity:</b> Use a <i>bank of phrases and short sentences and the previously completed graphic organizers to write a short essay</i> in which specific words are chosen to have an impact on meaning and tone, including analogies or allusions to texts</p>	<p><b>Writing-Centered Activity:</b> Use a <i>glossary and the previously completed graphic organizers to write an essay</i> in which specific words are chosen to have an impact on meaning and tone, including analogies or allusions to texts</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers to independently write an essay</i> in which specific words are chosen to have an impact on meaning and tone, including analogies or allusions to texts</p>
		<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and, occasionally, in the home language.</i></p>	<p>in the <i>new language.</i></p>	<p>in the <i>new language.</i></p>

**MCCRS (RI.8.4):** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**Grade Level Academic Demand**  
*Determine Figurative, Connotative and Technical Meanings of Words and Phrases*  
*Analyze Analogies and Allusions to Texts and Impact of Word Choices on Meaning and Tone*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases that have a figurative meaning in the text (words that produce an image in the reader’s mind; e.g., where there is so much racket there must be something out of kilter).
- Identify words and phrases that have a connotative meaning in a text (e.g., women’s rights in the text has a positive connotation).
- Identify allusions to other texts (e.g., the Bible).

### Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Well, children, <b>where there is so much racket there must be something out of kilter</b>. I think that ‘twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a <i>fix</i> pretty soon. But what’s all this here talking about?</p> <p>That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain’t I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could <b>head</b> me! And ain’t I a woman? I could work as much and eat as much as a man—when I could get it—and bear the lash as well! And ain’t I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother’s grief, none <i>but Jesus heard me!</i> And ain’t I a woman?</p> <p>Then they talk about this thing in the head; what’s this they call it? [member of audience whispers, “<i>intellect</i>”] That’s it, honey. What’s that got to do with <i>women’s rights</i> or negroes’ rights? <b>If my cup won’t hold but a pint, and yours holds a quart, wouldn’t you be mean not to let me have my little half measure full?</b></p> <p>Then that little man in black there, he says women can’t have as much rights as men, ‘<u>cause Christ wasn’t a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman!</u> Man had nothing to do with Him. If the first woman God ever made was strong enough to turn the world upside down all <i>alone</i>, these women together ought to be able to <i>turn it back</i>, and get it <i>right side up again!</i> And now they is asking to do it, the men better let them.</p> <p>Obliged to you for hearing me, and now old Sojourner ain’t got nothing more to say.</p> <p>Sojourner, T. (1851). <i>Ain’t I a woman?</i> Speech delivered at 1851 Women’s Convention, Ohio. Retrieved from <a href="http://www.fordham.edu/halsall/mod/sojtruth-woman.asp">http://www.fordham.edu/halsall/mod/sojtruth-woman.asp</a></p>	<p>In a mini lesson and small group or whole class conversations, analyze how understanding the figurative, connotative and technical words in a text enables comprehension:</p> <ul style="list-style-type: none"> <li>• Identify words and phrases (<b>bold</b>) that have a figurative meaning in the text: words that create an image in the reader’s mind. (e.g., <b>where there is so much racket there must be something out of kilter</b>, meaning something must not be right).</li> <li>• Identify words and phrases (<i>italics</i>) that have a connotative meaning in the text: words can gather a positive or negative connotation based on the context in which they are used (e.g., <i>women’s rights</i> in the text has a positive connotation; <i>alone</i>, <i>turn it back</i>, <i>right side up again</i> have a positive implication in this text; <i>intellect</i> has a negative one).</li> <li>• Identify allusions to other texts (<u>underline</u>) (e.g., ‘<u>cause Christ wasn’t a woman!</u>). In this example the text is referring to the Bible.</li> </ul>

<p><b>Common Core Anchor Standard (RI.5):</b> Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.</p>			<p><b>Main Academic Demand</b> <i>Analyze the Relationship of Linguistic and Text Structures</i></p>			
<p><b>MCCRS (RI.8.5):</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>			<p><b>Grade Level Academic Demand</b> <i>Analyze Paragraph Structures and How Sentences Develop Key Concepts</i></p>			
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a paragraph structure graphic organizer</i> to determine the structure of a specific paragraph, as text is read 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 paragraph structure graphic organizer</i> to determine the structure of a specific paragraph, as text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a paragraph structure graphic organizer</i> to determine the structure of a specific paragraph, as text is read in <i>partnership, small group, and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a paragraph structure graphic organizer</i> to determine the structure of a specific paragraph, as text is read in <i>partnership, small group, and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a matrix</i> to identify how particular sentences develop key concepts</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a matrix</i> to identify how particular sentences develop key concepts</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed matrix</i> to identify how particular sentences develop key concepts</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a matrix, after teacher modeling</i>, to identify how particular sentences develop key concepts</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify how particular sentences develop key concepts</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>



WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 explain how the structure and particular sentences of a paragraph develop key concepts, 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 explain how the structure and particular sentences of a paragraph develop key concepts, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to explain how the structure and particular sentences of a paragraph develop key concepts, 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 explain how the structure and particular sentences of a paragraph develop key concepts, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to explain how the structure and particular sentences of a paragraph develop key concepts, 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 the structure of a paragraph and how particular sentences develop key concepts	<b>Writing-Centered Activity:</b> Use the <i>preidentified words and phrases to write two or more paragraphs</i> that analyze the structure of a paragraph and how particular sentences develop key concepts	<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 the structure of a paragraph and how particular sentences develop key concepts	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes the structure of a paragraph and how particular sentences develop key concepts	<b>Writing-Centered Activity:</b> Use <i>information, independently</i> , to develop a <i>multiple paragraph essay</i> that analyzes the structure of a paragraph and how particular sentences develop key concepts
		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> .

**MCCRS (RI.8.5):** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

**Grade Level Academic Demand**  
*Analyze Paragraph Structures and How Sentences Develop Key Concepts*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases that indicate the structure of a paragraph (e.g., structures that convey descriptions use adjectives [e.g., cold, hot]; structures that present a sequence use chronological time markers [e.g., incessantly]; compare-and-contrast structures use transitional words [e.g., like, just as, more]; cause-and-effect structures use transitional words [e.g., because] and problem-and-solution structures use nouns and verbs [e.g., issue, problem, result, resulted, solution]).
- Use sentence structures to describe how a particular sentence develops and refines a key concept (e.g., This sentence adds information on \_\_\_\_\_; The sentence contributes to the author’s claim that \_\_\_\_\_).

**Example to Address the Linguistic Demands**

<b>Text Excerpt</b>	<b>Teacher Directions</b>
<p><b>You ask, what is our aim?</b> I can answer in one word. <b>It is victory.</b> <i>Victory</i> at all costs—<i>Victory in spite</i> of all terrors—<i>Victory, however</i> long and hard the road may be, <u>for</u> without <i>victory</i> there is no survival.</p> <p>Roberts, P. (2012). Winston Churchill’s address. In P. Roberts (Ed.), <i>World War II. The essential reference guide</i> (p. 319). Santa Barbara, CA: ABC-CLIO.</p>	<p>Analyze in a small group or whole class how a specific paragraph is constructed and how it refines ideas.</p> <ul style="list-style-type: none"> <li>• Identify words and phrases that indicate the structure of a paragraph (e.g., structures that convey descriptions use adjectives [e.g., cold, hot]; structures that present a sequence use chronological time markers [e.g., incessantly]; compare-and-contrast structures use transitional words [e.g., like, just as, more]; cause-and-effect structures use transitional words [e.g., because] and problem-and-solution structures use nouns and verbs [e.g., issue, problem, result, resulted, solution]).             <ul style="list-style-type: none"> <li>◦ The author uses question-and-answer forms in the opening (<b>bold</b>) (e.g., <b>You ask, what is our aim? It is victory</b>) and repetitions (<i>italics</i>) (e.g., <i>victory</i>). Each time the word is presented, the concept is refined</li> <li>◦ The author uses transitional words (<u>underline</u>) (e.g., <u>however</u>, <u>for</u>) and the adverb <u>in spite of</u> to signal cause and effect.</li> </ul> </li> <li>• Use sentence structures to describe how a particular sentence develops and refines a key concept (e.g., This sentence adds information on _____; The sentence contributes to the author’s claim that _____).</li> </ul>

<b>Common Core Anchor Standard (RI.6):</b> Assess how point of view or purpose shapes the content and style of a text.		<b>Main Academic Demand</b> <i>Assess Author's Point of View</i>				
<b>MCCRS (RI.8.6):</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.		<b>Grade Level Academic Demand</b> <i>Determine and Analyze How Author Responds to Conflicting Evidence or Viewpoints</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a point-of-view graphic organizer</i> to determine the author's point of view, as text is read in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a point-of-view graphic organizer</i> to determine the author's point of view, as text is read in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed point-of-view graphic organizer</i> to determine the author's point of view, as text is read in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a point-of-view graphic organizer</i> to determine the author's point of view, as text is read in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to determine the author's point of view, as text is read in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a double column chart</i> to connect conflicting evidence with the author's response	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a double column chart</i> to connect conflicting evidence with the author's response	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed double column chart</i> to connect conflicting evidence with the author's response	<b>Reading-Centered Activity:</b> Organize <i>information on a double column chart, after teacher modeling</i> , to connect conflicting evidence with the author's response	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to connect conflicting evidence with the author's response
		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> .

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 describe an author’s point of view and how he or she responds to conflicting evidence or viewpoints, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 describe an author’s point of view and how he or she responds to conflicting evidence or viewpoints, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe an author’s point of view and how he or she responds to conflicting evidence or viewpoints, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to describe an author’s point of view and how he or she responds to conflicting evidence or viewpoints, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to describe an author’s point of view and how he or she responds to conflicting evidence or viewpoints, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that analyze an author’s point of view and how he or she responds to conflicting evidence or viewpoints</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze an author’s point of view and how he or she responds to conflicting evidence or viewpoints</p>	<p><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 an author’s point of view and how he or she responds to conflicting evidence or viewpoints</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes an author’s point of view and how he or she responds to conflicting evidence or viewpoints</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently</i>, to develop a <i>multiple paragraph essay</i> that analyzes an author’s point of view and how he or she responds to conflicting evidence or viewpoints</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (RI.8.6):** Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**Grade Level Academic Demand**  
*Determine and Analyze How Author Responds to Conflicting Evidence or Viewpoints*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify nouns and associated pronouns that convey the author’s point of view (e.g., we).
- Identify transitional words that signal how the author responds to conflicting viewpoints (e.g., but, because, if).
- Use sentence structures to explain an author’s point of view or purpose (e.g., The author believes that\_\_\_\_, as shown by\_\_\_\_; The author exemplifies her experience by saying\_\_\_\_, in contrast with\_\_\_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpt

Mr. Speaker, when a **young woman** graduates from college and starts looking for a job, **she** is likely to have a frustrating and even demeaning experience ahead of **her**. If she walks into an office for an interview, the first question **she** will be asked is, “Do you type?”

There is a calculated system of prejudice that lies unspoken behind that question. Why is it acceptable for **women** to be secretaries, librarians, and teachers, but totally unacceptable for them to be managers, administrators, doctors, lawyers, and members of Congress? The unspoken assumption is that **women** are different. **They** do not have executive ability, orderly minds, stability, leadership skills, and **they** are too emotional.

As a black person, *I* am no stranger to race prejudice. But the truth is that in the political world *I* have been far oftener discriminated against because *I* am a **woman** than because *I* am black.

Chisholm, S. (1969, May 21). Equal rights for women. Address to U.S. House of Representatives, Washington, DC. Retrieved from [www.sojust.net/speeches/shirley\\_chisholm\\_women.html](http://www.sojust.net/speeches/shirley_chisholm_women.html)

#### Teacher Directions

Analyze in a small group/whole class discussion to determine the author’s point of view as well as how the author responds to conflicting evidence:

- Identify nouns and associated pronouns (**bold**) to determine point of view. In the first and second paragraphs, the use of **women, young woman, she,** and **her** are examples of what any young woman would experience. In the third paragraph, the use of the pronoun *I (italics)* demonstrates what the author of the text is saying about prejudice.
- Identify the transitional words (underline) that signal how the author responds to conflicting viewpoints (e.g., but, because, if).
- Use sentence structures to explain an author’s point of view or purpose (e.g., The author believes that , as shown by ; The author exemplifies her experience by saying \_\_\_\_ , in contrast with\_\_\_\_\_).

<p><b>Common Core Anchor Standard (RI.7):</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, and in words.</p>			<p><b>Main Academic Demand</b> <i>Synthesize and Evaluate Content Presented in Various Formats</i></p>			
<p><b>MCCRS (RI.8.7):</b> Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>			<p><b>Grade Level Academic Demand</b> <i>Evaluate Use of Different Media to Present a Topic or Idea</i></p>			
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a T-chart</i> to identify the advantages and disadvantages of using different media to present an idea or topic, as text is read <i>in partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a T-chart</i> to identify the advantages and disadvantages of using different media to present an idea or topic, as text is read <i>in partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed T-chart</i> to identify the advantages and disadvantages of using different media to present an idea or topic, as text is read <i>in partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a T-chart</i> to identify the advantages and disadvantages of using different media to present an idea or topic, as text is read <i>in partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a Venn diagram</i> to evaluate the advantages and disadvantages of using different media to present a topic or idea</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a Venn diagram</i> to evaluate the advantages and disadvantages of using different media to present a topic or idea</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed Venn diagram</i> to evaluate the advantages and disadvantages of using different media to present a topic or idea</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a Venn diagram, after teacher modeling</i>, to evaluate the advantages and disadvantages of using different media to present a topic or idea</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to evaluate the advantages and disadvantages of using different media to present a topic or idea</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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 use of different media to present a topic or idea, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 use of different media to present a topic or idea, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to evaluate the use of different media to present a topic or idea, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to evaluate the use of different media to present a topic or idea, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to evaluate the use of different media to present a topic or idea, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that evaluate the use of different media to present a topic or idea</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that evaluate the use of different media to present a topic or idea</p>	<p><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 evaluates the use of different media to present a topic or idea</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that evaluates the use of different media to present a topic or idea</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently</i>, to develop a <i>multiple paragraph essay</i> that evaluates the use of different media to present a topic or idea</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (RI.8.7):** Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

**Grade Level Academic Demand**  
*Evaluate Use of Different Media to Present a Topic or Idea*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify the nouns and associated pronouns (e.g., homeless, they, homelessness) that indicate the subject of the sources.
- Identify qualitative information (e.g., There are several hundred thousand homeless people in America today) that present particular facts about a topic or idea.
- Use sentence structures to evaluate the advantages and disadvantages of using different sources (e.g., The interview presents\_\_\_\_, whereas the text clarifies\_\_\_\_; both sources show\_\_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpts

Text 1: Interview with Homeless Men  
 MARGOT ADLER: This is *Justice Talking* from the University of Pennsylvania’s Annenberg Public Policy Center. I’m Margot Adler. *There are several hundred thousand **homeless people** in America today.* They double-up in crowded apartments with friends, families, neighbours. Some depend on emergency shelters and others sleep on the street. We visited one Philadelphia shelter called My Brother’s House, which serves the chronically **homeless**. The men that stay at My Brother’s House have been **homeless** for years, some for decades. The center provides them with basic needs: a safe place to sleep, a change of clothes, and three meals a day. Up to 20 men live at My Brother’s House at any given moment. Here’s what some of the current residents have to say about their experiences with **homelessness**.

RICHARD: My name is Richard. I’m from, originally from, here in Philadelphia. I was never **homeless** before I left Philly, but I left, went traveling, and ended up **homeless** while I was traveling and adapted, sleeping on the street, subway when it was cold.

UNIDENTIFIED MALE: First two or three years I tried some of the shelters and I didn’t like them. They can be cold but I have nowhere to go, so I come here.

#### Teacher Directions

In a small group or whole class setting, analyze and evaluate a topic using different media:

- Identify the adjectives and nouns and associated pronouns (**bold**) (e.g., **homeless people, they, homelessness**) that indicate the subject of the media.
- Identify qualitative information (*italics*) (e.g., *There are several hundred thousand homeless people in America today*) that present particular facts about a topic or idea.
- Use sentence structures to evaluate the advantages and disadvantages of using different sources (e.g., The interview presents\_\_\_\_, whereas the text clarifies \_\_\_\_; both sources show\_\_\_\_).



## Text 2: Facts about **Homelessness**

- There are approximately 1.7 million **homeless teens** in the U.S.
- 39 percent of the **homeless** population is young *people* under 18.
- About 75 percent of **homeless teens** use drugs or alcohol as a means to self-medicate to deal with the traumatic experiences and abuse *they* face.
- 5,000 young *people* die every year because of assault, illness or suicide while on the street.
- A U.S. Department of Health and Human Services study found that 46 percent of **homeless youth** left their home because of physical abuse. 17 percent left because of sexual abuse.

## Text 1

*Justice Talking*. (2007, April 23). *Can we end homelessness in 10 Years?* National Public Radio transcript. Retrieved from [www.justicetalking.org/transcripts/070423\\_homelessness\\_transcript.pdf](http://www.justicetalking.org/transcripts/070423_homelessness_transcript.pdf)

## Text 2

*Do something!* Retrieved from [www.dosomething.org/actnow/tipsandtools/11-facts-about-homeless-youth](http://www.dosomething.org/actnow/tipsandtools/11-facts-about-homeless-youth)

<p><b>Common Core Anchor Standard (RI.8):</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence.</p>		<p><b>Main Academic Demand</b> <i>Evaluate Author’s Claims and Supporting Evidence</i></p>				
<p><b>MCCRS (RI.8.8):</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>		<p><b>Grade Level Academic Demand</b> <i>Evaluate Author’s Claims and Reliability of Supporting Evidence</i> <i>Identify Irrelevant Evidence</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a fishbone map</i> to identify the author’s claims and evidence, as text is read <i>in partnership and/ or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a fishbone map</i> to identify the author’s claims and evidence, as text is read <i>in partnership and/ or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed fishbone map</i> to identify the author’s claims and evidence, as text is read <i>in partnership, small group and/ or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a fishbone map</i> to identify the author’s claims and evidence, as text is read <i>in 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 the author’s claims and evidence, as text is read <i>in partnership, small group and/ or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a T-chart</i> to distinguish between relevant and irrelevant evidence and reasoning</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a T-chart</i> to distinguish between relevant and irrelevant evidence and reasoning</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed T-chart</i> to distinguish between relevant and irrelevant evidence and reasoning</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a T-chart, after teacher modeling,</i> to distinguish between relevant and irrelevant evidence and reasoning</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently,</i> to distinguish between relevant and irrelevant evidence and reasoning</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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 assess the relevancy and reliability of an author's evidence, 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 assess the relevancy and reliability of an author's evidence, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to assess the relevancy and reliability of an author's evidence, 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 assess the relevancy and reliability of an author's evidence, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to assess the relevancy and reliability of an author's evidence, 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 evaluate an author's claims and the relevancy and reliability of his or her reasoning and evidence	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that evaluate an author's claims and the relevancy and reliability of his or her reasoning and evidence	<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 evaluates an author's claims and the relevancy and reliability of his or her reasoning and evidence	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that evaluates an author's claims and the relevancy and reliability of his or her reasoning and evidence	<b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that evaluates an author's claims and the relevancy and reliability of his or her reasoning and evidence
		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> .

**MCCRS (RI.8.8):** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

**Grade Level Academic Demand**  
*Evaluate Author's Claims and Reliability of Supporting Evidence*  
*Identify Irrelevant Evidence*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify/use transitional words and phrases (e.g., but, instead, thus) to trace how an argument develops.
- Use words and phrases to identify the evidence (facts, quotations).
- Use sentence structures to evaluate the soundness and sufficiency of the evidence (e.g., The author considers that \_\_\_\_; the text examines \_\_\_\_; there is/is not enough evidence to support the claims that \_\_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpt

Friends and fellow citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in **thus** voting, I not only committed no crime, **but, instead**, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.

The preamble of the Federal Constitution says:

*We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.*

It was we, the people; not we, the white male citizens; nor yet we, the male citizens; **but** we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, **but** to secure them; not to the half of ourselves and the half of our posterity, **but** to the whole people—women **as well as** men. And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty **while** they are denied the use of the only means of securing them provided by this democratic-republican government—the ballot.

Anthony, S.B. (1872). *On women's right to vote*. Speech given in Philadelphia, PA. Retrieved from [www.sojust.net/speeches/susananthony.html](http://www.sojust.net/speeches/susananthony.html)

#### Teacher Directions

In a small group or whole class setting, delineate and evaluate the argument, reasoning and evidence:

- Identify/use transitional words and phrases (**bold**) (e.g., **but, instead, thus, as well as, while**) to trace how an argument develops.
- Use words and phrases to identify the evidence (facts, quotations) (*italics*) (e.g., the quotation from the Constitution).
- Use sentence structures to evaluate the soundness and sufficiency of the evidence (e.g., The author considers that \_\_\_\_; the text examines \_\_\_\_; there is/is not enough evidence to support the claims that \_\_\_\_).

<p><b>Common Core Anchor Standard (RI.9):</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		<p><b>Main Academic Demand</b> <i>Compare and Contrast Similar Texts and Subjects</i></p>				
<p><b>MCCRS (RI.8.9):</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.</p>		<p><b>Grade Level Academic Demand</b> <i>Analyze Conflicting Texts on the Same Topic and Identify Disagreements in Facts or Interpretations</i></p>				
<p><b>WIDA Levels of Language Development</b></p>	<p><b>Entering (Level 1)</b></p>	<p><b>Emerging (Level 2)</b></p>	<p><b>Developing (Level 3)</b></p>	<p><b>Expanding (Levels 4-5)</b></p>	<p><b>Bridging (Proficient)</b></p>	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a compare-and-contrast matrix</i> to analyze differences in fact or interpretation between two texts, as the texts are 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 compare-and-contrast matrix</i> to analyze differences in fact or interpretation between two texts, as the texts are 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 compare-and-contrast matrix</i> to analyze differences in fact or interpretation between two texts, as the texts are 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 compare-and-contrast matrix</i> to analyze differences in fact or interpretation between two texts, as the texts are 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 on a Venn diagram</i> to analyze differences in fact or interpretation between two texts</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a Venn diagram</i> to analyze differences in fact or interpretation between two texts</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed Venn diagram</i> to analyze differences in fact or interpretation between two texts</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a Venn diagram</i> to analyze differences in fact or interpretation between two texts</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to analyze differences in fact or interpretation between two texts</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed diagrams to complete sentence starters</i> that analyze differences between two texts, explaining facts or interpretations, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed diagrams to complete sentence starters</i> that analyze differences between two texts, explaining facts or interpretations, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed diagrams</i> to participate in discourse that analyzes differences between two texts, explaining facts or interpretations, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed diagrams</i> to participate in discourse that analyzes differences between two texts, explaining facts or interpretations, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of texts, independently</i>, to lead discourse that analyzes differences between two texts, explaining facts or interpretations, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that analyze conflicting information on the same topic and identify where two texts disagree on matters of fact or interpretation</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze conflicting information on the same topic and identify where two texts disagree on matters of fact or interpretation</p>	<p><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 conflicting information on the same topic and identifies where two texts disagree on matters of fact or interpretation</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes conflicting information on the same topic and identifies where two texts disagree on matters of fact or interpretation</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of texts, independently, to develop a multiple paragraph essay</i> that analyzes conflicting information on the same topic and identifies where two texts disagree on matters of fact or interpretation</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (RI.8.9):** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

- a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.

**Grade Level Academic Demand**  
*Analyze Conflicting Texts on the Same Topic and Identify Disagreements in Facts or Interpretations*

**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 developing), students can approach these linguistic demands in their new and/or home language.

- Identify the evidence (facts) in the text (e.g., 49ers team that scored 17 straight points to make Super Bowl XLVII).
- Use compare-and-contrast words (e.g. both, like, similar, although, even though, however, but) and sentence structures to analyze conflicting information on the same topic (e.g., Even though both texts present information on \_\_\_\_, they differ in that \_\_\_\_; the information \_\_\_\_ presented in Text 1 conflicts with the information \_\_\_\_ presented in Text 2).

### Example to Address the Linguistic Demands

Text Excerpts	Teacher Directions
<p>Text 1            Nothing could stop this Ravens team from fulfilling its football destiny. Not a season of adversity. Not a very good San Francisco <b>49ers team that scored 17 straight points to make Super Bowl XLVII</b> a game again. And certainly not a 33-minute power outage. The Ravens are your Super Bowl champions, and to do it, they played their hearts out.</p> <p>As the confetti fell in the Superdome, dusting the field on which the Ravens won their second Vince Lombardi Trophy, a celebration more than a decade in the making was underway. Ray Lewis, whose retirement announcement fueled the Ravens at the start of their Super Bowl run, embraced Terrell Suggs, who was trying to wrap his head around the fact that he had just achieved, as he calls it, football immortality. And Ed Reed gleefully bobbed from person to person on the stage as he waited for NFL commissioner Roger Goodell to hand the trophy to its worthy new owners.</p> <p>Text 2            Jenny Chen could only hold her head in her hands when the Super Bowl ended. “Next year,” the 29-year-old Burlingame resident said after the <b>49ers lost to the Baltimore Ravens in Super Bowl XLVII on Sunday night in New Orleans</b>. “But I was hoping for a miracle.”</p>	<p>Analyze in a small group or whole class setting two versions on the same topic, conveying conflicting evidence:</p> <ul style="list-style-type: none"> <li>• The evidence (facts) that is presented in both texts is the same (<b>bold</b>) (e.g., <b>49ers team that scored 17 straight points to make Super Bowl XLVII</b>; the <b>49ers lost to the Baltimore Ravens in Super Bowl XLVII on Sunday night in New Orleans</b>).</li> <li>• Use compare-and-contrast words (e.g. both, like, similar, although, even though, however, but) and sentence structures to analyze conflicting information on the same topic (e.g., Even though both texts present information on ____, they differ in that ____; the information ____ presented in Text 1 conflicts with the information ____ presented in Text 2).</li> </ul>

That sentiment was felt throughout San Francisco after a close contest in which the 49ers came just short of making the ultimate comeback, losing 34–31. “I’m so sad,” said Gequez Edmondson, 22. Edmondson traveled with friends from Sacramento to watch the Super Bowl in San Francisco and hopefully be part of a celebration. But when that celebration didn’t come, the group simply left for home.

Text 1

Vensel, M. (2013, February 4). Five things we learned from the Ravens’ 34–31 win over the 49ers in Super Bowl XLVII. *Baltimore Sun*. Retrieved from <http://www.baltimoresun.com/sports/baltimore-sports-blog/bal-super-bowl-ravens-five-things-we-learned-20130204,0,5057990.photogallery>

Text 2

Kosky, A. (2013, February 3). Sullen San Francisco 49ers fans keep calm after Super Bowl loss. *San Francisco Examiner*. Retrieved from <http://www.sfexaminer.com/local/2013/02/sullen-san-francisco-49ers-fans-keep-calm-after-super-bowl-loss#ixzz2NHgWgXMA>



<p><b>Common Core Anchor Standard (RI.10):</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>				<p>MAIN ACADEMIC DEMAND <i>Build Comprehension of Grade Level Texts</i></p>	
<p><b>MCCRS Standard 10:</b>  <b>Grade 6</b>— By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  <b>Grade 7</b>— By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  <b>Grade 8</b>— By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>					
<p>WIDA Levels of Language Development</p>	<p><b>Entering</b> (Level 1)</p>	<p><b>Emerging</b> (Level 2)</p>	<p><b>Developing</b> (Level 3)</p>	<p><b>Expanding</b> (Levels 4-5)</p>	<p><b>Bridging</b> (Proficient)</p>
<p><b>When acquiring a new language, using <u>grade level</u> texts and appropriate supports, students are able to:</b></p>					
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p>Comprehend <i>at least one</i> high interest, grade-appropriate text when teacher has built background knowledge, pre-taught vocabulary, provided a context for the text, and read aloud in class <i>in the new and/or home language</i>.</p>	<p>Comprehend <i>two or more</i> high interest, grade-appropriate texts when teacher has built background knowledge, provided pre-identified words and phrases, provided a context for the text, and read the text aloud in class <i>in the new and/or home language</i>.</p>	<p>Comprehend <i>multiple</i> high-interest, grade-appropriate texts when teacher has built background knowledge, provided a bank of phrases and sentences, and provided a context for the text <i>in the new and, occasionally, in the home language</i>.</p>	<p>Comprehend <i>multiple</i> grade or above grade-level texts when teacher has provided a glossary of new vocabulary, and provided a context for the text <i>in the new language</i>.</p>
		<p>Comprehend <i>multiple</i> grade or above grade-level texts when teacher has glossed new vocabulary <i>in the new language</i>.</p>			

### **MCCRS Reading for Information Standard 10:**

**Grade 6**— By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Grade 7**— By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Grade 8**— By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

**Building Background Knowledge:** Background knowledge (or prior knowledge) is a frame of reference that encompasses the information and concepts that the learner brings to the learning task. Background knowledge reflects the learner’s prior experiences and both formal and informal learning. It provides the foundation for approaching, processing, interpreting, and retaining new learning, and is indispensable to the learner’s making sense and understanding how the world works. When children are reading nonfiction they need to have some background knowledge in order to understand the text. The more a student knows about a topic, the more difficult the texts a student can approach. Students’ background knowledge, including developmental, experiential, and cognitive factors, influences their ability to understand the explicit and inferential qualities of a text.

The following are some strategies to build background knowledge:

- Developing background knowledge in the middle school years can be achieved by reviewing or introducing concepts that form the baseline for understanding more complex ones. Conversations around topics that the student knows little about can be supported by carefully selected short video clips and illustrations that are connected to the background knowledge and content need to enrich reading comprehension.
- Background knowledge can be enriched by providing students with texts they can read independently that match their reading level and that are aligned with the grade-level text/topic being developed in class.
- Students who are developing a new language and can read and comprehend grade level text in their home language can build background knowledge by independently reading higher level text aligned with the text/topic being developed in class.
- Pairing fiction and nonfiction books that address the same topic.

**Note:** Text structures and oral language development also play an important role in building a student’s ability to comprehend grade appropriate texts. *See* RI Standards 5, 6 and 7 for standards that target text structures and Standards 1 and 2, which addresses comprehension strategies. Also, in order to engage in grade appropriate texts students must have mastered the phonemic and phonological characteristics of the new language as well as fluency. *See* Foundations of Reading, which address these skills development.

**Examples of Text to Build Background Knowledge in Informational Text:** The following books develop and expand knowledge of the human body. The sequence from K to 5th grade is recommended in the Common Core State Standards (p.33).

**Sample English Texts for Developing Knowledge and Language**

**1<sup>st</sup> Grade**

**2<sup>nd</sup> and 3<sup>rd</sup> Grade**

**4<sup>th</sup> and 5<sup>th</sup> Grade**

**6<sup>th</sup> to 8<sup>th</sup> Grade**

Introduction to the systems of the human body and associated body parts

- *Under Your Skin: Your Amazing Body* by Manning (2007)
- *Me and My Amazing Body* by Sweeney (1999)
- *The Human Body* by Gallimard

The digestive and excretory systems

- *What Happens to a Hamburger* by Paul Showers (1985)
- *The Digestive System* by Christine Taylor-Butler (2008)
- *The Digestive System* by Rebecca L. Johnson (2006)

The Respiratory system

- *The Lungs* by Seymour Simon (2007)
- *The Respiratory System* by Susan Glass (2004)
- *The Respiratory System* by Kristin Petrie (2007)

- *Middle Grade Science. Human Body Systems. Student Edition* (2006)
- *Middle School Healthy Hearts in the Zone. A Heart rate Monitoring Program for Lifelong Fitness* by Swain and Edwards (2008)
- *The Muscular and Skeletal Systems.*

- *Jeunesse* (2007)
- *The Busy Body Book* by Lizzy Rockwell (2008)
- *First Encyclopedia of the Human Body* by Chandler (2004)

Taking care of your body: Germs, diseases, and preventing illness

- *Germs Make Me Sick* by Marilyn Berger (1995)
- *Tiny Life on Your Body* by Christine Taylor-Butler (2005)
- *Germ Stories* by Arthur Kornberg (2007)
- *All About Scabs* by Genichiro Yagu (1998)

- *The Digestive System* by Kristin Petrie (2007)

Taking care of your body: Healthy eating and nutrition

- *Good Enough to Eat* by Lizzy Rockwell (1999)
- *Showdown at the Food Pyramid* by Rex Barron (2004)

Muscular, skeletal, and nervous systems

- *The Mighty Muscular and Skeletal Systems* Crabtree Publishing (2009)
- *Muscles* by Seymour Simon (1998)
- *Bones* by Seymour Simon (1998)
- *The Astounding Nervous System* Crabtree Publishing (2009)
- *The Nervous System* by Joelle Riley (2004)

- *The Remarkable Respiratory System* by John Burstein (2009)

Creative Media Applications (2007)

**Spanish Texts for Accessing Home Language Supports**

1 <sup>st</sup> Grade	2 <sup>nd</sup> and 3 <sup>rd</sup> Grade	4 <sup>th</sup> and 5 <sup>th</sup> Grade	6 <sup>th</sup> to 8 <sup>th</sup> Grade
<p><u>Introducción a los sentidos</u></p> <ul style="list-style-type: none"> <li>• <i>Mis cinco sentidos</i> por Alikí (2000)</li> <li>• <i>La vista</i> por María Rius (1993)</li> <li>• <i>El oído</i> por María Rius (1993)</li> <li>• <i>El olfato</i> por María Rius (1993)</li> <li>• <i>El tacto</i> por María Rius (1993)</li> <li>• <i>El gusto</i> por María Rius (1993)</li> </ul> <p><u>Cuidando tu cuerpo: Nutrición y cuidado del mismo</u></p> <ul style="list-style-type: none"> <li>• <i>Vamos a comer/Let's Eat</i> por Alan Benjamin y Hideo Shiroani (1992)</li> <li>• <i>Fruits and Vegetables/Frutas y Vegetales</i> por Gladys Rosa Mendoza y Linda Holtz (2002)</li> <li>• <i>Mi primera visita al dentista</i>.Equipo Todolibro (2010)</li> <li>• <i>Mi Cuerpo</i> por Gladys Rosa Mendoza y Chess Butler (2002)</li> </ul>	<p><u>Introducción a los sistemas del cuerpo humano</u></p> <ul style="list-style-type: none"> <li>• <i>El autobús mágico en el cuerpo humano</i> por Joanna Cole y Bruce Degan (1994)</li> <li>• <i>El Cuerpo Humano</i> por Richard Ferguson y Peter Hall</li> <li>• <i>El Cuerpo Humano</i> por Andrew Haslam (2011)</li> </ul> <p><u>Cuidando tu cuerpo: Gérmenes y prevención de enfermedades</u></p> <ul style="list-style-type: none"> <li>• <i>Germes are not for sharing/Los gérmenes no son para compartir</i> por Elizabeth Verdick y Marieka Henlen (2011)</li> <li>• <i>Matar a los gérmenes</i> por Melanie Mitchell (2005)</li> </ul>	<p><u>El Cuerpo Humano y el sistema respiratorio</u></p> <ul style="list-style-type: none"> <li>• <i>El aparato respiratorio</i> por Judith Jango Cohen (2006)</li> <li>• <i>El sistema respiratorio ¿Por qué me quedo sin aliento?</i> por Sue Barraclough (2006)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>El Cuerpo Humano</i>. Steve Parker (2004)</li> <li>• <i>Al Descubierto: Cuerpo Humano</i> por Luann Colombo (2003)</li> <li>• <i>El Cuerpo Humano</i> por Linda Calabresi (2008)</li> <li>• <i>Cuido mi cuerpo / I take care of my body</i> por Verónica Podesta (2007)</li> </ul>

### Chinese Texts for Home Language Supports

- **Note:** In general, non-fiction books in Chinese are comprehensive and are not available by sub-topic (e.g. the respiratory system or the digestive system exclusively) presented in the grade sequence as in the books presented for English and Spanish samples. Below are sample texts about the human body that are inclusive of sub-topics.

1 <sup>st</sup> Grade	2 <sup>nd</sup> and 3 <sup>rd</sup> Grade	4 <sup>th</sup> and 5 <sup>th</sup> Grade	6 <sup>th</sup> to 8 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>• <b>人體神秘遊：魔法校車</b>[The Magic School Bus Inside the Human Body, 10th Anniversary edition] by Joanna Cole and Bruce Degen (2012)</li> <li>• <b>人體好好玩</b>[The Way We Work: Getting to Know the Amazing Human Body] by David Macaulay (2009)</li> <li>• <b>驚奇立體酷百科：揭開人體的奧秘</b> [The Amazing Life-like encyclopedia: uncovering the mystery of the human body] by Jack Guichard, (2013)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>人體的一天：參觀你的身體每天24小時的工作實況</b> [A Day in the Life of your Body: An Around the Clock Guide to how your body works] by Beverly McMillan, translated by Lín Jiéyíng (2012)</li> <li>• <b>驚奇人體</b>[The Surprises of the Human Body] by Zhu Jiaying (2013)</li> <li>• <b>十萬個為什麼：身體奧秘</b> [10,000 Whys: The mystery of the body] by Wáng Yǒnghuì (2014)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>人體與生活：新版兒童十萬個為什麼</b> [The human body and life: A new book of 10,000 whys] edited by the Windmill group (2013)</li> <li>• <b>奇妙的身體：不一樣的人體百科</b> [The Wonderful Body: Every body is different encyclopedia] by The Institute of the Human Body, translated by Lin Meihui (2013)</li> <li>• <b>人體結構圖解事典</b>[The illustrated encyclopedia of human anatomy] by Yuán nèi yì hēng (2009)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>人體解碼</b>[Decoding the human body] by Cūī Dáxiù (2006)</li> <li>• <b>人體學習大百科</b>[Learn About the Human Body Encyclopedia] by Qiǎnyě Wūláng (2004)</li> <li>• <b>3D人體解剖圖</b>[3D human anatomy] by sakai tatau (2013)</li> </ul>

Multilingual book distributors (in alphabetical order):

**Attanasio Publishers** ([www.attanasio-edu.com](http://www.attanasio-edu.com))

**Hexagramm** (<http://hexagrammbooks.com>)

**Lectorum** (<http://www.librerialectorum.com>)

**Rosen Publishers** (<http://www.rosenpublishing.com>)

**Scholastic** (<http://www.scholastic.com/aboutscholastic/espanol.htm>)

Useful websites for books in Arabic and Haitian Creole:

**Arabic** (<http://www.alkitab.com>)

**Haitian Creole** (<http://www.haitianbookcentre.com>)

Unite for Literacy (<http://uniteforliteracy.com>) is a website that presents nonfiction books written in English but read in 15 different languages.

<p><b>Common Core Anchor Standard (SL.1):</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p><b>Main Academic Demand</b> <i>Prepare and Participate in Conversations, Expressing Their Point of View Clearly and Persuasively</i></p>
<p><b>MCCRS (SL.8.1):</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grade 8 topics, texts and issues</i>, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion; b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed; c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations and ideas; d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented; e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>	<p><b>Grade Level Academic Demand</b> <i>Participate in Collaborative Conversations Follow Rules for Discussions Pose and Answer Questions That Connect Ideas Acknowledge New Information and Justify One’s Own Views</i></p>

WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 double column chart</i> to identify new information and qualify or justify their own views, as students participate in collaborative discussions 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 double column chart</i> to identify new information and qualify or justify their own views, as students participate in collaborative discussions in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed double column chart</i> to identify new information and qualify or justify their own views, as students participate in collaborative discussions in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize information on a <i>double column chart</i> to identify new information and qualify or justify their own views, as students participate in collaborative discussions in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize information, when taking notes independently, to identify new information and qualify or justify their own views, as students participate in collaborative discussions in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a discussion web</i> to identify evidence on the topic, text or issue that can be referred to during discussions</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a discussion web</i> to identify evidence on the topic, text or issue that can be referred to during discussions</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed discussion web</i> to identify evidence on the topic, text or issue that can be referred to during discussions</p>	<p><b>Reading-Centered Activity:</b> Organize information on a <i>discussion web, after teacher modeling</i>, to identify evidence on the topic, text or issue that can be referred to during discussions</p>	<p><b>Reading-Centered Activity:</b> Organize information in a <i>note-taking guide, independently</i>, to identify evidence on the topic, text or issue that can be referred to during discussions</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that pose and answer questions that connect the ideas of several speakers with relevant evidence, observations and ideas, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that pose and answer questions that connect the ideas of several speakers with relevant evidence, observations and ideas, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to pose and answer questions that connect the ideas of several speakers with relevant evidence, observations and ideas, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously graphic organizers</i> to pose and answer questions that connect the ideas of several speakers with relevant evidence, observations and ideas, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic, text or issue, independently</i>, to pose and answer questions that connect the ideas of several speakers with relevant evidence, observations and ideas, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that summarize new information and ideas and justify one's own views</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that summarize new information and ideas and justify one's own views</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that summarizes new information and ideas and justifies one's own views</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that summarizes new information and ideas and justifies one's own views</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, text or issue, independently</i>, to <i>develop an essay</i> that summarizes new information and ideas and justifies one's own views</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (SL.8.1):** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on *grade 8 topics, texts and issues*, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion; b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed; c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations and ideas; d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented; e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

**Grade Level Academic Demand**  
*Participate in Collaborative Conversations*  
*Follow Rules for Discussions*  
*Pose and Answer Questions That Connect Ideas*  
*Acknowledge New Information and Justify One’s Own Views*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases to review key ideas (e.g., The key ideas that were \_\_\_\_\_).
- Use sentence structures that facilitate drawing conclusions based on the discussions (e.g., Before I thought \_\_\_\_\_ but now I think \_\_\_\_\_; This makes me realize that \_\_\_\_\_).
- Use sentence structures that facilitate reflection and paraphrasing (e.g., The author thinks that \_\_\_\_\_ but you/I think that \_\_\_\_\_; This is different because \_\_\_\_\_).
- Use words and phrases to contribute to conversations (e.g., I want to add \_\_\_\_\_; I think that \_\_\_\_\_).
- Use questions forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?).
- Use words and phrases that express an opinion (e.g., I disagree/agree).
- Use question forms to clarify information (Can you repeat that? What did you mean when you said \_\_\_\_\_?).
- Use words and phrases to explain (What I mean is \_\_\_\_\_; What you are saying is \_\_\_\_\_).

### Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Sample texts appropriate for 8th grade students can be found in the Reading for Information and Reading Literature standards.</p>	<p>Conversations have many names—literature circles, book clubs, reading response groups, literature discussion groups and so on. Students come together to talk about a text they have read (or have had read to them) to question the text as they examine it from different points of view.</p> <p>Some ways to encourage students to share their thinking</p> <ul style="list-style-type: none"> <li>• Invite elaboration of an idea (e.g., Uh-huh. Tell us more about that.).</li> <li>• Ask for clarification (e.g., I’m not sure I understand. Is there another way you can explain that?).</li> <li>• Encourage new points of view (e.g., Mm-hmmm, so what does everyone else think?).</li> <li>• Invite new voices to enter the conversation (e.g., That’s interesting. I’m wondering if anyone else has an idea to share?).</li> </ul>



<b>Common Core Anchor Standard (SL.2):</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.		<b>Main Academic Demand</b> <i>Compare, Contrast and Evaluate the Credibility of Information Presented in Various Formats</i>				
<b>MCCRS (SL.8.2):</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.		<b>Grade Level Academic Demand</b> <i>Analyze the Purpose of Information Presented in Diverse Media and Formats</i> <i>Evaluate the Motives behind Its Presentation</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a matrix</i> to analyze the purpose of information presented in diverse media and formats, as different sources of information are read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a matrix</i> to analyze the purpose of information presented in diverse media and formats, as different sources of information are read aloud in <i>partnership and/or in small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed matrix</i> to analyze the purpose of information presented in diverse media and formats, as different sources of information are read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize information on a matrix to analyze the purpose of information presented in diverse media and formats, as different sources of information are read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize information, when taking notes independently, to analyze the purpose of information presented in diverse media and formats, as different sources of information are read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a cluster web</i> to identify the motives behind different methods of presentation	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a cluster web</i> to identify the motives behind different methods of presentation	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed cluster web</i> to identify the motives behind different methods of presentation	<b>Reading-Centered Activity:</b> Organize information on a cluster web, after teacher modeling, to identify the motives behind different methods of presentation	<b>Reading-Centered Activity:</b> Organize information in a note-taking guide, independently, to identify the motives behind different methods of presentation
		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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 analyze the purpose of information, 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 analyze the purpose of information, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to analyze the purpose of information, 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 analyze the purpose of information, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic, independently</i> , to analyze the purpose of information, 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 the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation	<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 the purpose of information presented in diverse media and formats and evaluates the motives behind its presentation	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes the purpose of information presented in diverse media and formats and evaluates the motives behind its presentation	<b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, independently</i> , to develop a <i>multiple paragraph essay</i> that analyzes the purpose of information presented in diverse media and formats and evaluates the motives behind its presentation
	<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>	

**MCCRS (SL.8.2):** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively.

**Grade Level Academic Demand**  
*Analyze the Purpose of Information Presented  
in Diverse Media and Formats*  
*Evaluate the Motives behind Its Presentation*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Identify the purpose of information and evaluate the motives.
- Identify words and phrases (nouns, pronouns and verbs) that are repeated throughout the text and to evaluate the purpose and the main idea.
- Use sequencing and chronological markers (e.g., then, after that, in the beginning, in the end) to present a topic.
- Use words and phrases (e.g., like, unlike, whereas, similar to, contrary to, on the one hand, on the other hand) for comparing and contrasting.
- Use cause and effect words (e.g., because, since, so, the consequence was, the reason was, yet) to present information.
- Use signal words (e.g., however, but, nonetheless, even though, notwithstanding) to convey a change of direction.
- Use introductory words and phrases (e.g., in fact, an example, in other words, for instance) to present examples.
- Use transitional words and phrases (e.g., to add, in addition, furthermore, moreover) to convey add information.
- Use concluding words and phrases (e.g., although this may be true, in contrast, different from, of course, but, at the same time) to present evaluation of the text.

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires that students analyze and evaluate the motives behind the presentation. For examples of text excerpts, please consult the Reading for Information and Reading Literature standard 2 for 8th grade.

<b>Common Core Anchor Standard (SL.3):</b> Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric.		<b>Main Academic Demand</b> <i>Evaluate a Speaker’s Point of View</i>				
<b>MCCRS (SL.8.3):</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.		<b>Grade Level Academic Demand</b> <i>Delineate a Speaker’s Argument and Claims</i> <i>Evaluate the Relevance and Sufficiency of Evidence</i> <i>Identify Irrelevant Information</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a T-chart</i> to evaluate evidence and identify irrelevant information, as a speech is read aloud in class or in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a T-chart</i> to evaluate evidence and identify irrelevant information, as a speech is read aloud in class or in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a T-chart</i> to evaluate evidence and identify irrelevant information, as a speech is read aloud in class or in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a T-chart, independently</i> , to evaluate evidence and identify irrelevant information, as a speech is read aloud in class or in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, or take notes independently</i> , to evaluate evidence and identify irrelevant information, as a speech is read aloud in class or in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a chart</i> that specifies main idea and supporting details, to delineate an argument and evaluate its claims, when reading a speech	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a chart</i> that specifies main idea and supporting details, to delineate an argument and evaluate its claims, when reading a speech	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed chart</i> that specifies main idea and supporting details, to delineate an argument and evaluate its claims, when reading a speech	<b>Reading-Centered Activity:</b> Organize <i>information on a chart</i> that specifies main idea and supporting details, to delineate an argument and evaluate its claims, when reading a speech	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to delineate an argument and evaluate its claims, when reading a speech
		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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 relevance and sufficiency of evidence of specific claims, 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 relevance and sufficiency of evidence of specific claims, in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to respond to thinking prompts evaluating the relevance and sufficiency of evidence of specific claims, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>glossary</i> to respond to thinking prompts evaluating the relevance and sufficiency of evidence of specific claims, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic, text or issue, independently</i> , to respond to thinking prompts evaluating the relevance and sufficiency of evidence of specific claims, 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 delineate a speaker's argument and specific claims	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that delineate a speaker's argument and specific claims	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed charts to develop a short essay</i> that delineates a speaker's argument and specific claims	<b>Writing-Centered Activity:</b> Use the <i>previously completed charts and teacher provided models to develop an essay</i> that delineates a speaker's argument and specific claims	<b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, text or issue to develop an essay, independently</i> , that delineates a speaker's argument and specific claims
	<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>	

**MCCRS (SL.8.3):** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

**Grade Level Academic Demand**  
*Delineate a Speaker’s Argument and Claims*  
*Evaluate the Relevance and Sufficiency of Evidence*  
*Identify Irrelevant Information*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases (e.g., the evidence suggests\_\_\_\_; the facts are \_\_\_\_; [name of author] states that\_\_\_\_) to evaluate evidence—facts, quotations.
- Use words and phrases (e.g., this means that \_\_\_\_; a possible interpretation is \_\_\_\_; the author thinks \_\_\_\_) to delineate claims—interpretation of facts.
- Use words and phrases (e.g., There is no evidence to support the claim that \_\_\_\_) to introduce irrelevant information.
- Use words and evidence (e.g., I know because \_\_\_\_) to evaluate reasoning—how the speaker connects the evidence to the claims.

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires that the student delineate the speaker’s argument. Sample text excerpts can be found in the Reading for Information and Reading Literature standard 3 for 8th grade.

<b>Common Core Anchor Standard (SL.4):</b> Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.				<b>Main Academic Demand</b> <i>Present Information Appropriate to Task, Purpose and Audience, with Coherent Reasoning and Evidence</i>		
<b>MCCRS (SL.8.4):</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence; sound, valid reasoning; and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.				<b>Grade Level Academic Demand</b> <i>Present Claims and Findings with Relevant Evidence, Reasoning and Details</i>		
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words on a main-idea-and-details graphic organizer</i> to identify evidence and details, as text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a main-idea-and-details graphic organizer</i> to identify evidence and details, as text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>information, using a bank of phrases and short sentences, on a main-idea-and-details graphic organizer</i> to identify evidence and details, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information, using a glossary, on a main-idea-and-details graphic organizer</i> to identify evidence and details, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information independently in a note-taking guide</i> to identify evidence and details, as text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught, words on a claim-and-evidence graphic organizer</i> to identify claims and findings in a text	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a claim-and-evidence graphic organizer</i> to identify claims and findings in a text	<b>Reading-Centered Activity:</b> Organize <i>information, using a bank of phrases and short sentences, on a claim-and-evidence graphic organizer</i> to identify claims and findings in a text	<b>Reading-Centered Activity:</b> Organize <i>information, using a glossary, on a claim-and-evidence graphic organizer</i> to identify claims and findings in a text	<b>Reading-Centered Activity:</b> Organize <i>information independently in a note-taking guide</i> to identify claims and findings in a text
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Speaking-Centered Activity:</b> Use <i>pretaught words</i> and the <i>previously completed graphic organizers</i> to complete <i>sentence starters</i> that present claims, findings and relevant evidence, 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</i> to complete <i>sentence starters</i> that present claims, findings and relevant evidence, in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers</i> to present claims, findings and relevant evidence, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to present claims, findings and relevant evidence, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously developed notes</i> to <i>independently</i> present claims, findings and relevant evidence, in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words</i> to complete <i>cloze paragraphs</i> that coherently present claims and findings with relevant evidence, reasoning and details	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to write <i>two or more paragraphs</i> that coherently present claims and findings with relevant evidence, reasoning and details	<b>Writing-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers</i> to write a <i>short essay</i> that coherently presents claims and findings with relevant evidence, reasoning and details	<b>Writing-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to write an <i>essay</i> that coherently presents claims and findings with relevant evidence, reasoning and details	<b>Writing-Centered Activity:</b> Use the <i>previously completed notes</i> to <i>independently</i> write an <i>essay</i> that coherently presents claims and findings with relevant evidence, reasoning and details
		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>



**MCCRS (SL.8.4):** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence; sound, valid reasoning; and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

**Grade Level Academic Demand**  
*Present Claims and Findings with Relevant Evidence,  
 Reasoning and Details*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify claims (interpretations; e.g., All she did—it seemed a small thing—) and findings (facts; e.g., toss down on the table a golden apple).
- Identify/use nouns and associated pronouns (e.g., Peleus and his wife Thetis/they/their) to describe the subject.
- Identify/use transitional words and phrases (e.g., but, when, then) to present points in a coherent manner.
- Use words and phrases (e.g., for instance, as an example) to introduce details.

### Example to Address the Linguistic Demands

#### Text Excerpt

**In the high and far-off days when men were heroes and walked with the gods, Peleus, king of the Myrmidons, took for his wife a sea nymph called Thetis, Thetis of the Silver Feet. Many guests came to their wedding feast, and among the mortal guests came all the gods of high Olympus.**

But as they sat feasting, one who had not been invited was suddenly in their midst: Eris, the goddess of discord, had been left out because wherever she went she took trouble with her; yet here she was, all the same, and in her blackest mood, to avenge the insult.

**All she did—it seemed a small thing—*was to toss down on the table a golden apple.* Then she breathed upon the guests once, and vanished. *The apple lay gleaming among the piled fruits and the brimming wine cups; and bending close to look at it, everyone could see the words “To the fairest” traced on its side.***

**Then the three greatest of the goddesses each claimed that it was hers. Hera claimed it as wife to Zeus, the All-father, and queen of all the gods. Athene claimed that she had the better right, for the beauty of wisdom such as hers surpassed all else. Aphrodite only smiled, and asked who had a better claim to beauty’s prize than the goddess of beauty herself.**

They fell to arguing among themselves; the argument became a quarrel, and the quarrel grew more and more bitter, and each called upon the assembled guests to judge between them. But the other guests refused, for they knew well enough that, whichever goddess they chose to receive the golden apple, they would make enemies of the other two.

Sutcliff, R. (1993). The golden apple. In *Black ships before Troy: The story of the Iliad*. New York: Delacorte. (From Appendix B, CCSS, pp. 81–82.)

#### Teacher Directions

Analyze in whole class or small groups how an author presents relevant descriptions, facts and details to present claims and findings:

- Identify claims (interpretations) (**bold**) (e.g., **All she did—it seemed a small thing—**; **Then the three greatest of the goddesses each claimed that it was hers**) and findings (facts) (*italics*) (e.g., *was to toss down on the table a golden apple*).
- Identify/use nouns and associated pronouns (underline) (e.g., Peleus and his wife Thetis/they, their) to describe the subject.
- Identify/use transitional words and phrases (wavy underline) (e.g., but, when, then, yet) to present points in a coherent manner.
- Use words and phrases (e.g., for instance, as an example) to introduce details.

<p><b>Common Core Anchor Standard (SL.5):</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>		<p><b>Main Academic Demand</b> <i>Make Strategic Use of Media and Visual Information to Enhance and Support Presentations</i></p>				
<p><b>MCCRS (SL.8.5):</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest.</p>		<p><b>Grade Level Academic Demand</b> <i>Integrate Multimedia and Visual Displays to Clarify Information, Add Interest and Strengthen Evidence</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a new information template</i>, to analyze the contribution of multimedia and visual displays to presentations 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 new information template</i>, to analyze the contribution of multimedia and visual displays to presentations in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a new information template</i>, to analyze the contribution of multimedia and visual displays to presentations in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a new information template</i>, to analyze the contribution of multimedia and visual displays to presentations in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information</i> when taking notes <i>independently</i>, analyzing the contribution of multimedia and visual displays to presentations in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a partially completed three column graphic organizer</i> (clarifies, raises interest, strengthens evidence), to evaluate the purpose of multimedia use, when studying material</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a partially completed three column graphic organizer</i> (clarifies, raises interest, strengthens evidence), to evaluate the purpose of multimedia use, when studying material</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed three column graphic organizer</i> (clarifies, raises interest, strengthens evidence), to evaluate the purpose of multimedia use, when studying material</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a three column graphic organizer</i> (clarifies, raises interest, strengthens evidence), to evaluate the purpose of multimedia use, when studying material</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, evaluating the purpose of multimedia use, when studying material</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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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</i> to respond to thinking prompts to clarify information, strengthen claims and evidence and add interest, when discussing an issue 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</i> to respond to thinking prompts to clarify information, strengthen claims and evidence and add interest, when discussing an issue in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to respond to thinking prompts to clarify information, strengthen claims and evidence and add interest, when discussing an issue 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 respond to thinking prompts to clarify information, strengthen claims and evidence and add interest, when discussing an issue in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic</i> to clarify information, strengthen claims and evidence and add interest, <i>independently</i> , when discussing an issue in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete sentence starters</i> that explain the integration of multimedia and visual displays to strengthen evidence, when writing about an issue	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that explain the integration of multimedia and visual displays to strengthen evidence, when writing about an issue	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that explain the integration of multimedia and visual displays to strengthen evidence, when writing about an issue	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models</i> to respond to writing prompts explaining the integration of multimedia and visual displays to strengthen evidence, when writing about an issue	<b>Writing-Centered Activity:</b> Use <i>knowledge of the topic and previously completed graphic organizers, independently, to develop an essay</i> explaining the integration of multimedia and visual displays to strengthen evidence, when writing about an issue
		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>

**MCCRS (SL.8.5):** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest.

**Grade Level Academic Demand**  
*Integrate Multimedia and Visual Displays to Clarify Information, Add Interest and Strengthen Evidence*

**Linguistic Demands:** This standard does not have a linguistic demand since it requires that students use digital and visual displays in their presentations.

<b>Common Core Anchor Standard (SL.6):</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		<b>Main Academic Demand</b> <i>Adapt Speech to a Variety of Contexts, Demonstrating Command of Formal English</i>				
<b>MCCRS (SL.8.6):</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 66 for specific expectations.)		<b>Grade Level Academic Demand</b> <i>Adapt Speech to a Variety of Contexts and Tasks, Demonstrating Command of Formal English</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a T-chart</i> , indicating which expressions belong to academic language and which to social language, to adapt speech to a variety of contexts, demonstrating command of formal language, as a speech is read aloud in <i>partnership and/or teacher-led small groups</i> .	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a T-chart</i> , indicating which expressions belong to academic language and which to social language, to adapt speech to a variety of contexts, demonstrating command of formal language, as a speech is read aloud in <i>partnership and/or small groups</i> .	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed T-chart</i> , indicating which expressions belong to academic language and which to social language, to adapt speech to a variety of contexts, demonstrating command of formal language, as a speech is read aloud in <i>partnership, small group and/or whole class settings</i> .	<b>Listening-Centered Activity:</b> Organize information on a <i>T-chart</i> , indicating which expressions belong to academic language and which to social language, to adapt speech to a variety of contexts, demonstrating command of formal language, as a speech is read aloud in <i>partnership, small group and/or whole class settings</i> .	<b>Listening-Centered Activity:</b> Organize information, when taking notes independently, indicating which expressions belong to academic language and which to social language, to adapt speech to a variety of contexts, demonstrating command of formal language, as a speech is read aloud in <i>partnership, small group and/or whole class settings</i> .
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a T-chart</i> that differentiates between formal and informal language, when reading work written by a peer	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a T-chart</i> that differentiates between formal and informal language, when reading work written by a peer	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed T-chart</i> that differentiates between formal and informal language, when reading work written by a peer	<b>Reading-Centered Activity:</b> Organize information on a <i>T-chart</i> that differentiates between formal and informal language, when reading work written by a peer	<b>Reading-Centered Activity:</b> Organize information in a <i>note-taking guide</i> , independently, to differentiate between formal and informal language, when reading work written by a peer
		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> .

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 indicate appropriate use of formal and informal language, depending on the situation, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 indicate appropriate use of formal and informal language, depending on the situation, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to participate in a discussion that indicates appropriate use of formal and informal language, depending on the situation, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to initiate a discussion that indicates appropriate use of formal and informal language, depending on the situation, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic, text or issue</i> to lead a discussion, <i>independently</i>, that indicates appropriate use of formal and informal language, depending on the situation, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that adapt speech to a variety of contexts, demonstrating a command of formal language</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> to adapt speech to a variety of contexts, demonstrating a command of formal language</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed charts to develop a short essay</i> that adapts speech to a variety of contexts, demonstrating a command of formal language</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed charts and teacher-provided models to develop an essay</i> that adapts speech to a variety of contexts, demonstrating a command of formal language</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, text or issue, independently, to develop an essay</i> that adapts speech to a variety of contexts, demonstrating a command of formal language</p>
		<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and, occasionally, in the home language.</i></p>	<p>in the <i>new language.</i></p>	<p>in the <i>new language.</i></p>

**MCCRS (SL.8.6):** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 66 for specific expectations.)

**Grade Level Academic Demand**  
*Adapt Speech to a Variety of Contexts and Tasks,  
Demonstrating Command of Formal English*

**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 developing), students can approach the standards in the new and/or home language.

- Use words and phrases appropriate for formal contexts and the task (the topic to be developed; e.g., vocabulary, sentence forms and discourse that provide specific information).
- Use words and phrases appropriate for informal contexts (e.g., information supported by contextual clues such as gestures, intonation).

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires that students differentiate between formal and informal oral discourse.

#### **Text Excerpt**

Provide sample texts appropriate for 8th grade students in alignment with Reading for Information and Reading Literature standards.

#### **Teacher Directions**

In a small group and whole class setting, model how to express thoughts, feelings and ideas using whole sentences that include subjects and predicates: Model and modify the task (present different topics) and situation (e.g., familiar and unfamiliar, formal and informal) in order for the language to adapt to different circumstances. Students can use their language(s) to fulfill the demands of this standard. For example, students can explain or describe a situation in their home language using informal language and describe a situation or event in the new language using a formal register.

<b>Common Core Anchor Standard (W.1):</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		<b>Main Academic Demand</b> <i>Write Persuasively with Reasoning and Evidence</i>				
<b>MCCRS (W.8.1):</b> Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically; b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; c. Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence; d. Establish and maintain a formal style; e. Provide a concluding statement or section that follows from and supports the argument presented.		<b>Grade Level Academic Demand</b> <i>Write Arguments with Reasoning and Evidence, Using Formal Style and Language</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
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>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a triple column graphic organizer</i> to identify claims, logical reasons and relevant evidence, when reading from credible sources in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a triple column graphic organizer</i> to identify claims, logical reasons and relevant evidence, when reading from credible sources in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed triple column graphic organizer</i> to identify claims, logical reasons and relevant evidence, when reading from credible sources in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a triple column graphic organizer</i> to identify claims, logical reasons and relevant evidence, when reading from credible sources in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information, when taking notes independently</i> , to identify claims, logical reasons and relevant evidence, when reading from credible sources in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a thesis/evidence graphic organizer</i> to logically organize evidence that supports claims	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a thesis/evidence graphic organizer</i> to logically organize evidence that supports claims	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed thesis/evidence graphic organizer</i> to logically organize evidence that supports claims	<b>Reading-Centered Activity:</b> Organize <i>information on a thesis/evidence graphic organizer, after teacher modeling</i> , to logically organize evidence that supports claims	<b>Reading-Centered Activity:</b> Organize <i>information in a note taking guide, independently</i> , to logically organize evidence that supports claims
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>



WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases, including transitional words, and the previously completed graphic organizers to complete sentence starters</i> that show and clarify the relationships among claim(s), counterclaims, reasons and evidence	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases, including transitional words and phrases, and the previously completed graphic organizers to complete sentence starters</i> that show and clarify the relationships among claim(s), counterclaims, reasons and evidence	<b>Speaking-Centered Activity:</b> Use a <i>word bank that includes transitional words, phrases and clauses</i> to show and clarify the relationships among claim(s), counterclaims, reasons and evidence	<b>Speaking-Centered Activity:</b> Use a <i>glossary that includes transitional words, phrases and clauses</i> to show and clarify the relationships among claim(s), counterclaims, reasons and evidence	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the text and transitional words, phrases and clauses, independently</i> , to show and clarify the relationships among claim(s), counterclaims, reasons and evidence
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that use and maintain a formal style to introduce, conclude and support claims with relevant reasoning and evidence	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that use and maintain a formal style to introduce, conclude and support claims with relevant reasoning and evidence	<b>Writing-Centered Activity:</b> Use a <i>word bank and the previously completed graphic organizers to develop a short essay</i> that uses and maintains a formal style to introduce, conclude and support claims with relevant reasoning and evidence	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that uses and maintains a formal style to introduce, conclude and support claims with relevant reasoning and evidence	<b>Writing-Centered Activity:</b> Use <i>knowledge of the text to develop a multiple paragraph essay, independently</i> , that uses and maintains a formal style to introduce, conclude and support claims with relevant reasoning and evidence
	<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>	

**MCCRS (W.8.1):** Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically; b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; c. Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence; d. Establish and maintain a formal style; e. Provide a concluding statement or section that follows from and supports the argument presented.

**Grade Level Academic Demand**  
*Write Arguments with Reasoning and Evidence,  
Using Formal Style and Language*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Use introductory words and phrases to distinguish claims from opposing claims (e.g., The author(s) think(s)\_\_\_\_\_; The author’(s) beliefs/assumptions are \_\_\_\_\_; An opposing view is\_\_\_\_\_; Some researchers would argue that \_\_\_\_\_).
- Use words and phrases to support reasons with evidence facts (numbers) and details (adjectives).
- Use linking words (e.g., because, so, that is why, but, however, nonetheless, yet, if) to explain claims, counterclaims and reasons.
- Use transitional words and phrases (e.g., cause and effect words/phrases: because, so, that is why, but, however, nonetheless, yet; conditional words: if; compare and contrast words: like, unlike, differs, similarly; and chronological or time markers: at the present time, from time to time, sooner or later, at the same time, up to the present time, to begin with, in due time, as soon as, in the meantime, in a moment, first, second) to create cohesion.
- Use precise vocabulary (e.g., words that can be used across content areas) (e.g., Tier 2: analyze, benefit, summary and Tier 3: technical words such as delta, pyramid, sarcophagus) and sentence structures that have temporal (e.g., time markers: after, as, when, during, meanwhile); causal (e.g., because, that is why, the result ); comparative (e.g., like, similar to, the difference is); or problem and solution (e.g., the issue is; the solution is) markers in order to present information in a formal style.
- Use concluding words and phrases (e.g., in summary, that is why, in essence, therefore, thereupon, forthwith, accordingly, as can be seen, generally speaking, in the final analysis, all things considered, as shown above, given these points) to complete a piece.

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires giving an opinion. For examples of text excerpts, refer to Reading for Information and Reading Literature standards for 8th grade.

<p><b>Common Core Anchor Standard (RW.2):</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.</p>	<p><b>Main Academic Demand</b> <i>Examine and Convey Complex Ideas and Information</i></p>
<p><b>MCCRS (W.8.2):</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information on broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>	<p><b>Grade Level Academic Demand</b> <i>Write Informative/Explanatory, Well-Structured Texts That Introduce and Develop a Topic, Using Precise Language and Style</i></p>

WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 main idea map</i> to identify and organize ideas, concepts and information, as the 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 main idea map</i> to identify and organize ideas, facts and details, as the 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 main idea map</i> to identify and organize ideas, facts and details, as the 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 main idea map</i> to identify and organize ideas, facts and details, as the 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 and organize ideas, facts and details, as the 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 matrix</i> that connects the topic with supporting details to identify relevant facts, definitions, concrete details, quotations or other information and examples that develop the topic</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases in a matrix</i> that connects the topic with supporting details to identify relevant facts, definitions, concrete details, quotations or other information and examples that develop the topic</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences in a partially completed matrix</i> that connects the topic with supporting details to identify relevant facts, definitions, concrete details, quotations or other information and examples that develop the topic</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a matrix, after teacher modeling</i> that connects the topic with supporting details to identify relevant facts, definitions, concrete details, quotations or other information and examples that develop the topic.</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note taking guide, independently</i>, to connect the topic with supporting details to identify relevant facts, definitions, concrete details, quotations or other information and examples that develop the topic</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases, including domain-specific vocabulary and transitional words, and the previously completed graphic organizers to complete sentence starters</i> that examine and convey complex ideas and information about a topic, when speaking in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases, including domain-specific vocabulary and transitional words and phrases, and the previously completed graphic organizers to complete sentence starters</i> that examine and convey complex ideas and information about a topic, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank that includes domain-specific vocabulary and transitional words and phrases</i> that examine and convey complex ideas and information about a topic, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>glossary that includes domain-specific vocabulary and transitional words and phrases</i> that examine and convey complex ideas and information about a topic, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the text and domain-specific vocabulary and transitional words and phrases, independently, that examine and convey complex ideas and information about a topic, when speaking in partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases, including domain-specific vocabulary and transitional words, to complete well-organized, formally written cloze paragraphs</i> that introduce, develop and conclude a topic	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases, including domain-specific vocabulary and transitional words and phrases, to write two or more well-organized, formally written paragraphs</i> that introduce, develop and conclude a topic	<b>Writing-Centered Activity:</b> Use a <i>word bank of domain-specific vocabulary and transitional words and phrases and the previously completed graphic organizers, to develop a well-organized, formally written short essay</i> that introduces, develops and concludes a topic	<b>Writing-Centered Activity:</b> Use a <i>glossary of domain-specific vocabulary and transitional words and phrases, and teacher-provided models to develop a well-organized, formally written essay</i> that introduces, develops and concludes a topic	<b>Writing-Centered Activity:</b> Use <i>domain-specific vocabulary and transitional words and phrases, independently, to develop a well-organized, formally written multiple paragraph essay</i> that introduces, develops and concludes a topic
	<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>	

**MCCRS (W.8.2):** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information on broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

### **Grade Level Academic Demand**

*Write Informative/Explanatory, Well-Structured Texts That Introduce and Develop a Topic, Using Precise Language and Style*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach the standards in their new and/or home language.

- Identify facts, definitions, quotations, examples and details related to the topic.
- Identify multimedia that can strengthen the topic.
- Use introductory words and phrases to introduce a topic clearly, presenting the ideas that will follow.
- Use a variety of words (e.g., in contrast, especially, because, thus, therefore, hence, even though) to link ideas and information.
- Use Tier 2 words found in writing but seldom in oral language (e.g., allocated, adjusted, benefit, analyze, evaluate, access) and Tier 3 words or technical words (e.g., delta, pharaoh, mummification).
- Use appropriate words (e.g., as a result, for these reasons, to sum up, overall, due to, obviously, all in all, indeed, definitely), to provide a concluding statement restating the topic.
- Use and maintain a formal style throughout a text.

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because students are required to write an informative text. For examples of text excerpts, refer to Reading for Information standards for 8th grade.

<p><b>Common Core Anchor Standard (W.3):</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	<p><b>Main Academic Demand</b> <i>Write Detailed Real or Imagined Narratives</i></p>
<p><b>MCCRS (W.8.3):</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.</li> <li>Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.</li> <li>Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.</li> <li>Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ol>	<p><b>Grade Level Academic Demand</b> <i>Write Well-Structured Real or Imagined Narratives</i> <i>Use Techniques Such as Establishing a Point of View, Dialogue, Pacing, Description and Reflection</i></p>

WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 flow chart</i> to organize a natural and logical event sequence, as text is read <i>in partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a flow chart</i> to organize a natural and logical event sequence, as text is read <i>in partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a flow chart</i> to organize a natural and logical event sequence, as text is read <i>in partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a flow chart</i> to organize a natural and logical event sequence, as text is read <i>in 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 organize a natural and logical event sequence, as text is read <i>in partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a story map</i> to identify and develop experiences, events and characters using dialogue, pacing, description and reflection</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a story map</i> to identify and develop experiences, events and characters using dialogue, pacing, description and reflection</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed story map</i> to identify and develop experiences, events and characters using dialogue, pacing, description and reflection</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a story map, after teacher modeling</i>, to identify and develop experiences events and characters using dialogue, pacing, description and reflection</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify and develop experiences, events and characters using dialogue, pacing, description and reflection</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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases, including transitional words and phrases, and the previously completed graphic organizers to complete sentence starters</i> that describe the relationship between real or imagined events and experiences, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases, including transitional words and phrases, and the previously completed graphic organizers to complete sentence starters</i> that describe the relationship between real or imagined events and experiences, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank that includes transitional words, phrases and clauses</i> to describe the relationship between real or imagined events and experiences, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>glossary that includes transitional words, phrases and clauses</i> to describe the relationship between real or imagined events and experiences, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>transitional words, phrases and clauses, independently, to describe the relationship between real or imagined events and experiences, when speaking in partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases, including transitional words and phrases, to complete well-structured cloze narrative paragraphs</i> that establish a point of view and use techniques such as dialogue, pacing, description and reflection to develop experiences, events and characters</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases, including transitional words and phrases, to write two or more well-structured narrative paragraphs</i> that establish a point of view and use techniques such as dialogue, pacing, description and reflection to develop experiences, events and characters</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank that includes transitional words, phrases and clauses and previously completed graphic organizers to develop a well-structured short narrative essay</i> that establishes a point of view and uses techniques such as dialogue, pacing, description and reflection to develop experiences, events and characters</p>	<p><b>Writing-Centered Activity:</b> Use a <i>glossary that includes transitional words, phrases and clauses and teacher-provided models to develop a well-structured narrative essay</i> that establishes a point of view and uses techniques such as dialogue, pacing, description and reflection to develop experiences, events and characters</p>	<p><b>Writing-Centered Activity:</b> Use <i>transitional words, phrases and clauses, independently, to develop a well-structured multiple paragraph narrative essay</i> that establishes a point of view and uses techniques such as dialogue, pacing, description and reflection to develop experiences, events and characters</p>
		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>

**MCCRS (W.8.3):** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.
- c. Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

### Grade Level Academic Demand

*Write Well-Structured Real or Imagined Narratives*

*Use Techniques Such as Establishing a Point of View, Dialogue, Pacing, Description and Reflection*

**Linguistic Demands:** The following examples are in English but may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Use introductory words and phrases (e.g., real or imagined writing can be introduced by a description of the setting [place] or character [nouns]) to orient the reader to a context.
- Use first or third person (e.g., I am or s/he is) to develop point of view in a narrative.
- Use sequence words and phrases (e.g., in the beginning, at first, then, what followed, until, meanwhile, when, as, initially) to signal event order.
- Use transitional words and phrases (e.g., to start, in the next episode, the following period) to convey sequence and signal shifts in timeframe or setting.
- Use precise words (e.g., verbs) (e.g., said, whispered, answered, shouted, replied, grumbled), adverbs (e.g., slowly, quickly, carefully, cheerfully, initially) and adjectives (e.g., cheerful, enthusiastic) to capture the action and convey experiences and events
- Use words and phrases (e.g., finally, in conclusion, in the end, consequently, thus, hence) to provide closure.

### Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it requires writing narratives. Sample texts can be found in the Reading Literature standard 3 for 8th grade.



<p><b>Common Core Anchor Standard (W.4):</b> Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p>		<p><b>Main Academic Demand</b> <i>Develop, Organize and Produce Writing Appropriate to Task, Purpose and Audience</i></p>				
<p><b>MCCRS (W.8.4):</b> Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade- specific expectations for writing types are defined in standards 1–3.) a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.</p>		<p><b>Grade Level Academic Demand</b> <i>Produce Clear and Well-Structured Writing, Developing Relevant Details or Reasons in a Manner That Meets the Needs of the Audience and Purpose, Using a Multicultural Perspective</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a main-idea-and-support-details graphic organizer</i> to identify relevant details or reasons appropriate to the audience and purpose, as 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 main-idea-and-support-details graphic organizer</i> to identify relevant details or reasons appropriate to the audience and purpose, as 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 main-idea-and-support-details graphic organizer</i> to identify relevant details or reasons appropriate to the audience and purpose, as 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 main-idea-and-support-details graphic organizer</i> to identify relevant details or reasons appropriate to the audience and purpose, as 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 on a triple column graphic organizer</i> to analyze how a mentor text addresses the task, purpose and audience</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a triple column graphic organizer</i> to analyze how a mentor text addresses the task, purpose and audience</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed triple column graphic organizer</i> to analyze how a mentor text addresses the task, purpose and audience</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a triple column graphic organizer, after teacher modeling,</i> to analyze how a mentor text addresses the task, purpose and audience</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently,</i> to analyze how a mentor text addresses the task, purpose and audience</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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 examine how the development of the reasons and details of their writing piece are appropriate to the task, audience and purpose, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 examine how the development of the reasons and details of their writing piece are appropriate to the task, audience and purpose, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to examine how the development of the reasons and details of their writing piece are appropriate to the task, audience and purpose, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to examine how the development of the reasons and details of their writing piece are appropriate to the task, audience and purpose, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to examine how the development of the reasons and details of their writing piece are appropriate to the task, audience and purpose, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete well-organized, clear and coherent cloze paragraphs</i> that explore a variety of cultures and perspectives and develop relevant reasons and details appropriate to the audience and purpose</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more well-organized, clear and coherent paragraphs</i> that explore a variety of cultures and perspectives and develop relevant reasons and details appropriate to the audience and purpose</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a well-organized, clear and coherent short essay</i> that explores a variety of cultures and perspectives and develops relevant reasons and details appropriate to the audience and purpose</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop a well-organized, clear and coherent essay</i> that explores a variety of cultures and perspectives and develops relevant reasons and details appropriate to the audience and purpose</p>	<p><b>Writing-Centered Activity:</b> Use <i>information to develop a well-organized, clear and coherent multiple paragraph essay, independently</i>, that explores a variety of cultures and perspectives and develops relevant reasons and details appropriate to the audience and purpose</p>
		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>

**MCCRS (W.8.4):** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade- specific expectations for writing types are defined in standards 1–3.)

a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.

**Grade Level Academic Demand**

*Produce Clear and Well-Structured Writing,  
Developing Relevant Details or Reasons in a Manner  
That Meets the Needs of the Audience and Purpose,  
Using a Multicultural Perspective*

**Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires that students produce writing according to task, purpose and audience. For examples of text excerpts, refer to the Reading for Information, Reading Literature and Speaking and Listening standards for 8th grade.

<p><b>Common Core Anchor Standard (W.5):</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>				<p><b>Main Academic Demand</b> <i>Write by Revising, Editing or Trying a New Approach</i></p>		
<p><b>MCCRS (W.8.5):</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 8.)</p>				<p><b>Grade Level Academic Demand</b> <i>With Some Guidance and Support, Develop and Strengthen Writing by Planning, Revising, Editing or Trying a New Approach Using Previous Strategies</i></p>		
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a thematic web</i>, to plan a piece of writing, as material focusing on a specific purpose or audience 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 thematic web</i>, to plan a piece of writing, as material focusing on a specific purpose or audience 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 thematic web</i>, to plan a piece of writing, as material focusing on a specific purpose or audience 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 thematic web</i>, to plan a piece of writing, as material focusing on a specific purpose or audience 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 on a peer editing graphic organizer</i>, to assess how well purpose and audience have been addressed, when reading a piece written by a peer</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a peer editing graphic organizer</i>, to assess how well purpose and audience have been addressed, when reading a piece written by a peer</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed peer editing graphic organizer</i>, to assess how well purpose and audience have been addressed, when reading a piece written by a peer</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a peer editing graphic organizer</i>, to assess how well purpose and audience have been addressed, when reading a piece written by a peer</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to assess how well purpose and audience have been addressed, when reading a piece written by a peer</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 answer thinking prompts to revise written work to develop and strengthen writing, 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 answer thinking prompts to revise written work to develop and strengthen writing, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to answer thinking prompts to revise written work to develop and strengthen writing, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>glossary</i> to answer thinking prompts to revise written work to develop and strengthen writing, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to answer thinking prompts to revise written work to develop and strengthen writing, 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 address purpose and audience, to develop and strengthen writing	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that address purpose and audience, to develop and strengthen writing	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and <i>previously completed graphic organizers to develop a short essay</i> that addresses purpose and audience, to develop and strengthen writing	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that addresses purpose and audience, to develop and strengthen writing	<b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that addresses purpose and audience, to develop and strengthen writing
	<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>	

**MCCRS (W.8.5):** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 8.)

**Grade Level Academic Demand**  
*With Some Guidance and Support, Develop and Strengthen Writing by Planning, Revising, Editing or Trying a New Approach Using Previous Strategies*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Use question forms that support interaction with peers to offer and ask for suggestions to strengthen writing (e.g., Can you explain this more clearly? Is this the right sequence of events? Why did you use that word? Do you think that \_\_\_\_\_? Can you help me with this section? What did you want to say? Have you thought about trying a different perspective?).
- Use question forms that address purpose or audience (e.g., Who will be reading your essay? What is its purpose? What exactly do you want to say?).

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires that students ask and answer questions to strengthen their writing. For examples of text excerpts, refer to the Reading for Information and Reading Literature standards for 8th grade.

<p><b>Common Core Anchor Standard (W.7):</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>		<p><b>Main Academic Demand</b> <i>Conduct Research Projects Based on Questions and Understanding</i></p>				
<p><b>MCCRS (W.8.7):</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related and focused questions that allow for multiple avenues of exploration.</p>		<p><b>Grade Level Academic Demand</b> <i>Develop a Research Project Using Several Sources to Answer and Generate Focused Questions</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a topic-question graphic organizer</i>, to generate appropriate research questions about a topic, when reading 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 topic-question graphic organizer</i>, to generate appropriate research questions about a topic, when reading in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed topic-question graphic organizer</i>, to generate appropriate research questions about a topic, when reading in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a topic-question graphic organizer</i>, to generate appropriate research questions about a topic, when reading in <i>partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a partially completed outline</i> to be used for answering a research question by drawing on several written sources</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a partially completed outline</i> to be used for answering a research question by drawing on several written sources</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed outline</i> to be used for answering a research question by drawing on several written sources</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on an outline</i> to be used for answering a research question by drawing on several written sources</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to answer a research question by drawing on several written sources</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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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</i> to <i>complete sentence starters</i> that explore additional research questions about a topic in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that explore additional research questions about a topic in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to contribute to a discussion that explores additional research questions about a topic in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to initiate a discussion that explores additional research questions about a topic in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to lead a discussion that explores additional research questions about a topic in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that provide additional research questions allowing for multiple avenues of exploration of a given topic	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that provide additional research questions allowing for multiple avenues of exploration of a given topic	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that provides additional research questions allowing for multiple avenues of exploration of a given topic	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that provides additional research questions allowing for multiple avenues of exploration of a given topic	<b>Writing-Centered Activity:</b> Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that provides additional research questions allowing for multiple avenues of exploration of a given topic
		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> .



**MCCRS (W.8.7):** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related and focused questions that allow for multiple avenues of exploration.

**Grade Level Academic Demand**  
*Develop a Research Project Using Several Sources to Answer and Generate Focused Questions*

**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 developing), students can approach the standard in their new and/or home language.

- Identify subtopics to research in response to a question posed by the teacher or self-generated by the student (e.g., In addition, the question of \_\_\_ ; another related question is \_\_\_ ).
- Identify additional questions found in information from the sources to further self-research and investigate (e.g., Other questions that are worth investigating are \_\_\_ ; further research should analyze \_\_\_ ).
- Use sentence structures to introduce different sources used in the research (e.g., In order to answer these questions, the following trade books, textbooks, websites and newspapers were consulted \_\_\_).

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand since its purpose is to produce research projects based on focused questions. For examples of text excerpts, refer to the Reading for Information and Reading Literature standards for 8th grade.

<p><b>Common Core Anchor Standard (W.8):</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.</p>		<p><b>Main Academic Demand</b> <i>Gather and Evaluate Information from Multiple Sources and Avoid Plagiarism</i></p>				
<p><b>MCCRS (W.8.8):</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>		<p><b>Grade Level Academic Demand</b> <i>Gather Relevant Information from a Variety of Print and Electronic Sources, Assessing Their Credibility and Accuracy</i> <i>Quote and Paraphrase Using a Standard Format for Citation</i></p>				
<p>WIDA Levels of Language Development</p>	<p><b>Entering (Level 1)</b></p>	<p><b>Emerging (Level 2)</b></p>	<p><b>Developing (Level 3)</b></p>	<p><b>Expanding (Levels 4-5)</b></p>	<p><b>Bridging (Proficient)</b></p>	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a matrix</i> to identify relevant information from multiple sources, as text is read 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 matrix</i> to identify relevant information from multiple sources, as text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed matrix</i> to identify relevant information from multiple sources, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a matrix</i> to identify relevant information from multiple sources, as text is read in <i>partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a double column graphic organizer</i> to quote or paraphrase the data and conclusions of others</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a double column graphic organizer</i> to quote or paraphrase the data and conclusions of others</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed double column graphic organizer</i> to quote or paraphrase the data and conclusions of others</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a double column graphic organizer, after teacher modeling</i>, to quote or paraphrase the data and conclusions of others</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to quote or paraphrase the data and conclusions of others</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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</i> to complete sentence starters to evaluate the relevance, credibility and accuracy of sources, 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</i> to complete sentence starters to evaluate the relevance, credibility and accuracy of sources, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to evaluate the relevance, credibility and accuracy of sources, 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 relevance, credibility and accuracy of sources, 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 relevance, credibility and accuracy of sources, when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to complete cloze paragraphs that quote and paraphrase information from a variety of sources and use a standard format of citation	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to write two or more paragraphs that quote and paraphrase information from a variety of sources and use a standard format of citation	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to develop a <i>short essay</i> that quotes and paraphrases information from a variety of sources and uses a standard format of citation	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to develop an <i>essay</i> that quotes and paraphrases information from a variety of sources and uses a standard format of citation	<b>Writing-Centered Activity:</b> Use <i>information, independently</i> , to develop a <i>multiple paragraph essay</i> that quotes and paraphrases information from a variety of sources and uses a standard format of citation
		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> .

**MCCRS (W.8.8):** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**Grade Level Academic Demand**  
*Gather Relevant Information from a Variety of Print and Electronic Sources, Assessing Their Credibility and Accuracy*  
*Quote and Paraphrase Using a Standard Format for Citation*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Use sentence structures to gather and present information from multiple sources (e.g., I used books/database/articles to find the following information\_\_\_).
- Use search words and terms effectively to gather information (e.g., right click, drop down menu, double click).
- Use sentence structures to analyze the credibility of sources (e.g., This source is valid/reliable because\_\_\_; the information from this source is invalid/unreliable because\_\_\_).
- Use sentence structures to describe the data and conclusions of others (e.g., These authors conclude that\_\_\_; the final outcome is\_\_\_; the conclusion was\_\_\_).

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires gathering information from provided sources. For examples of text excerpts, please consult the Reading for Information standard 8 for 8th grade.

<p><b>Common Core Anchor Standard (W.9):</b> Draw evidence from literary or informational texts to support analysis, reflection and research.</p>		<p><b>Main Academic Demand</b> <i>Draw Evidence from Texts to Support Analysis, Reflection and Research</i></p>				
<p><b>MCCRS (W.8.9):</b> Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “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”).</p> <p>b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>		<p><b>Grade Level Academic Demand</b> <i>Draw Evidence from Informational and Literary Texts Using Previously Acquired Strategies</i></p>				
<p>WIDA Levels of Language Development</p>	<p><b>Entering (Level 1)</b></p>	<p><b>Emerging (Level 2)</b></p>	<p><b>Developing (Level 3)</b></p>	<p><b>Expanding (Levels 4-5)</b></p>	<p><b>Bridging (Proficient)</b></p>	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a tree map</i> to identify evidence from literary or informational texts to support a research topic, as the text is read aloud <i>in partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a tree map</i> to identify evidence from literary or informational texts to support a research topic, as the text is read aloud <i>in partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed tree map</i> to identify evidence from literary or informational texts to support a research topic, as the text is read aloud <i>in partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a tree map</i> to identify evidence from literary or informational texts to support a research topic, as the text is read aloud <i>in 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 evidence from literary or informational texts to support a research topic, as the text is read aloud <i>in partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a double column chart</i> to identify evidence and ideas that support analysis and reflection</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a double column chart</i> to identify evidence and ideas that support analysis and reflection</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed double column chart</i> to identify evidence and ideas that support analysis and reflection</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a double column chart, after teacher modeling</i>, to identify evidence and ideas that support analysis and reflection</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify evidence and ideas that support analysis and reflection</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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 describe how the evidence from literary and informational texts supports their analysis and research, 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 describe how the evidence from literary and informational texts supports their analysis and research, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe how the evidence from literary and informational texts supports their analysis and research, 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 describe how the evidence from literary and informational texts supports their analysis and research, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to describe how the evidence from literary and informational texts supports their analysis and research, 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 cite evidence from literary and informational texts to support their analysis and research of a topic	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that cite evidence from literary and informational texts to support their analysis and research of a topic	<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 cites evidence from literary and informational texts to support their analysis and research of a topic	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that cites evidence from literary and informational texts to support their analysis and research of a topic	<b>Writing-Centered Activity:</b> Use <i>information, independently</i> , to develop a <i>multiple paragraph essay</i> that cites evidence from literary and informational texts to support their analysis and research of a topic
		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> .

**MCCRS (W.8.9):** Draw evidence from literary or informational texts to support analysis, reflection and research.

- a. Apply *grade 8 Reading standards* to literature (e.g., “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”).
- b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

## Grade Level Academic Demand

*Draw Evidence from Informational and Literary Texts  
Using Previously Acquired Strategies*

**Linguistic Demands:** This standard does not have an example of a linguistic demand because it makes explicit reference to the following reading standards:

- Reading Literature, Standard 8.9
- Reading for Information, Standard 8.8

Refer to these standards to find sample texts for 8th grade.

**Common Core Anchor Standard (W.10):** Writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences. (Starts in Grade 3 )

**MAIN ACADEMIC DEMAND:**  
*Write for a range of tasks, purposes and audiences*

**MCCRS Grade Level Standard:** Same as the Common Core Anchor Standard

**GRADE LEVEL ACADEMIC DEMAND:**  
*Write for a range of tasks, purposes and audiences*

Allowing students to use their **home language during language development during instruction/practice** will emphasize that **writing is process-driven** and not a product-driven approach.

**Students are:** composing texts in their **new** and/or **home** languages. Some texts can be written independently, some with a partner and some within a small group. Writing makes bilingual students aware of language in a way that reading and oral language do not. When writing, students can slow down and analyze the way the sentence patterns, word choices and organization affect the writing and reading of the text. By comparing and contrasting the similarities and differences of texts produced in both languages, students will develop meta-linguistic knowledge of how the language(s) work.

**Connecting reading and writing in both languages and across texts:**

Writing is a cyclical process that is enriched by conversations around ideas, organization, and linguistic decisions (e.g. word and sentence choices), as well as decisions pertaining to the presentation of information (e.g. how is the text going to be organized, who is the audience). Analyzing texts through a reader's or a writer's eyes contributes to the success of both reading and writing. Students can read a text in the **home** language and discuss in the **new** language; or conversely, read in the **new** language and discuss in the **home** language.

**Brainstorming can take place in the home and/or new language in order to:**

- Clarify meaning and expand the ideas. This stage involves pre-writing or taking notes and analyzing texts that present similar topics that a student wants to explore.
- Stimulate and enlarges the writer's thoughts
- Move writers from the stage of thinking about a writing task to the act of writing

**Revising can take place in the home and/or new language in order to:**

- Improve the composition so that the product is more interesting and understandable to the reader. It can also involve comparing and contrasting the writer's text to another published text.
- Clarify meaning and expands ideas using more complex sentences and more sophisticated vocabulary.
- Provide time for practice, response, and reflection

**Editing can take place in the home or new language:**

Spelling and grammar knowledge are contextualized in the task, purpose and audience. It can also involve comparing and contrasting the writer's text to another published text. Comparisons across languages (e.g. one piece written in the **new**



language and the other in the **home** language) can strengthen the understanding of the editing process. Using rubrics in the **home** and/or **new** language that are appropriate for the grade level and specific background knowledge of the student can support the bilingual student in the application of editing rules and conventions. Peer editing efforts support the bilingual student in gaining further understanding of the conventions of written language. These conversations can take place in the **home** and/or **new** language while focusing on a piece written in either the **home** or **new** language.

**Presenting and Publishing can take place in the **home** and/or **new** language with the ultimate goal of English Proficiency:**

Considering an audience is a key aspect of the writing process. Oral presentations support the student in gaining mastery of oral academic language that will impact writing and, in turn; writing will impact oral academic language. Oral presentations can be done in the **home** language, about a piece written in the **new** language. A piece written in the home language can also be discussed in the new language. Students can also present and publish in the **new** or **home** language exclusively. Through conversations and presentations in the **home** and/or **new** language (e.g. self-standing descriptions, explanations) discourse patterns, audience, context, and tone are exercised and mastered). This practice will allow the student to focus on the communication of meaning to a real and genuine audience, thus giving a purpose for the writing efforts.

**WIDA  
Language  
Levels of  
Development  
for ESOL  
Students**

<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>
Cloze texts or outlines can be produced with support of pre-taught words (frontloaded words), and the student's <b>home</b> language resources, in the <b>new</b> language. More extensive written pieces can be produced in the <b>home</b> language.	More extensive cloze texts can be produced with support of pre-identified words (previously frontloaded and recognized), and the student's <b>home</b> language resources, in the <b>new</b> language. More extensive written pieces can be produced in the <b>home</b> language.	Production of short essays in the <b>new</b> language with support from word banks and the student's <b>home</b> language.	Production of essays in the <b>new</b> language with support of previously used graphic organizers and teacher provided models.	Production of multi-paragraph essays in the <b>new</b> language with quality, length, style and variety of sentences and vocabulary can be expected

<p><b>Common Core Anchor Standard (W.11):</b> Develop personal, cultural, textual and thematic connections within and across genres as they respond to texts through written, digital and oral presentations, employing a variety of media and genres.</p>		<p><b>Main Academic Demand</b> <i>Make Connections within and across Genres as Students Respond to Texts through Written, Digital and Oral Presentations</i></p>				
<p><b>MCCRS (W.8.11):</b> Create a presentation, art work or text in response to a literary work with a commentary that identifies connections and explains divergences from the original. a. Make well-supported personal, cultural, textual and thematic connections across genres. b. Create poetry, stories, plays and other literary forms (e.g., videos, art work).</p>		<p><b>Grade Level Academic Demand</b> <i>Create a Personal Response to a Particular Author or Theme through Written, Personal, Cultural, Textual or Thematic Connections across Genres</i></p>				
<p>WIDA Levels of Language Development</p>	<p><b>Entering (Level 1)</b></p>	<p><b>Emerging (Level 2)</b></p>	<p><b>Developing (Level 3)</b></p>	<p><b>Expanding (Levels 4-5)</b></p>	<p><b>Bridging (Proficient)</b></p>	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on an aesthetic response-and-commentary chart</i> to develop a personal response to a particular author or theme as text is read aloud, in <i>partnership and/or teacher-led small groups</i>.</p>	<p><b>Listening-Centered Activity:</b> Organize <i>pre-identified words and phrases on an aesthetic response-and-commentary chart</i> to develop a personal response to a particular author or theme as 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 aesthetic response-and-commentary chart</i> to develop a personal response to a particular author or theme as 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 an aesthetic response-and-commentary chart</i> to develop a personal response to a particular author or theme as 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 on a Venn diagram</i> that compares a literary work and a student-produced reaction, to identify thematic, cultural and textual connections</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a Venn diagram</i> that compares a literary work and a student-produced reaction, to identify thematic, cultural and textual connections</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a partially completed Venn diagram</i> that compares a literary work and a student-produced reaction, to identify thematic, cultural and textual connections</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a Venn diagram</i> that compares a literary work and a student-produced reaction, to identify thematic, cultural and textual connections</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information, independently, in a note-taking guide</i> that compares a literary work and a student-produced reaction, to identify thematic, cultural and textual connections</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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</i> to present a response to a literary work with a commentary that explains connections and divergences from the original text, 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</i> to present a response to a literary work with a commentary that explains connections and divergences from the original text, in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to present a response to a literary work with a commentary that explains connections and divergences from the original text, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to present a response to a literary work with a commentary that explains connections and divergences from the original text, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to present a response to a literary work with a commentary that explains connections and divergences from the original text, in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that describe a personal response to a literary work, identifying connections and explaining divergences	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that describe a personal response to a literary work, identifying connections and explaining divergences	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that describes a personal response to a literary work, identifying connections and explaining divergences	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that describes a personal response to a literary work, identifying connections and explaining divergences	<b>Writing-Centered Activity:</b> Use <i>knowledge of the text, independently</i> , to <i>develop a multiple paragraph essay</i> that describes a personal response to a literary work, identifying connections and explaining divergences
		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> .

**MCCRS (W.8.11):** Create a presentation, art work or text in response to a literary work with a commentary that identifies connections and explains divergences from the original.

- a. Make well-supported personal, cultural, textual and thematic connections across genres.
- b. Create poetry, stories, plays and other literary forms (e.g., videos, art work).

### Grade Level Academic Demand

*Create a Personal Response to a Particular Author or Theme through Written, Personal, Cultural, Textual or Thematic Connections across Genres*

**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 developing) students can approach the standard in the new and/or home language.

- Use introductory words and phrases to present a poem, narrative, play, art work or literary critique in response to an author or theme (e.g., I think that\_\_\_\_; I don't agree with [name of author] because\_\_\_\_; this reminds me of\_\_\_\_; other authors say that\_\_\_\_).
- Use introductory words and phrases that indicate how the personal commentary is different from the original (e.g., The author states but I think that\_ ; the author says but I also want to add that ).
- Use introductory words and phrases to make deliberate, personal, cultural and textual connections across genres (e.g., Other authors state\_\_\_\_; I had a personal experience that relates to this topic\_\_\_\_; a similar point is made in\_\_\_\_).

### Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because its purpose is to have students present a personal response to a poem, drama or art work. For examples of text excerpts, please refer to the Reading Literature standards for 8th grade.

11

English Language Development Progressions 2018



**ESOL**  
**Language • Rigor • Equity**

Montgomery County Public Schools, Maryland

MCPS



## English Language Development Progressions for High School

### 11-12<sup>th</sup> Grade

Reading Literature (RL) Standards									
<a href="#">1</a>	<a href="#">2</a>	<a href="#">3</a>	<a href="#">4</a>	<a href="#">5</a>	<a href="#">6</a>	<a href="#">7</a>	*	<a href="#">9</a>	<a href="#">10</a>
Reading for Information (RI) Standards									
<a href="#">1</a>	<a href="#">2</a>	<a href="#">3</a>	<a href="#">4</a>	<a href="#">5</a>	<a href="#">6</a>	<a href="#">7</a>	<a href="#">8</a>	<a href="#">9</a>	<a href="#">10</a>
Speaking & Listening (SL) Standards									
<a href="#">1</a>	<a href="#">2</a>	<a href="#">3</a>	<a href="#">4</a>	<a href="#">5</a>	<a href="#">6</a>				
Writing (W) Standards									
<a href="#">1</a>	<a href="#">2</a>	<a href="#">3</a>	<a href="#">4</a>	<a href="#">5</a>	<a href="#">7</a>	<a href="#">8</a>	<a href="#">9</a>	<a href="#">10</a>	<a href="#">11</a>

\*W.6 See this technology standard by grade level.

<p><b>Common Core Anchor Standard (RL.1):</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>		<p><b>Main Academic Demand</b> <i>Draw Inferences Using Evidence from the Text</i></p>				
<p><b>MCCRS Grades 11–12 Standard (RL.11–12.1):</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>		<p><b>Grade Level Academic Demand</b> <i>Thoroughly Cite and Infer from the Strongest Evidence to Support Analysis</i></p>				
<p><b>5 Levels of Language Development</b></p>	<p><b>Entering (Level 1)</b></p>	<p><b>Emerging (Level 2)</b></p>	<p><b>Developing (Level 3)</b></p>	<p><b>Expanding (Level 4-5)</b></p>	<p><b>Bridging (Proficient)</b></p>	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a text analysis graphic organizer</i> to analyze what the text says explicitly, as the 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 text analysis graphic organizer</i> to analyze what the text says explicitly, as the 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 text analysis graphic organizer</i> to analyze what the text says explicitly, as the 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 text analysis graphic organizer</i> to analyze what the text says explicitly, as the 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 on an inferences-and-evidence matrix</i> to draw inferences and cite evidence to support them</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on an inferences-and-evidence matrix</i> to draw inferences and cite evidence to support them</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed inferences-and-evidence matrix</i> to draw inferences and cite evidence to support them</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on an inferences-and-evidence matrix, after teacher modeling</i>, to draw inferences and cite evidence to support them</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note taking guide, independently</i>, to draw inferences and cite evidence to support them</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

5 Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4-5)	Bridging (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</i> to <i>complete sentence starters</i> that cite textual evidence to prove inferences and information that is stated in the text 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</i> to <i>complete sentence starters</i> that cite textual evidence to prove inferences and information that is stated in the text when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to cite textual evidence to prove inferences and information that is stated in the text 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 cite textual evidence to prove inferences and information that is stated in the text when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the text, independently</i> , to cite textual evidence to prove inferences and information that is stated in the text when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that cite and infer from the strongest textual evidence to support analysis of the text	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that cite and infer from the strongest textual evidence to support analysis of the text	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>compose a short essay</i> that cites and infers from the strongest textual evidence to support analysis of the text	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>compose a short essay</i> that cites and infers from the strongest textual evidence to support analysis of the text	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers, independently</i> , to <i>compose a multiple page essay</i> that cites and infers from the strongest textual evidence to support analysis of the text
		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>



**MCCRS Grades 11–12 Standard (RL.11–12.1):** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**Grade Level Academic Demand**  
*Thoroughly Cite and Infer from the Strongest Evidence to Support Analysis*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases to cite (e.g., according to the author, the author says, here it states).
- Use words and phrases to explain inferences drawn from the text (e.g., This means that \_\_\_\_\_; the author thinks that \_\_\_\_\_; this makes me reach the conclusion that \_\_\_\_\_; one possible explanation for this is \_\_\_\_\_).

**Example to Address the Linguistic Demands**

**Text Excerpt**

I love you.  
 I am offering this poem to you,  
 since I have nothing else to give.  
 Keep it like a warm coat  
 when winter comes to cover you,  
 or like a pair of thick socks the cold cannot bite through,  
 I love you,  
 I have nothing else to give you,  
 so it is a pot full of yellow corn  
 to warm your belly in winter,  
 it is a scarf for your head, to wear  
 over your hair, to tie up around your face,  
 I love you,  
 Keep it, treasure this as you would  
 if you were lost, needing direction,  
 in the wilderness life becomes when mature;  
 and in the corner of your drawer,  
 tucked away like a cabin or hogan,  
 in dense trees, come knocking,  
 and I will answer, give you directions,  
 and let you warm yourself by this fire,  
 rest by this fire, and make you feel safe  
 I love you,  
 It's all I have to give,  
 and all anyone needs to live,  
 and to go on living inside, when the world outside  
 no longer cares if you live or die; remember,  
 I love you  
 Baca, J. S. (1977). I am offering this poem to you. In *Immigrants in our own land and selected early poems*. New York: New Directions. (From Appendix B, CCSS, p. 121.)

**Teacher Directions**

In a small group/whole class discussion model for students and ask them to use introductory words and phrases to present details from a text that draw an inference.

- Use words and phrases to cite (e.g., according to the author, the author says, here it states).
- Use words and phrases to explain inferences drawn from the text (e.g., This means that \_\_\_\_\_; the author thinks that \_\_\_\_\_; this makes me reach the conclusion that \_\_\_\_\_; one possible explanation for this is \_\_\_\_\_). (e.g., “I love you, I have nothing else to give you,” is a repeated line in the poem, *I Am Offering This Poem to You*, by Jimmy Santiago Baca. The repetition of this line reinforces the title. This makes me reach the conclusion that/this means that the author is writing a poem for a person, hoping to explain the extent of his feelings.)

<b>Common Core Anchor Standard (RL.2):</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		<b>Main Academic Demand</b> <i>Summarize Text by Determining Main Ideas and Supporting Details</i>				
<b>MCCRS (RL.11–12.2):</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.		<b>Grade Level Academic Demand</b> <i>Summarize the Text and Determine the Development and Interaction of Central Ideas</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases in a double-entry journal</i> to identify two or more themes or central ideas, as the text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases in a double-entry journal</i> to identify two or more themes or central ideas, as the text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences in a partially completed, double-entry journal</i> to identify two or more themes or central ideas, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a double-entry journal</i> to identify two or more themes or central ideas, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify two or more themes or central ideas, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a cause-and-effect graphic organizer</i> to analyze the development and interaction of the central ideas	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a cause-and-effect graphic organizer</i> to analyze the development and interaction of the central ideas	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed cause-and-effect graphic organizer</i> to analyze the development and interaction of the central ideas	<b>Reading-Centered Activity:</b> Organize <i>information on a cause-and-effect graphic organizer, after teacher modeling</i> , to analyze the development and interaction of the central ideas	<b>Reading-Centered Activity:</b> Organize <i>information in a note taking guide, independently</i> , to analyze the development and interaction of the central ideas
		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> .

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 summarize the development and interaction of central ideas, 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 summarize the development and interaction of central ideas, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to summarize the development and interaction of central ideas, 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 summarize the development and interaction of central ideas, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the text, independently</i> , to summarize the development and interaction of central ideas, 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 objectively summarize and analyze the development and interaction of central ideas	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that objectively summarize and analyze the development and interaction of central ideas	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to compose an essay</i> that objectively summarizes and analyzes the development and interaction of central ideas	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to compose a multiple paragraph essay</i> that objectively summarizes and analyzes the development and interaction of central ideas	<b>Writing-Centered Activity:</b> Use <i>knowledge of the text, independently, and previously completed graphic organizers to compose a multiple page essay</i> that objectively summarizes and analyzes the development and interaction of central ideas
		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> .

**MCCRS (RL.11–12.2):** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**Grade Level Academic Demand**  
*Summarize the Text and Determine the Development and Interaction of Central Ideas*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Identify chronological markers that signal how the theme develops.
- Use concluding words and phrases that support summarization (e.g., in summary, in conclusion, in any case, in short, to summarize, the final analysis, to recapitulate, considering).
- Identify two or more central ideas in a text by focusing on words and phrases that appear throughout the text.

### Examples to Address the Linguistic Demands

#### Text Excerpt

But there came a day when Atticus told us he'd wear us out if we made any noise in the yard and commissioned *Calpurnia* to serve in his absence if *she* heard a sound out of us. **Mr. Radley** was dying.

**He took his time about it.** Wooden sawhorses blocked the road at each end of the **Radley** lot, straw was put down on the sidewalk, traffic was diverted to the back street. Dr. Reynolds parked his car in front of our house and walked to the **Radley's** every time he called. Jem and I crept around the yard for days. At last, the sawhorses were taken away, and we stood watching from the front porch when **Mr. Radley** made **his** final journey past our house.

“There goes the meanest **man** ever God blew breath into,” murmured *Calpurnia*, and *she* spat meditatively into the yard. We looked at *her* in surprise, for *Calpurnia* rarely commented on the ways of white people.

Lee, H. (1960/1988). *To kill a mockingbird*. New York: Grand Central.

#### Teacher Directions

Analyze in small group or whole class discussion how to determine central ideas by focusing on:

- Identify two or more central ideas in a text by focusing on words and phrases that appear throughout the text, in this case the characters (and their associated pronouns): Mr. Radley's death (**bold**); *Calpurnia/she* (*italics*); the author and Jem (underline) (e.g., Jem and I; our; us; we).
- Identify chronological markers that signal how the theme develops (*wavy underline*) (e.g., he took his time about it; for days; at last).
- Use words and phrases that support summarization (e.g., in summary, in conclusion, in any case, in short, to summarize, the final analysis, to recapitulate, considering).

<b>Common Core Anchor Standard (RL.3):</b> Analyze how and why individuals, events and ideas develop and interact over the course of a text.		<b>Main Academic Demand</b> <i>Analyze Cause and Effect Interactions between Key Text Elements</i>				
<b>MCCRS (RL.11–12.3):</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).		<b>Grade Level Academic Demand</b> <i>Analyze Author’s Choices on How to Develop and Relate Elements of the Story/Drama</i>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words on a story map</i> to identify the elements of a story or drama, as a text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified, phrases and short sentences on a story map</i> to identify the elements of a story or drama, as a text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a partially completed story map</i> to identify the elements of a story or drama, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a story map</i> after teacher modeling to identify the elements of a story or drama, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify the elements of a story or drama, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Arrange <i>pretaught words on a cause-and-effect graphic organizer</i> to analyze the relationships and interactions among key story elements	<b>Reading-Centered Activity:</b> Arrange <i>preidentified, phrases and sentences on a cause-and-effect graphic organizer</i> to analyze the relationships and interactions among key story elements	<b>Reading-Centered Activity:</b> Arrange <i>information on a partially completed cause-and-effect graphic organizer</i> to analyze the relationships and interactions among key story elements	<b>Reading-Centered Activity:</b> Arrange <i>information on a cause-and-effect graphic organizer</i> after teacher modeling to analyze the relationships and interactions among key story elements	<b>Reading-Centered Activity:</b> Arrange <i>information in a note-taking guide, independently</i> , to analyze the interactions and relationships between key story elements
		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> .

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Speaking-Centered Activity:</b> Use <i>pretaught words</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that analyze the author's choices on how to develop and relate elements of a story or drama, when speaking in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that analyze the author's choices on how to develop and relate elements of a story or drama, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to analyze the author's choices on how to develop and relate elements of a story or drama, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>glossary</i> to analyze the author's choices on how to develop and relate elements of a story or drama, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the text, independently</i> , to analyze the author's choices on how to develop and relate elements of a story or drama, when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words</i> to complete <i>two or more cloze paragraphs</i> that explain the impact of the author's choices on how to develop and relate elements of the story or drama	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to develop a <i>short paragraph</i> that explains the impact of the author's choices on how to develop and relate elements of the story or drama	<b>Writing-Centered Activity:</b> Use a <i>bank of words and sentences</i> to develop a <i>short essay</i> that explains the impact of the author's choices on how to develop and relate elements of the story or drama	<b>Writing-Centered Activity:</b> Use <i>teacher-provided samples after teacher modeling</i> to develop a <i>multiple paragraph essay</i> that explains the impact of the author's choices on how to develop and relate elements of the story or drama	<b>Writing-Centered Activity:</b> Use <i>knowledge of the text to develop a multiple paragraph essay, independently</i> , that explains the impact of the author's choices on how to develop and relate elements of the story or drama
		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> .

**MCCRS (RL.11–12.3):** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**Grade Level Academic Demand**  
*Analyze Author’s Choices on How to Develop and Relate Elements of the Story/Drama*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases (nouns and associated pronouns) to identify characters in a text.
- Use words and phrases to describe the setting (where a story or drama takes place or when).
- Use words and phrases to describe the events (verbs) in the story or drama.
- Use adjectives that describe characters.
- Use transitional words and phrases that signal change of direction in a plot (e.g., but, while, yet, as a result, even, though).

**Example to Address the Linguistic Demands**

**Text Excerpt**

*Two days before the inauguration of **Marcus Tullius Cicero** as consul of Rome, the body of a child was pulled from the *River Tiber*, close to the boat sheds of the republican war fleet.*

Such a discovery though tragic, would not normally have warranted the attention of a **consul-elect**. But there was something so grotesque about this particular corpse, and so threatening to civic peace, that the **magistrate** responsible for keeping order in the city, **Gaius Ocatvius**, sent word to **Cicero** asking **him** to come at once.

**Cicero** at first, was reluctant to go, pleading pressure of work. But I knew there was more to it than that. **He** had an unusual squeamishness about death. Even the killing of animals in the games disturbed **him**, and **his** weakness- for alas, in politics a soft heart is always perceived as a weakness – had started to be noticed.

Harris, R. (2010). *Conspirata. A novel of ancient Rome*. New York: Simon and Schuster.

**Teacher Directions**

In a mini lesson in small group work, analyze how a text is structured and ordered and how the characters are introduced and developed.

- Identify/use words and phrases (nouns and associated pronouns) (**bold**) (e.g., **Marcus Tullius Cicero, him, Cicero, his**) to identify characters in a text.
- Identify/use words and phrases to describe the setting (*italics*) (where a story or drama takes place or when) (e.g., *two days before the inauguration, Rome, River Tiber*).
- Identify/use words and phrases to describe the events (verbs) (underline) in the story or drama (e.g., was pulled, have warranted, had started to be noticed).
- Identify/use adjectives that describe characters (wavy underline), in this case, Cicero (e.g., weakness, unusual squeamishness).
- Identify/use transitional words and phrases (double underline) that signal change of direction in a plot (e.g., but, even, for alas, meaning after all).

<p><b>Common Core Anchor Standard (RL.4):</b> Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>		<p><b>Main Academic Demand</b> <i>Interpret Meanings of Words and Phrases</i></p>				
<p><b>MCCRS (RL.11–12.4):</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful. (Include Shakespeare as well as other authors.)</p>		<p><b>Grade Level Academic Demand</b> <i>Determine Connotative, Figurative, and Multiple Meanings of Words and Analyze Beautiful and Engaging Language</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a semantic web</i> to determine connotative, figurative and multiple meanings or words, as the 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 semantic web</i> to determine connotative, figurative and multiple meanings or words, as the 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 semantic web</i> to determine connotative, figurative and multiple meanings or words, as the 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 semantic web</i> to determine connotative, figurative and multiple meanings or words, as the 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 determine connotative, figurative and multiple meanings or words, as the 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 on a vocabulary map</i> to determine the impact of word choices, including beautiful and engaging language, on meaning and tone</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a vocabulary map</i> to determine the impact of word choices, including beautiful and engaging language, on meaning and tone</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed vocabulary map</i> to determine the impact of word choices, including beautiful and engaging language, on meaning and tone</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a vocabulary map, after teacher modeling</i>, to determine the impact of word choices, including beautiful and engaging language, on meaning and tone</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to determine the impact of word choices, including beautiful and engaging language, on meaning and tone</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>



WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 explore how word choice affects meaning and tone, when speaking about a text 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 explore how word choice affects meaning and tone, when speaking about a text in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to explore how word choice affects meaning and tone, when speaking about a text 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 explore how word choice affects meaning and tone, when speaking about a text in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to explore how word choice affects meaning and tone, when speaking about a text in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught figurative, connotative and multiple meaning words and phrases to complete a cloze paragraph</i> that presents beautiful and engaging language	<b>Writing-Centered Activity:</b> Use <i>preidentified figurative, connotative and multiple meaning words and phrases to write two or more paragraphs</i> that present beautiful and engaging language	<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 includes figurative, connotative and multiple meaning words and phrases and uses beautiful and engaging language	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that includes figurative, connotative and multiple meaning words and phrases and uses beautiful and engaging language	<b>Writing-Centered Activity:</b> Use <i>information to develop a multiple paragraph essay, independently</i> , that includes figurative, connotative and multiple meaning words and phrases and uses beautiful and engaging language
		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> .

**MCCRS (RL.11–12.4):** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful. (Include Shakespeare as well as other authors.)

**Grade Level Academic Demand**  
*Determine Connotative, Figurative, and Multiple Meanings of Words and Analyze Beautiful and Engaging Language*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify figurative language structures (similes that use like and as; e.g., In this way, my poems would be scorned, like old men who talk too much).
- Identify words with multiple meanings (e.g., capture—If I could capture in my writing how beautiful your eyes are).
- Identify the specific impact of words and phrases in the overall text (e.g., the author makes reference to the future in various forms—who in the future, decades from now—to convey that no one will believe how beautiful she was).

### Example to Address the Linguistic Demands

#### Text Excerpt

**Sonnet 17**  
**William Shakespeare**  
 Who will believe my verse in time to come  
 If it were filled with your most high deserts?  
 Though yet heav'n knows it is but as a tomb  
 Which hides your life and shows not half your parts.  
 If I could write the beauty of your eyes  
 And in fresh numbers number all your graces,  
 The age to come would say, "This poet lies—  
 Such heavenly touches ne'er touched earthly faces."  
 So should my papers, yellowed with their age,  
 Be scorned, like old men of less truth than tongue,  
 And your true rights be termed a poet's rage  
 And stretchèd meter of an antique song;  
     But were some child of yours alive that time,  
     You should live twice: in it and in my rhyme.

Shakespeare, W. (1609/2005). Sonnet 17. In *The sonnets*. DigiReads Paperback.

#### Modern text

Who in the future will ever believe my poetry if I praise you as you deserve? Though, I have to admit, **my poetry is like a tomb** that actually hides what you are really like and doesn't manage to show even half of your true qualities. If I could *capture* in my writing how beautiful your eyes are and create new verses to list all of your wonderful attributes, decades from now people would say, "This poet lies. No human face was ever so divine." In this way, **my poems (yellowed with age), would be scorned, like old men who talk too much without saying anything true**, and what is really your due would be dismissed as a poet's madness, [like] the false verses of an old song. But if some child of yours were still alive then, you would live twice: in the child, and in my poetry.

Retrieved from Shakespeare's sonnets [http://nfs.sparknotes.com/sonnets/sonnet\\_17.html](http://nfs.sparknotes.com/sonnets/sonnet_17.html)

#### Teacher Directions

In a mini lesson, small group or whole class discussion, analyze words and phrases as they are used in the modern version of this sonnet:

- Identify figurative language structures (**bold**) (similes that use like and as) (e.g., **my poetry is like a tomb; my poems would be scorned, like old men who talk too much without saying anything true**).
- Identify words with multiple meanings (*italics*) (e.g., capture—If I could *capture* in my writing how beautiful your eyes are).
- Identify the specific impact of words and phrases in the overall text (underline) (e.g., Who in the future, decades from now, yellowed with age, some child of yours were still alive then).

<p><b>Common Core Anchor Standard (RL.5):</b> Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.</p>		<p><b>Main Academic Demand</b> <i>Analyze the Relationship of Linguistic and Text Structures</i></p>				
<p><b>MCCRS (RL.11–12.5):</b> Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>		<p><b>Grade Level Academic Demand</b> <i>Analyze How an Author’s Choices Contribute to the Overall Structure, Meaning and Aesthetic Impact of the Text</i></p>				
<p><b>WIDA Levels of Language Development</b></p>	<p><b>Entering (Level 1)</b></p>	<p><b>Emerging (Level 2)</b></p>	<p><b>Developing (Level 3)</b></p>	<p><b>Expanding (Level 4-5)</b></p>	<p><b>Bridging (Proficient)</b></p>	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a text structure graphic organizer</i> to identify how an author structures specific parts of a text, as 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 text structure graphic organizer</i> to identify how an author structures specific parts of a text, as 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 text structure graphic organizer</i> to identify how an author structures specific parts of a text, as 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 text structure graphic organizer</i> to identify how an author structures specific parts of a text, as 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 on a story diagram</i> to identify how the structure of a specific part of a text contributes to the overall structure, meaning and aesthetic impact</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a story diagram</i> to identify how the structure of a specific part of a text contributes to the overall structure, meaning and aesthetic impact</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed text story diagram</i> to identify how the structure of a specific part of a text contributes to the overall structure, meaning and aesthetic impact</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a story diagram, after teacher modeling</i>, to identify how the structure of a specific part of a text contributes to the overall structure, meaning and aesthetic impact</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify how the structure of a specific part of a text contributes to the overall structure, meaning and aesthetic impact</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 describe how the structure of a specific part of a text contributes to its overall structure, meaning and aesthetic impact, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 describe how the structure of a specific part of a text contributes to its overall structure, meaning and aesthetic impact, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe how the structure of a specific part of a text contributes to its overall structure, meaning and aesthetic impact, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to describe how the structure of a specific part of a text contributes to its overall structure, meaning and aesthetic impact, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to describe how the structure of a specific part of a text contributes to its overall structure, meaning and aesthetic impact, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that analyze how the structure of a specific part of a text contributes to its overall structure, meaning and aesthetic impact</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze how the structure of a specific part of a text contributes to its overall structure, meaning and aesthetic impact</p>	<p><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 how the structure of a specific part of a text contributes to its overall structure, meaning and aesthetic impact</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes how the structure of a specific part of a text contributes to its overall structure, meaning and aesthetic impact</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple page essay</i> that analyzes how the structure of a specific part of a text contributes to its overall structure, meaning and aesthetic impact</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (RL.11–12.5):** Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**Grade Level Academic Demand**  
*Analyze How an Author’s Choices Contribute to the Overall Structure, Meaning and Aesthetic Impact of the Text*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases to identify how an author chooses to begin the story (e.g., use of chronological markers such as when—**When** Gregor Samsa woke up one morning from unsettling dreams, he found himself changed in his bed into a monstrous vermin. **When** in this example gives a sense of suddenness.).
- Identify cause-and-effect words that stress the effect more than the cause (e.g., and as, as soon) and words and phrases that signal possibilities (e.g., if—And as *if* in confirmation of their new dreams and good intentions, as soon as they reached their destination Grete was the first to get up and stretch out her young body.).
- Use sentence patterns that analyze how an author structures text (e.g., The author made use of \_\_\_\_\_; The author presents \_\_\_\_\_; The author considered \_\_\_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpt

Beginning of The Metamorphosis

**When** Gregor Samsa woke up one morning from unsettling dreams, he found himself changed in his bed into a monstrous vermin. He was lying on his back *as* hard *as* armor plate, and **when** he lifted his head a little, he saw his vaulted brown belly, sectioned by arch-shaped ribs, to whose dome the cover, about to slide off completely, could barely cling. His many legs, pitifully thin compared with the size of the rest of him, were waving helplessly before his eyes.

Ending of The Metamorphosis

*And as if* in confirmation of their new dreams and good intentions, *as soon* as they reached their destination Grete was the first to get up and stretch out her young body.

Kafka, F. (1915/1972). *The metamorphosis* [S. Corngold, Trans.]. New York: Bantam. (From Appendix B, CCSS, p. 105.)

#### Teacher Directions

In a small group or whole class setting, analyze how an author structures specific parts of a text:

- Use words and phrases to identify how an author chooses to begin the story (e.g., use of chronological markers (**bold**) such as **when**—**When** Gregor Samsa woke up one morning from unsettling dreams, he found himself changed in his bed into a monstrous vermin. **When** in this example gives a sense of suddenness.).
- Identify cause-and-effect words (*italics*) that stress the effect more than the cause (e.g., *and as, as soon*) and words and phrases that signal possibilities (e.g., *if*—And as *if* in confirmation of their new dreams.).
- Use sentence patterns that analyze how an author structures text (e.g., The author made use of \_\_\_\_\_; The author presents \_\_\_\_\_; The author considered \_\_\_\_\_).

<p><b>Common Core Anchor Standard (RL.6):</b> Assess how point of view or purpose shapes the content and style of a text.</p>				<p><b>Main Academic Demand</b> <i>Assess Impact of Author’s Point of View</i></p>		
<p><b>MCCRS (RL.11–12.6):</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony or understatement).</p>				<p><b>Grade Level Academic Demand</b> <i>Analyze Point of View by Distinguishing What Is Stated in the Text from What Is Implied</i></p>		
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a point-of-view graphic organizer</i> to identify the point of view, as text is read 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 point-of-view graphic organizer</i> to identify the point of view, as text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed point-of-view graphic organizer</i> to identify the point of view, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a point-of-view graphic organizer</i> to identify the point of view, as text is read in <i>partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a T-chart</i> to distinguish between what is stated in the text and what is implied</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a T-chart</i> to distinguish between what is stated in the text and what is implied</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed T-chart</i> to distinguish between what is stated in the text and what is implied</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a T-chart, after teacher modeling</i>, to distinguish between what is stated in the text and what is implied</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to distinguish between what is stated in the text and what is implied</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 describe what is stated in the text and what is implied, 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 describe what is stated in the text and what is implied, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe what is stated in the text and what is implied, 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 describe what is stated in the text and what is implied, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to describe what is stated in the text and what is implied, 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 a point of view by distinguishing what is stated in the text from what is implied	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze a point of view by distinguishing what is stated in the text from what is implied	<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 a point of view by distinguishing what is stated in the text from what is implied	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes a point of view by distinguishing what is stated in the text from what is implied	<b>Writing-Centered Activity:</b> Use <i>information, independently</i> , to develop a <i>multiple page essay</i> that analyzes a point of view by distinguishing what is stated in the text from what is implied
		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> .

**MCCRS (RL.11–12.6):** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony or understatement).

**Grade Level Academic Demand**  
*Analyze Point of View by Distinguishing What Is Stated in the Text from What Is Implied*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify/use nouns and pronouns associated with the different subjects (e.g., John Hale Finch, Uncle Jack, he).
- Use words and phrases to distinguish what is directly stated from what is really meant (e.g., irony or sarcasm—“because of Simon Finch’s industry, Atticus was related by blood or marriage to nearly every family in the town”; *industry* means that Simon had many children).

### Example to Address the Linguistic Demands

#### Text Excerpt

**John Hale Finch** was ten years younger than my father, and chose to study medicine at a time when cotton was not worth growing; but after getting **Uncle Jack** started, *Atticus* derived a reasonable income from the law. *He* liked Maycomb, *he* was Maycomb County born and bred; *he* knew his people, they knew *him*, and because of Simon Finch’s industry, **Atticus** was related by blood or marriage to nearly every family in the town.

Lee, H. (1960/1993). *To kill a mockingbird*. New York: Perennial Classics.

#### Teacher Directions

In a small group or whole class setting, analyze how to distinguish what is directly stated in a text from what is meant:

- Identify/use nouns and pronouns associated with two different subjects (1) (**bold**) (e.g., **John Hale Finch, Uncle Jack, he**), (2) (*italics*) (e.g., *Atticus, he*) in the text.
- Use words and phrases to distinguish what is directly stated from what is really meant (e.g., sarcasm) (underline) (e.g., “because of Simon Finch’s industry, Atticus was related by blood or marriage to nearly every family in the town”; *industry* means that Simon had many children).



<p><b>Common Core Anchor Standard (RL.7):</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>		<p><b>Main Academic Demand</b> <i>Compare and Contrast Information Presented in Different Formats</i></p>				
<p><b>MCCRS (RL.11–12.7):</b> Analyze multiple interpretations of a story, drama or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) a. Analyze multiple interpretations of full-length works by authors who represent diverse world cultures.</p>		<p><b>Grade Level academic demand</b> <i>Analyze Different Interpretations of a Story, Drama or Poem</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a cluster map</i> to interpret multiple forms of a story, drama or poem, as text is read <i>in partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a cluster map</i> to interpret multiple forms of a story, drama or poem, as text is read <i>in partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed cluster map</i> to interpret multiple forms of a story, drama or poem, as text is read <i>in partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a cluster map</i> to interpret multiple forms of a story, drama or poem, as text is read <i>in partnership, small group and/or whole class settings</i></p>	
		<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a matrix</i> to identify how different versions of a story, drama or poem interpret the source text</p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a matrix</i> to identify how different versions of a story, drama or poem interpret the source text</p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed matrix</i> to identify how different versions of a story, drama or poem interpret the source text</p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a matrix, after teacher modeling</i>, to identify how different versions of a story, drama or poem interpret the source text</p>	<p><b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify how different versions of a story, drama or poem interpret the source text</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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 compare and contrast different interpretations of a story, drama or poem, 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</i> to describe the similarities and differences of how a subject is represented in different media, including what is emphasized or absent in each, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe the similarities and differences of how a subject is represented in different media, including what is emphasized or absent in each, 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 describe the similarities and differences of how a subject is represented in different media, including what is emphasized or absent in each, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to describe the similarities and differences of how a subject is represented in different media, including what is emphasized or absent in each, 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 different interpretations of a story, drama or poem and how each version interprets the source text	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more phrases</i> that analyze different interpretations of a story, drama or poem and how each version interprets the source text	<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 different interpretations of a story, drama or poem and how each version interprets the source text	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes different interpretations of a story, drama, or poem and how each version interprets the source text	<b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple page essay</i> that analyzes different interpretations of a story, drama or poem and how each version interprets the source text
		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> .

**MCCRS (RL.11–12.7):** Analyze multiple interpretations of a story, drama or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

a. Analyze multiple interpretations of full-length works by authors who represent diverse world cultures.

**Grade Level Academic Demand**  
*Analyze Different Interpretations of a Story, Drama or Poem*

**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 developing), students can approach these linguistic demands in the new and/or home language.

Use sentence structures to analyze multiple versions of the same work (e.g., The source texts are Shakespeare’s *The Tempest* [1611], Field’s the *Ballad of the Tempest* [1881], and *The Tempest* [2010] movie, directed by Julie Taymor. Taymor interpreted Shakespeare’s character as \_\_\_\_; Field’s ballad takes into account \_\_\_\_, whereas the original text explores \_\_\_\_; Field focuses on Shakespeare’s description of \_\_\_\_ but doesn’t describe \_\_\_\_; the three texts explore \_\_\_\_).

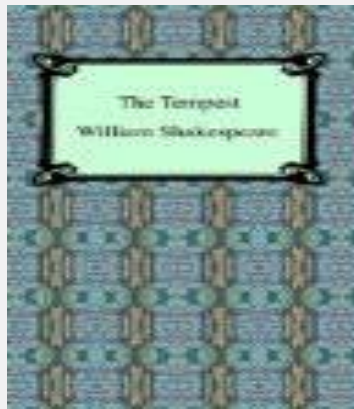
**Example to Address the Linguistic Demands**

**Text Excerpt**

**Teacher Directions**

Ballad of the Tempest  
 James T. Fields (American; 1817–1881)  
 We were crowded in the cabin;  
 Not a soul would dare to sleep:  
 It was midnight on the waters,  
 And a storm was on the deep.  
 ‘Tis a fearful thing in winter  
 To be shattered by the blast,  
 And to hear the rattling trumpet  
 Thunder, “Cut away the mast!”  
 So we shuddered there in silence,  
 For the stoutest held his breath,  
 While the hungry sea was roaring,  
 And the breakers threatened death.  
 “We are lost!” the captain shouted,  
 As he staggered down the stairs.  
 But his little daughter whispered,  
 As she took his icy hand,  
 “Isn’t God upon the ocean,  
 Just the same as on the land?”

The Tempest  
 William Shakespeare



Shakespeare, W. (1611/2005). *The tempest*. Digireads.

In a small group or whole class settings analyze the multiple interpretations of *The Tempest*, the last play written by Shakespeare:

- Compare the three versions of *The Tempest*:
  - The original text by Shakespeare (1611)
  - The poem by James T. Field, an American poet
  - The movie by Julie Taymor (2010). In this version, Taymor changed the gender of the main character, Prospero, from male to female (Prospera).
- Use words and phrases to compare and contrast multiple versions of the same work (e.g., Taymor interpreted Shakespeare’s character as \_\_\_\_; Field’s poem describes \_\_\_\_ and takes into account \_\_\_\_; the film explores \_\_\_\_; Shakespeare’s description represents \_\_\_\_ but the film adds \_\_\_\_; the three focus on \_\_\_\_).

Then we kissed the little maiden,  
And we spoke in better cheer,  
And we anchored safe in harbor  
When the morn was shining clear.



The most recent movie version of this play was directed by Julie Taymor (2010), starring Helen Mirren.

Fields, J.T. (1880). *Ballad of the tempest*. Retrieved from [www.theotherpages.org/poems/fields01.html](http://www.theotherpages.org/poems/fields01.html)

<p><b>Common Core Anchor Standard (RL.9):</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		<p><b>Main Academic Demand</b> <i>Compare and Contrast Similar Texts and Subjects</i></p>				
<p><b>MCCRS (RL.11–12.9):</b> Demonstrate knowledge of 18th, 19th and early 20th century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>		<p><b>Grade Level Academic Demand</b> <i>Demonstrate Knowledge of Works of American Literature and How Texts from the Same Period Treat Similar Themes</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a story map</i> that outlines key story elements to analyze foundational works of American literature, as the 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 story map</i> that outlines key story elements to analyze foundational works of American literature, as the 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 story map</i> that outlines key story elements to analyze foundational works of American literature, as the 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 story map</i> that outlines key story elements to analyze foundational works of American literature, as the 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 on a Venn diagram</i> to compare and contrast how two or more texts from the same period treat similar themes or topics</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a Venn diagram</i> to compare and contrast how two or more texts from the same period treat similar themes or topics</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed Venn diagram</i> to compare and contrast how two or more texts from the same period treat similar themes or topics</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a Venn diagram</i> to compare and contrast how two or more texts from the same period treat similar themes or topics</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to compare and contrast how two or more texts from the same period treat similar themes or topics</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 demonstrate knowledge of foundational works of American literature, 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 demonstrate knowledge of foundational works of American literature, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to participate in a discussion that demonstrates knowledge of foundational works of American literature, 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 participate in a discussion that demonstrates knowledge of foundational works of American literature, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of texts, independently</i> , to lead a discussion that demonstrates knowledge of foundational works of American literature, 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 describe how works of American literature from the same period treat similar themes	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that describe how works of American literature from the same period treat similar themes	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to compose a short essay</i> that describes how works of American literature from the same period treat similar themes	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to compose a short essay</i> that describes how works of American literature from the same period treat similar themes	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers, independently, to compose a multiple page essay</i> that describes how works of American literature from the same period treat similar themes
		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> .

**MCCRS (RL.11–12.9):** Demonstrate knowledge of 18th, 19th and early 20th century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

**Grade Level Academic Demand**  
*Demonstrate Knowledge of Works of American Literature and How Texts from the Same Period Treat Similar Themes*

**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 developing), students can approach the standard in their new and/or home language.

- Use words and phrases (nouns and associated pronouns) (e.g., Pariss, Abigail) to identify the subjects.
- Use transitional words and phrases (e.g., thereby, if) to analyze how the topic develops.
- Use words and phrases (verbs) (e.g., surrounded, conceal) to analyze how the events develop throughout the text.
- Use words and phrases to determine the theme (usually abstract nouns) (e.g., exclusion, witchcraft, stigma).
- Use sentence structures to demonstrate how two texts from the same period treat similar themes (e.g., Text 1 shows \_\_\_ but Text 2 demonstrates that \_\_\_; Both are similar in their treatment of \_\_\_ but differ in that \_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpts

Text 1  
 When the young **woman**—the **mother** of this child—stood fully revealed before the crowd, it seemed to be her first impulse to clasp **her** infant closely to her bosom; not so much by an impulse of motherly affection, *as that she might thereby conceal* a certain token, which was wrought or fastened into **her** dress.

On the breast of her gown, in fine red cloth surrounded by an elaborate embroidery and fantastic flourishes of gold thread, appeared the **letter A**. **It** was so artistically done, and with so much fertility and gorgeous luxuriance of fancy, that **it** had all the effect of a last and fitting decoration, and which was of a splendor in accordance with the taste of the age, *but* greatly beyond what was allowed by the sumptuary regulations of the colony.

Text 2  
**Abigail:** Uncle, the rumor of witchcraft is all about. I think you'd best go down and deny it yourself. The parlor's packed with people, sir. I'll sit with her.

**Parriss, pressed, turns on her:** And what shall I say to them? That my daughter and my niece I discovered dancing like heathens in the forest?

**Abigail:** Uncle, we did dance; let you tell them I confessed it—and I'll be whipped if it must be. *But* they're speakin' of witchcraft. Betty's not witched.

#### Teacher Directions

In a small group or whole class setting, analyze how two texts by 19th (Hawthorne) and 20th century (Miller) authors treat similar themes or topics:

- Identify the subjects (nouns and associated pronouns) (**bold**) (Text 1: **woman, mother, letter A, it**; Text 2: **Abigail, Parriss**).
- Identify transitional words and phrases (*italics*) (e.g. Text 1: *thereby, but, as*; Text 2: *but, if, like*) to analyze how the topic develops
- Identify how the events (verbs) (underline) (e.g. Text 1: surrounded, allowed, conceal; Text 2: discovered dancing, confessed, whipped) develop throughout the texts.
- Use words and phrases to determine the theme (usually abstract nouns) (e.g., Both texts deal with exclusion of women from society; other themes include witchcraft and stigma).
- Use sentence structures to demonstrate how two texts treat similar themes (e.g., Text 1 shows \_\_\_ but Text 2 demonstrates that \_\_\_; Both are similar in their treatment of \_\_\_ but differ in that \_\_\_).

<b>Common Core Anchor Standard (RL.10):</b> Read and comprehend complex literary and informational texts, independently and proficiently.		MAIN ACADEMIC DEMAND <i>Build Comprehension of Grade Level Texts</i>				
<b>MCCRS (RL.9-12.10):</b> (by the end of grades 9-10 and 11-12 respectively) Read and comprehend literature, including stories, dramas, and poems, in the grade complexity band proficiently, with scaffolding as needed at the high end of the range.		GRADE LEVEL ACADEMIC DEMAND <i>Build Comprehension of Grade-Appropriate Texts</i>				
<b>WIDA Levels of New Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
<b>When acquiring a new language, using grade level texts and appropriate supports, students are able to:</b>						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	Comprehend <i>at least one</i> high interest, grade-appropriate text when teacher has built background knowledge, pre-taught vocabulary, provided a context for the text, and read aloud in class <i>in the new and/or home language</i> .	Comprehend <i>two or more</i> high interest, grade-appropriate texts when teacher has built background knowledge, provided pre-identified words and phrases, provided a context for the text, and read the text aloud in class <i>in the new and/or home language</i> .	Comprehend <i>multiple</i> high-interest, grade-appropriate texts when teacher has built background knowledge, provided a bank of phrases and sentences, and provided a context for the text <i>in the new and, occasionally, in the home language</i> .	Comprehend <i>multiple</i> grade or above grade-level texts when teacher has provided a glossary of new vocabulary, and provided a context for the text <i>in the new language</i> .	Comprehend <i>multiple</i> grade or above grade-level texts when teacher has glossed new vocabulary <i>in the new language</i> .



**Building Background Knowledge:** Background knowledge (or prior knowledge) is a frame of reference that encompasses the information and concepts the learner brings to the learning task. Background knowledge reflects the learner’s prior experiences and both formal and informal learning. It provides the foundation for approaching, processing, interpreting, and retaining new learning, and is indispensable to the learner’s making sense and understanding how the world works. When students are reading fiction they develop a framework for understanding the overarching structure of the story (i.e. setting, characters, conflict and resolution). The process of inferencing and interpreting the text is facilitated by the knowledge of this framework. The more a student knows about a topic, the more difficult the texts a student can approach. Students' background knowledge, including developmental, experiential, and cognitive factors, influences their ability to understand the explicit and inferential qualities of a text.

The following are some strategies to build background knowledge:

- Pre-reading discussions to build background knowledge and open-ended questions during a read aloud can increase the students’ reliance on the text and the information they are integrating.
- Background knowledge can be enriched by providing students with texts they can read independently that match their reading levels and that are aligned with the grade-level text/topic being developed in class.
- Students who can read and comprehend grade level text in their home language can build background knowledge by independently reading higher level text aligned with the text/topic being developed in class.
- Pairing fiction and nonfiction books that address the same topic.
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**Note:** Text structures and oral language development play an important role in building a student’s ability to comprehend grade-appropriate texts. (See RL Standards 5, 6 and 7 for standards that target text structures and Standards 1 and 2, which addresses comprehension strategies.) Also, in order to engage in grade-appropriate texts, students must have mastered the phonemic and phonological characteristics of the home and/or new language as well as fluency. (See Foundations of Reading, which addresses the development of these skills.)

**Examples of Text to Build Background Knowledge in 9-12 Literature:** The following books develop and expand knowledge of stories (including fairy/folk tales and myths). An effort has been made to incorporate as many cultural perspectives as possible.

English Texts			
2 <sup>nd</sup> and 3 <sup>rd</sup> grade	4 <sup>th</sup> and 5 <sup>th</sup> grade	6 <sup>th</sup> and 8 <sup>th</sup> grade	9 <sup>th</sup> to 12 <sup>th</sup> grade
<p><b>Lexile Levels:</b>  <b>2<sup>nd</sup> grade:</b> 140 to 500 L  <b>3<sup>rd</sup> grade:</b> from 330 to 700 L  <b>AD:</b> means <i>Adult Directed</i>, as an adult reading to the child</p>	<p><b>Lexile Levels:</b>  <b>4<sup>th</sup> grade:</b> 445 to 810 L  <b>5<sup>th</sup> grade:</b> 565 L to 910 L</p>	<p><b>Lexile Levels:</b>  <b>6<sup>th</sup> grade:</b> 665 to 1000 L  <b>7<sup>th</sup> grade:</b> 735 to 1065 L  <b>8<sup>th</sup> grade:</b> 805 to 1100 L</p>	<p><b>Lexile Levels:</b>  <b>9<sup>th</sup> grade:</b> 855 to 1165 L  <b>10<sup>th</sup> grade:</b> 905 to 1195 L  <b>11<sup>th</sup> and 12<sup>th</sup> grade:</b> 940 to 1210 L</p>
<p><i>Twenty Heartbeats</i> by Dennis Hasseley and Ed Young (2008), AD 500L</p> <p><i>Dear Petter Rabbit</i>, by Alma Flor Ada and F. Isabel Campoy (2000), AD780L</p> <p><i>Three Goats. Norwegian Fairy Tale</i> (no author listed, 2012), 290L</p> <p><i>Cinderella</i> by Hara Lewis and Barbara Lanza (2000), 310L</p>	<p><i>Borregueta and the Coyote</i> by Veena Aardena (1991), 560L</p> <p><i>American Indian Trickster Tales</i> by Richard Erdos and Alfonso Ortiz (1999), 580L</p> <p><i>King Puck</i> by Michael Garland (2007), AD670L</p> <p><i>Medio Pollito- Half Chicken</i> by Alma</p>	<p><i>The Korean Cinderella</i> by Shirley Climo (1994),700L</p> <p><i>World Folktales</i> by Kathy Burke (2008), 760L</p> <p><i>Cajun Folktales</i> by J. Reneaux (1992), 780L</p> <p><i>Russian Folktales</i> by Aradhana Bisht (2011), 820L</p>	<p><i>Illustrated Treasury of African American Folk Tales</i> (no author listed, 2003), 960L</p> <p><i>Pawnee Mythology</i> by George Dorsey (1997), 870L</p> <p><i>The Pearl</i> by John Steinbeck (1945). This book is included because Steinbeck based it on a Mexican myth, 1010L</p> <p><i>Mythology</i> by Edith Hamilton (1942),</p>

<p><i>Folklore and Fairy Tale Funnies</i> by Art Spiegelman (1999), 360L</p> <p><i>The Great-Great Grandmother of La Cucarachita Martina</i> by Alma Flor Ada (1993), 460L</p> <p><i>The Teacher's Secret and Other Folktales</i> by Joyce Hannam (2004), 440L</p>	<p>Flor Ada and Kim Howard (2003), 680L</p> <p><i>The Irish Cinderland</i> by Shirley Climo (1996), AD 730L</p> <p><i>Forest Tales From Far and Wide</i> by Marleen Vermeulen and Rosslyn Moran (2001), 740L</p>	<p><i>Wisdom Tales from Around the World</i> by Heather Forest (2005), 840L</p> <p><i>The Uninvited Guest and Other Jewish Holiday Tales</i> by Nina Jaffe and Elivia Savadier (1993), 940L</p> <p><i>Mayan Folktales</i> (no author listed, 1999), 940L</p>	<p>1040L</p> <p><i>Fearless Girls, Wise Women and Beloved Sisters: Heroines in Folktales Around the World</i> by Janet Yolen (2000), 1060L</p> <p><i>British Folk Tales and Legends</i> by Katherine Briggs (2002), 1190L</p>
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**Chinese Texts**

2 <sup>nd</sup> and 3 <sup>rd</sup> grade	4 <sup>th</sup> and 5 <sup>th</sup> grade	6 <sup>th</sup> and 8 <sup>th</sup> grade	9 <sup>th</sup> to 12 <sup>th</sup> grade
<p>龜兔賽跑[The Tortoise and the Hare] published by Gui Taihua (2011)</p> <p>伊索寓言世界[The World of Aesop's Fables] by Huang Shuping (2008)</p> <p>世界童話故事[Fairy Tales From Around the World] by Chen Li Yu (2011)</p>	<p>會痛的小魚[The Fish That Felt Hurt] Retold by Li Xin Yuan and Meng Ning (2004)</p> <p>孩子的伊索寓言[Aesop's Fables] by Jerry Pinkney Translated by Kong Fan Lu (2012)</p> <p>熊的宴會：世界的語言精選 [Bear's Banquet: A Fable From Around the World] by Ivan Krylov, translated by Wei (2010)</p>	<p>一生必讀的希臘神話故事 [The Best of Greek Mythology] by Enoch (2011)</p> <p>烏鴉和護理：克雷洛夫語言 [The Crow and the Fox: A Krylov Fable] by Ivan Krylov, translated by Xin Wei Ai (2009)</p> <p>中國經典語言的智慧 [Classical Chinese Fables] by Wang Zhu Yu (2006)</p>	<p>埃及·是這樣是那樣！：漫畫埃及的祕密[Egypt, it's like this, it's like that: secrets revealed through pictures] by Miyuki Shibaski translated by Xu Qing Shu (2007)</p> <p>希臘羅馬神話故事[The Myths of Greek and Rome]edited by [Huang Chen Chun (2008)</p> <p>看懂歐洲藝術的神話故事[The Myths of European Art] by Wang Guan Chuan (2008)</p>

**Spanish Texts**

2 <sup>nd</sup> and 3 <sup>rd</sup> grade	4 <sup>th</sup> and 5 <sup>th</sup> grade	6 <sup>th</sup> and 8 <sup>th</sup> grade	9 <sup>th</sup> to 12 <sup>th</sup> grade
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<p><i>Cuentos que contaban nuestras abuelas</i> por Alma Flor Ada, F. Isabel Campoy (2006)</p> <p><i>Blanca Nieves. Versión del cuento de los hermanos Grimm</i>, por Eric Blair, Claudia Wolf y Patricia Abello (2006)</p> <p><i>Cuentos, Mitos y Leyendas para niños</i> por Editorial Ekare y Norma (2006)</p> <p><i>Canto al Cemí (leyendas y mitos taínos)</i></p>	<p><i>De oro y esmeraldas: mitos, leyendas y cuentos populares de América Latina</i> por Lulú Delacre (1998)</p> <p><i>Mitos y Leyendas de México</i>, por Libro Móvil (2011)</p> <p><i>Leyendas del Sureste</i>, por Guadalupe Appendini, Gabriel Vargas y Ernesto de la Torre (2014)</p> <p><i>Sinfonía de Puerto Rico. Mitos y</i></p>	<p><i>Cuentos y Leyendas de América Latina: Los mitos del Sol y la Luna</i> por Maria Acosta (2002)</p> <p><i>El Señor de los Cuentos (Las Historias Perdidas de la Mitad del Mundo)</i> por fausto Ramos, Hernán Hermosa y Patricio Arevalor (2011)</p> <p><i>Samay Pushac Guardián de los Sueños</i>, por Paulina Soto (2013)</p> <p><i>Leyendas del Ecuador</i> por Edgar Allan</p>	<p><i>Cuentos y leyendas del cuerno de Africa</i> por Yves Pinuily (2003)</p> <p><i>Asia, Africa, Europa, America: Mitos, cuentos y leyendas</i> por Cooperativa Editorial magisterio (1988)</p> <p><i>La Tierra Seca</i> por Javier Fernández Jiménez (2009)</p>
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<p>por Sadí Orsini Luigi (1996)</p> <p><i>Mitología Mexicana para niños</i> por Nélida Galván y Alberto Flandes (2004)</p>	<p><i>Leyendas</i> por Ester Feliciano Mendoza (1979)</p>	<p>García (2002)</p> <p><i>Cuentos y Leyendas del Caribe</i> por Rafael y Sanata (2010)</p> <p><i>Leyendas y Cuentos Vikingos</i> por Beatriz Donnet (2000)</p>	<p><i>Tres leyendas de la India</i> por Gustavo Adolfo Bécquer</p> <p><i>Dadahwat. Leyendas Indias norteamericanas</i> (sin autor). La Galera (2003)</p>
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Multilingual book distributors in New York (in alphabetical order):

**Attanasio Publishers** ([www.attanasio-edu.com](http://www.attanasio-edu.com)) **Hexagramm**

(<http://hexagrammbooks.com>) **Lectorum**

(<http://www.librerialectorum.com>)

**Scholastic** (<http://www.scholastic.com/aboutscholastic/espanol.htm>)

Useful websites for books in Arabic and Haitian Creole:

**Arabic** (<http://www.alkitab.com>)

**Haitian Creole** (<http://www.haitianbookcentre.com>)

<p><b>Common Core Anchor Standard (RI.1):</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>		<p>Main Academic Demand <i>Draw Inferences Using Evidence from the Text</i></p>				
<p><b>MCCRS Grades 11–12 Standard (11–12.1):</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>		<p>Grade Level Academic Demand <i>Thoroughly Cite and Infer from the Strongest Evidence to Support Analysis and Develop Questions</i></p>				
<p>WIDA Levels of Language Development</p>	<p><b>Entering (Level 1)</b></p>	<p><b>Emerging (Level 2)</b></p>	<p><b>Developing (Level 3)</b></p>	<p><b>Expanding (Level 4-5)</b></p>	<p><b>Bridging (Proficient)</b></p>	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on an analyzing-informational-text graphic organizer</i> to analyze what the text says explicitly and identify where matters are left uncertain, as the 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 an analyzing-informational-text graphic organizer</i> to analyze what the text says explicitly and identify where matters are left uncertain, as the 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 analyzing-informational-text graphic organizer</i> to analyze what the text says explicitly and identify where matters are left uncertain, as the 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 an analyzing-informational-text graphic organizer</i> to analyze what the text says explicitly and identify where matters are left uncertain, as the 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 when taking notes, independently</i>, to analyze what the text says explicitly and identify where matters are left uncertain, as the 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 on a matrix</i> to identify strong and thorough textual evidence and connect it with inferences and analysis of the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a matrix</i> to identify strong and thorough textual evidence and connect it with inferences and analysis of the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed matrix</i> to identify strong and thorough textual evidence and connect it with inferences and analysis of the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a matrix, after teacher modeling</i>, to identify strong and thorough textual evidence and connect it with inferences and analysis of the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify strong and thorough textual evidence and connect it with inferences and analysis of the text</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 ask factual, interpretive and evaluative questions to further explore the topic, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 ask factual, interpretive and evaluative questions to further explore a topic, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to ask factual, interpretive and evaluative questions to further explore a topic, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to ask factual, interpretive and evaluative questions to further explore a topic, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic, independently</i>, to ask factual, interpretive and evaluative questions to further explore a topic, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that cite the strongest textual evidence to support inferences and analysis of a text</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that cite the strongest textual evidence to support inferences and analysis of a text</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to compose a short essay</i> that cites the strongest textual evidence to support inferences and analysis of a text</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to compose an essay</i> that cites the strongest textual evidence to support inferences and analysis of a text</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, independently, to compose a multiple page essay</i> that cites the strongest textual evidence to support inferences and analysis of a text</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS Grade 11–12 Standard (11–12.1):** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**Grade Level Academic Demand**  
*Thoroughly Cite and Infer from  
 the Strongest Evidence to Support Analysis  
 and Develop Questions*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases to cite (e.g., according to the author \_\_\_\_\_; the author says \_\_\_\_\_; here it states \_\_\_\_\_).
- Use words and phrases to explain inferences drawn from the text (e.g., this means that \_\_\_\_\_; the author thinks that \_\_\_\_\_; this makes me reach the conclusion that \_\_\_\_\_; one possible explanation for this is \_\_\_\_\_).
- Use question forms to develop factual questions (e.g., questions that are answered directly in the text), interpretive questions (e.g., questions that require the reader to interpret the content of the text or the author’s intention) and evaluative questions (e.g., questions that assess the content of the text or the author’s craft).

**Example to Address the Linguistic Demands**

**Text Excerpt**

Just last week, I was walking down the street with my mother, and I again found myself conscious of the English I was using, the English I do use with her.

We were talking about the price of new and used furniture and I heard myself saying this: “Not waste money that way.” My husband was with us as well, and he didn’t notice any switch in my English. And then I realized why. It’s because over the twenty years we’ve been together I’ve often used that same kind of English with him, and sometimes he even uses it with me. It has become our language of intimacy, a different sort of English that relates to family talk, the language I grew up with. So you’ll have some idea of what this family talk I heard sounds like, I’ll quote what my mother said during a recent conversation which I videotaped and then transcribed.

During this conversation, my mother was talking about a political gangster in Shanghai who had the same last name as her family’s, Du, and how the gangster in his early years wanted to be adopted by her family, which was rich by comparison.

Tan, A. (2003). Mother tongue. In *The opposite of fate: Memories of a writing life*. New York: G. P. Putnam’s Sons. (From Appendix B, CCSS, p. 170.)

**Teacher Directions**

In a small group/whole class discussion, ask students to use introductory words and phrases to cite from the text.

- Use words and phrases to cite (e.g., according to the author \_\_\_\_\_; the author says \_\_\_\_\_; here it states \_\_\_\_\_).
- Use words and phrases to explain inferences drawn from the text (e.g., this means that \_\_\_\_\_; the author thinks that \_\_\_\_\_; this makes me reach the conclusion that \_\_\_\_\_; one possible explanation for this is \_\_\_\_\_).
- Develop factual, interpretive, and evaluative questions based on specific textual evidence:
  - Factual: Questions relating directly to the content of the text (e.g., Where is the first conversation taking place?).
  - Interpretive: Questions that require the reader to interpret the content of the text or the author’s intention (e.g., Where do you think that the second conversation is taking place?).
  - Evaluative: Questions that assess the content of the text or the author’s craft (e.g., What is the author really trying to say about her life? About her family? About the way her family uses language and communicates?).

<b>Common Core Anchor Standard (RI.2):</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		<b>Main academic demand</b> <i>Summarize Text by Determining Main Idea and Supporting Details</i>				
<b>MCCRS (RI.11–12.2):</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.		<b>Grade Level academic demand</b> <i>Summarize Text Objectively, Analyzing the Relationships and Development of Multiple Central Ideas</i>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a double main idea web</i> to identify two or more central ideas of a text, as a text is read in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a double main idea web</i> to identify two or more central ideas of a text, as a text is read in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed double main idea web</i> to identify two or more central ideas of a text, as a text is read in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a main idea web</i> to identify two or more central ideas of a text, as a text is read in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information, when taking notes independently</i> , to identify two or more central ideas of a text, as a text is read in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>retaught words and phrases on a timeline</i> to analyze the relationships and development of two or more central ideas	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a timeline</i> to analyze the relationships and development of two or more central ideas	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed timeline</i> to analyze the relationships and development of two or more central ideas	<b>Reading-Centered Activity:</b> Organize <i>information on a timeline, after teacher modeling</i> , to analyze the relationships and development of two or more central ideas	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to analyze the relationships and development of two or more central ideas
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>



WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 summarize a text objectively, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 summarize a text objectively, when speaking in <i>partnership and/or small group</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to summarize a text objectively, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to summarize a text objectively, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to summarize a text objectively, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that summarize a text objectively by analyzing the relationship and development of multiple central ideas</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that summarize a text objectively by analyzing the relationship and development of multiple central ideas</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to compose a short essay</i> that summarizes a text objectively by analyzing the relationship and development of multiple central ideas</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to compose an essay</i> that summarizes a text objectively by analyzing the relationship and development of multiple central ideas</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently</i>, to <i>compose a multiple page essay</i> that summarizes a text objectively by analyzing the relationship and development of multiple central ideas</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (11–12.2):** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**Grade Level Academic Demand**  
*Summarize Text Objectively, Analyzing the Relationships and Development of Multiple Central Ideas*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing) students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases that have the same meaning and are repeated throughout the text to determine two or more central ideas (two or more central ideas can be exemplified by related words, e.g., life/live).
- Identify how central ideas interact and build on one other by focusing on transition words (e.g., unless, somewhat, whether, but, because, likewise, unlike, like).
- Use words and phrases that support summarization (e.g., this text is mostly about; the main argument is; the main points the author makes are).

### Examples to Address the Linguistic Demands

#### Text Excerpt

I went to the woods *because* I wished to live deliberately, to front only the essential facts of **life**, and see if I could not learn what it had to teach, and not, when I came to **die**, discover that I had not **lived**. I did not wish to live what was not life, living is so dear; nor did I wish to practice resignation, *unless* it was quite necessary. I wanted to **live** deep and suck out all the marrow **of life**, to **live** so sturdily and Spartan-like as to put to rout all that was not life, to cut a broad swath and shave close, to drive life on a corner, and reduce it to its lowest terms, and, if it proved to be mean, why then to get the whole and genuine meanness of **it**, and publish **its** meanness to the world; or if it were sublime, to know it by experience, and be able to give a true account of it in my next excursion. For most men, it appears to me, are in a strange uncertainty about **it**, *whether* it is of the devil or of God, and have *somewhat* hastily concluded that it is the chief end of man here to “glorify God and enjoy him forever.”

Thoreau, H.D. (1893). *Walden; or, life in the woods*. Boston: Houghton. (From Appendix B, CCSS, p. 167.)

#### Teacher Directions

Analyze in small group or whole class discussion how to determine central ideas by focusing on:

- Identify words and phrases that have the same meaning and are repeated throughout the text to determine two or more central ideas (**bold**) (e.g., **life/live**; **die** and the pronoun **it**).
- Identify how central ideas interact and build on one other by focusing on transition words (*italics*) (e.g., *unless, somewhat, whether, because*).
- Identify the way the author develops his idea of how he wants to live (and not live) his life by using positive and negative sentences. This reflects how the central ideas of the text are developed:
  - Positive (underline) (e.g., I wished to live deliberately)
  - Negative (wavy underline) (e.g., I did not wish to live what was not life)
- Use words and phrases that support summarization (e.g., this text is mostly about; the main argument is; the main points the author makes are).

<b>Common Core Anchor Standard (RI 3):</b> Analyze how and why individuals, events and ideas develop and interact over the course of a text.		<b>Main Academic Demand</b> <i>Analyze Cause/Effect and Interactions between Text Elements</i>				
<b>MCCRS (11–12.3):</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas or events interact and develop over the course of the text.		<b>Grade Level Academic Demand</b> <i>Analyze the Development and Interaction between Individuals, Events and/or a Complex Set of Ideas</i>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a text map</i> to identify the development of a complex set of ideas or sequence of events, as text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a text map</i> to identify the development of a complex set of ideas or sequence of events, as text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed text map</i> to identify the development of a complex set of ideas or sequence of events, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a text map</i> to identify the development of a complex set of ideas or sequence of events, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify the development of a complex set of ideas or sequence of events, as text is read aloud in <i>partnership, small group and/or whole class setting</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a matrix</i> to identify the development and interactions between individuals, events and/or a complex set of ideas	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a matrix</i> to identify the development and interactions between individuals, events and/or a complex set of ideas	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed matrix</i> to identify the development and interactions between individuals, events and/or a complex set of ideas	<b>Reading-Centered Activity:</b> Organize <i>information on a matrix, after teacher modeling</i> , to identify the development and interactions between individuals, events and/or a complex set of ideas	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify the development and interactions between individuals, events and/or a complex set of ideas
		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> .

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 describe the development and interactions between individuals, events and/or a complex set of ideas, 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 describe the development and interactions between individuals, events and/or a complex set of ideas, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe the development and interactions between individuals, events and/or a complex set of ideas, 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 describe the development and interactions between individuals, events and/or a complex set of ideas, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to describe the development and interactions between individuals, events and/or a complex set of ideas, 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 the development and interactions between individuals, events and/or a complex set of ideas	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze the development and interactions between individuals, events and/or a complex set of ideas	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to compose a short essay</i> that analyzes the development and interactions between individuals, events and/or a complex set of ideas	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to compose an essay</i> that analyzes the development and interactions between individuals, events and/or a complex set of ideas	<b>Writing-Centered Activity:</b> Use <i>information to compose a multiple page essay, independently</i> , that analyzes the development and interactions between individuals, events and/or a complex set of ideas
		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> .

**MCCRS (11–12.3):** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas or events interact and develop over the course of the text.

**Grade Level Academic Demand**  
*Analyze the Development and Interaction between Individuals, Events and/or a Complex Set of Ideas*

**Linguistic Demands:** The following examples are in English but may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases (e.g., nouns and associated pronouns) that appear throughout the text to analyze ideas or events.
- Identify related verbs that signal how events evolve.
- Identify/use words that signal chronology or sequence (e.g., as, while, during, after, still).
- Use words and phrases that signal cause and effect (e.g., though, while, but, because, so, as a result).

### Example to Address the Linguistic Demands

#### Text Excerpt

[**Benjamin Franklin**] *was*, during his eighty-four-year-long-life, America’s best **scientist, inventor, diplomat, writer, and business strategist**, and he *was* also one of the most *practical*, though not the most profound, of political thinkers. **He** *proved* by flying a kite that lightning was electricity, and he *invented* a rod to tame it. **He** *devised* bifocal glasses and clean-burning stoves, charts of the Gulf Stream and theories about the contagious nature of the common cold.

But the most interesting thing that **Franklin** *invented* was **himself**.

[**Benjamin Franklin**] *was* America’s first **publicist**. **He** carefully *crafted* his own **persona**, *portrayed* it in public and *polished* it for posterity.

Isaacson, W. (2004) *Benjamin Franklin: An American life*. New York: Simon and Schuster.

#### Teacher Directions

In a mini lesson, small group or whole class discussion, analyze how a complex set of ideas interact and develop over the course of a text:

- Identify words and phrases (**bold**) that appear throughout the text to analyze ideas or events (e.g., **Benjamin Franklin, he, himself, scientist, inventor, diplomat, writer**).
- Identify related verbs (*italics*) that signal how events evolve (e.g., *was, proved, invented, devised, crafted, portrayed, polished*).
- Identify words (underline) that signal change of direction (e.g., but, though).
- Use words and phrases that signal cause and effect (e.g., though, while, but, because, so, as a result) to analyze the ideas that develop over the course of the text.

<p><b>Common Core Anchor Standard (RI.4):</b> Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>		<p><b>Main Academic Demand</b> <i>Analyze Impact of Word Choice</i></p>				
<p><b>MCCRS (RI.11–12.4):</b> Determine the meanings of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meanings of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No.10</i>).</p>		<p><b>Grade Level Academic Demand</b> <i>Analyze Author Use of Meanings of Key Terms over the Course of a Text</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Categorize <i>pretaught words on a semantic web</i> to determine the figurative, connotative and technical meanings of words and phrases, as the text is read aloud in class or in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Categorize <i>preidentified words and phrases on a semantic web</i> to determine the figurative, connotative and technical meanings of words and phrases as the text is read aloud in class or in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Categorize <i>words and phrases on a partially completed semantic web</i> to determine the figurative, connotative and technical meanings of words and phrases as the text is read aloud in class or in <i>partnership, small group and/or whole class discussions</i></p>	<p><b>Listening-Centered Activity:</b> Categorize <i>words and phrases on a semantic web</i> after teacher modeling to determine the figurative, connotative and technical meanings of words and phrases, as the text is read aloud in class or in <i>partnership, small group and/or whole class discussions</i></p>	<p><b>Listening-Centered Activity:</b> Categorize <i>words and phrases on a self-created semantic web</i> to determine the figurative, connotative and technical meanings of words and phrases, independently, as the text is read aloud in class or in <i>partnership, small group and/or whole class discussions</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>two or more pretaught words in a double-entry journal</i> to analyze how an author uses and refines the meanings of key terms over the course of a text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>two or more preidentified words and phrases in a double-entry journal</i> to analyze how an author uses and refines the meanings of key terms over the course of a text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>two or more phrases and sentences in a partially completed double-entry journal</i> to analyze how an author uses and refines the meanings of key terms over the course of a text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>multiple examples in a double-entry journal</i> to analyze how an author uses and refines the meanings of key terms over the course of a text, after teacher modeling,</p>	<p><b>Reading-Centered Activity:</b> Organize <i>knowledge of figurative, connotative and technical meanings to independently analyze</i> how an author uses and refines the meanings of key terms over the course of a text</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Speaking-Centered Activity:</b> Use <i>pretaught words</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that analyze an author's use of the meanings of key terms and the impact of word choice over the course of a text in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified phrases and sentences</i> and the <i>previously completed graphic organizers</i> to analyze an author's use of the meanings of key terms and the impact of word choice over the course of a text in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to analyze an author's use of the meanings of key terms and the impact of word choice over the course of a text in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>glossary</i> to analyze an author's use of the meanings of key terms and the impact of word choice over the course of a text in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of figurative, connotative and technical meanings, independently</i> , to analyze an author's use of key terms and the impact of word choice over the course of the text in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words to complete cloze paragraphs</i> that reflect the appropriate use of figurative, connotative and technical meanings of words and phrases	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to complete cloze paragraphs</i> that reflect the appropriate use of figurative, connotative and technical meanings of words and phrases	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> to develop an essay that reflects the appropriate use of figurative, connotative and technical meanings of words and phrases	<b>Writing-Centered Activity:</b> Use <i>teacher-provided samples to develop a multi-paragraph essay</i> that reflects the appropriate use of figurative, connotative and technical meanings of words and phrases	<b>Writing-Centered Activity:</b> Use <i>knowledge of figurative, connotative and technical meanings of words and phrases to write, independently, a multi-page essay</i> that reflects their appropriate use
		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> .

**MCCRS (RI.11–12.4):** Determine the meanings of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meanings of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No.10).

**Grade Level Academic Demand**  
*Analyze Author Use of Meanings of Key Terms over the Course of a Text*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases that have a figurative meaning in the text (words that produce an image in the reader’s mind; e.g., curing the mischief, remedy, disease).
- Identify words and phrases that have a positive or negative or technical connotation in the text (e.g., impulse of passion has a negative connotation in the text excerpt).
- Identify words and phrases that have a technical meaning in the text (e.g., majority and minority are technical, political terms in the text).
- Identify words and phrases that are repeated and refined over the course of the text (e.g., Madison defines faction and adds to the meaning throughout the text).

### Example to Address the Linguistic Demands

#### Text Excerpt

By a faction, I understand a number of citizens, whether amounting to a majority or a minority of the whole, who are united and actuated by some common *impulse of passion*, or of interest, adverse to the rights of other citizens, or to the permanent and aggregate interests of the community.

There are two methods of **curing the mischiefs** of faction: the one, by removing its causes; the other, by controlling its effects.

There are again two methods of removing the causes of faction: the one, by destroying the liberty which is essential to its existence; the other, by giving to every citizen the same opinions, the same passions, and the same interests.

It could never be more truly said than of the **first remedy**, that it was worse than the **disease**. Liberty is to faction what air is to fire, an *aliment* without which it instantly expires. But it could not be less folly to abolish liberty, which is essential to political life, because it nourishes faction, than it would be to wish the annihilation of air, which is essential to animal life, because it imparts to fire its destructive agency.

Madison, J. (1787, November). The utility of the union as a safeguard against domestic faction and insurrection. The Federalist No. 10. *Daily Advertiser*. Retrieved from [www.constitution.org/fed/federa10.htm](http://www.constitution.org/fed/federa10.htm)

#### Teacher Directions

Analyze in a whole group or whole class the different meanings of words and phrases and how specific words are refined throughout the text:

- Identify words and phrases (**bold**) that have a figurative meaning in the text: words that create an image in the reader’s mind (e.g., **curing the mischiefs, remedy and disease**).
- Identify words and phrases (*italics*) that have a positive or negative connotation in the text (e.g., *impulse of passion* has a negative connotation in the text excerpt).
- Identify words and phrases (underline) that have a technical meaning in the text (e.g., majority and minority are technical, political terms in the text).
- Identify words and phrases (wavy underline) that are repeated and refined over the course of the text (e.g., Madison defines faction and adds to its meaning throughout the text).



<p><b>Common Core Anchor Standard (RI.5):</b> Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.</p>				<p><b>Main Academic Demand</b> <i>Analyze the Relationship of Linguistic and Text Structures</i></p>		
<p><b>MCCRS (RI.11–12.5):</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>				<p><b>Grade Level Academic Demand</b> <i>Evaluate the Effectiveness of Structure by Author’s Use of Clear, Convincing and Engaging Points</i></p>		
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a text structure graphic organizer</i> to identify the structure an author uses in his or her exposition or argument, as text is read 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 text structure graphic organizer</i> to identify the structure an author uses in his or her exposition or argument, as text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed text structure graphic organizer</i> to identify the structure an author uses in his or her exposition or argument, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a text structure graphic organizer</i> to identify the structure an author uses in his or her exposition or argument, as text is read in <i>partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a matrix</i> to connect the structure an author uses with their main points</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a matrix</i> to connect the structure an author uses with their main points</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed matrix</i> to connect the structure an author uses with their main points</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a matrix, after teacher modeling</i>, to connect the structure an author uses with their main points</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to connect the structure an author uses with their main points</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 whether or not the structure an author uses makes points clear, convincing and engaging, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 whether or not the structure an author uses makes points clear, convincing and engaging, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to evaluate whether or not the structure an author uses makes points clear, convincing and engaging, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to evaluate whether or not the structure an author uses makes points clear, convincing and engaging, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to evaluate whether or not the structure an author uses makes points clear, convincing and engaging, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that evaluate whether or not the structure an author uses makes points clear, convincing and engaging</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that evaluate whether or not the structure an author uses makes points clear, convincing and engaging</p>	<p><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 evaluates whether or not the structure an author uses makes points clear, convincing and engaging</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that evaluates whether or not the structure an author uses makes points clear, convincing and engaging</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently</i>, to develop a <i>multiple paragraph essay</i> that evaluates whether or not the structure an author uses makes points clear, convincing and engaging</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (11–12.5):** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.

**Grade Level Academic Demand**  
*Evaluate the Effectiveness of Structure by Author’s Use of Clear, Convincing and Engaging Points*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases that indicate the structure of a nonfiction text (e.g., text structures that convey descriptions use adjectives [e.g., cold, hot]; text structures that present a sequence use chronological time markers [e.g., first, second, in 1995]; compare-and-contrast text structures use transitional words [e.g., like, just as, similar, on the one hand, on the other, whereas]; cause-and-effect text structures use transitional words [e.g., because, however, therefore, as a result] and problem-and-solution text structures use nouns and verbs [e.g., issue, problem, result, resulted, solution]).
- Use sentence structures to evaluate the effectiveness of the structure an author uses (e.g., The author uses the following structures to show that \_\_\_\_\_; I consider that these structures are effective/not effective because \_\_\_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpt

Freedom of speech, of the press, of association, of assembly and petition—this set of guarantees, protected by the First Amendment, comprises what we refer to as freedom of expression. The Supreme Court has written that this freedom is “the matrix, the **indispensable** condition of **nearly** every other form of freedom.” Without it, other fundamental rights, like the right to vote, would wither and die.

*But in spite* of its “**preferred** position” in our constitutional hierarchy, the nation’s commitment to freedom of expression has been tested over and over again. Especially during times of national stress, *like war abroad* or social upheaval at home, people exercising their First Amendment rights have been censored, fined, even jailed. Those with unpopular political ideas have always borne the brunt of government repression. It was during WWI—hardly ancient history—that a person could be jailed just for giving out anti-war leaflets.

*Liberty of expression.* Retrieved from <https://www.aclu.org/free-speech/freedom-expression>

#### Teacher Directions

- In a small group or whole class setting, analyze the structures that an author uses to present an argument:
- Identify words and phrases that indicate the structure of a nonfiction text (e.g., text structures that convey descriptions use adjectives [e.g., cold, hot]; text structures that present a sequence use chronological time markers [e.g., first, second, in 1995]; compare-and-contrast text structures use transitional words [e.g., like, just as, similar, on the one hand, on the other, whereas]; cause-and-effect text structures use transitional words [e.g., because, however, therefore, as a result] and problem-and-solution text structures use nouns and verbs [e.g., issue, problem, result, resulted, solution]).
    - The author uses description (**bold**) (e.g., adjectives and adverbs) (e.g., **indispensable, nearly**).
    - The author uses cause and effect (*italics*) (e.g., *but in spite*), signaling a change of direction in the second paragraph.
    - The author provides examples (underline) that contribute to the effectiveness of the presentation of the argument (e.g., especially, those, during WWI).
  - Use sentence structures to evaluate the effectiveness of the structure an author uses (e.g., The author uses the following structures to show that \_\_\_\_\_; I consider that these structures are effective/not effective because \_\_\_\_\_).

<p><b>Common Core Anchor Standard (RI.6):</b> Assess how point of view or purpose shapes the content and style of a text.</p>		<p><b>Main Academic Demand</b> <i>Assess Author’s Point of View</i></p>			
<p><b>MCCRS (RI.11–12.6):</b> Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>		<p><b>Grade Level Academic Demand</b> <i>Determine the Effective Use of Rhetoric in an Author’s Point of View or Purpose, Including Its Persuasive Style or Content</i></p>			
<p><b>WIDA Levels of Language Development</b></p>	<p><b>Entering (Level 1)</b></p>	<p><b>Emerging (Level 2)</b></p>	<p><b>Developing (Level 3)</b></p>	<p><b>Expanding (Levels 4-5)</b></p>	<p><b>Bridging (Proficient)</b></p>
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>					
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a point-of-view graphic organizer</i> to determine the effective use of rhetoric in conveying the author’s point of view, as text is read 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 point-of-view graphic organizer</i> to determine the effective use of rhetoric in conveying the author’s point of view, as text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed point-of-view graphic organizer</i> to determine the effective use of rhetoric in conveying the author’s point of view, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a point-of-view graphic organizer</i> to determine the effective use of rhetoric in conveying the author’s point of view, as text is read 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 determine how style and content contribute to the persuasiveness of the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases in a double-entry journal</i> to determine how style and content contribute to the persuasiveness of the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences in a partially completed double-entry journal</i> to determine how style and content contribute to the persuasiveness of the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a double-entry journal, after teacher modeling</i>, to determine how style and content contribute to the persuasiveness of the text</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 describe how the author uses rhetoric to reveal his or her point of view, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 describe how the author uses rhetoric to reveal his or her point of view, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe how the author uses rhetoric to reveal his or her point of view, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to describe how the author uses rhetoric to reveal his or her point of view, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to describe how the author uses rhetoric to reveal his or her point of view, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that analyze how an author uses rhetoric to reveal his or her point of view, including how the use of style and content contribute to the persuasiveness of the text</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze how an author uses rhetoric to reveal his or her point of view, including how the use of style and content contribute to the persuasiveness of the text</p>	<p><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 how an author uses rhetoric to reveal his or her point of view, including how the use of style and content contribute to the persuasiveness of the text</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes how an author uses rhetoric to reveal his or her point of view, including how the use of style and content contribute to the persuasiveness of the text</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple page essay</i> that analyzes how an author uses rhetoric to advance his or her point of view</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (RI.11–12.6):** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

**Grade Level Academic Demand**  
*Determine the Effective Use of Rhetoric in an Author’s Point of View or Purpose, Including Its Persuasive Style or Content*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify nouns and associated pronouns that indicate the topic of the text (e.g., success, successful).
- Identify personal pronouns that convey the author’s point of view (e.g., I, we).
- Identify words that are repeated (e.g., every) throughout the text and the use of comparative words (e.g., silly/silliest; dull/dullest).
- Use sentence structures that explain the author’s point of view and use of rhetoric to advance the argument (e.g., The author’s stance is \_\_\_\_\_, and he uses the following rhetorical devices to show that \_\_\_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpt

There has appeared in our time a particular class of books and articles which *I* sincerely and solemnly think may be called the silliest ever known among men. They are much more wild than the wildest romances of chivalry and much more dull than the dullest religious tract. Moreover, the romances of chivalry were at least about chivalry; the religious tracts are about religion. But these things are about nothing; they are about what is called **Success**. On every bookstall, in every magazine, you may find works telling people how to **succeed**. They are books showing men how to **succeed** in everything; they are written by men who cannot even **succeed** in writing books. To begin with, of course, there is no such thing as **Success**. Or, if you like to put it so, there is nothing that is not **successful**. That a thing is **successful** merely means that it is; a millionaire is **successful** in being a millionaire and a donkey in being a donkey. Any live man has **succeeded** in living; any dead man may have **succeeded** in committing suicide. But, passing over the bad logic and bad philosophy in the phrase, we may take it, as these writers do, in the ordinary sense of **success** in obtaining money or worldly position.

Chesterton, G.K. (1909).The fallacy of success. In *All things considered. Selected essays*. London: Methuen. Retrieved from [www.ciudadseva.com/sevacity/stories/en/chesterton/the\\_fallacy\\_of\\_success.htm](http://www.ciudadseva.com/sevacity/stories/en/chesterton/the_fallacy_of_success.htm)

#### Teacher Directions

- Analyze in a small group or whole class how to determine an author’s point of view and use of effective rhetorical devices, style and content:
- Identify nouns and associated pronouns (**bold**) that indicate the topic of the text (e.g., **success, successful**).
  - Identify personal pronouns (*italics*) that convey the author’s point of view (e.g., *I*).
  - Identify words that are repeated (underline) (e.g., every) throughout the text and the use of comparative words (e.g., silly/silliest; dull/dullest).
  - Use sentence structures that explain the author’s point of view and use of rhetoric to advance the argument (e.g., The author’s stance is \_\_\_\_\_, and he uses the following rhetorical devices to show that \_\_\_\_\_).

<p><b>Common Core Anchor Standard (RI.7):</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, and in words.</p>		<p><b>Main Academic Demand</b> <i>Synthesize and Evaluate Content Presented in Various Formats</i></p>				
<p><b>MCCRS (RI.11–12.7):</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>		<p><b>Grade Level Academic Demand</b> <i>Problem Solve by Integrating Information Evaluated from Multiple Sources and Formats</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a cluster web</i> to identify information from multiple sources and formats, as text is read <i>in partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a cluster web</i> to identify information from multiple sources and formats, as text is read <i>in partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed cluster web</i> to identify information from multiple sources and formats, as text is read <i>in partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a cluster web</i> to identify information from multiple sources and formats, as text is read <i>in partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a matrix</i> to identify and evaluate multiple sources of information in different media or formats</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a matrix</i> to identify and evaluate multiple sources of information in different media or formats</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed matrix</i> to identify and evaluate multiple sources of information in different media or formats</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a matrix, after teacher modeling</i>, to identify and evaluate multiple sources of information in different media or formats</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify and evaluate multiple sources of information in different media or formats</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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 explain how information from multiple sources and formats addresses a question or solves a problem, 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 explain how information from multiple sources and formats addresses a question or solves a problem, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to explain how information from multiple sources and formats addresses a question or solves a problem, 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 explain how information from multiple sources and formats addresses a question or solves a problem, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to explain how information from multiple sources and formats addresses a question or solves a problem, 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 integrate and evaluate information from multiple sources and formats	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that integrate and evaluate information from multiple sources and formats	<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 integrates and evaluates information from multiple sources and formats	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that integrates and evaluates information from multiple sources and formats	<b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that integrates and evaluates information from multiple sources and formats
		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> .



**MCCRS (RI.11–12.7):** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**Grade Level Academic Demand**  
*Problem Solve by Integrating Information Evaluated from Multiple Sources and Formats*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify the nouns and associated pronouns (e.g., Rolihlahla Mandela, Nelson Mandela, he, I) that indicate the subject (e.g., Nelson Mandela’s biography and autobiography).
- Identify the events (verbs; e.g., born, attend, treated) in both texts.
- Use sentence structures to integrate and evaluate information (e.g., The biography presents\_\_\_\_, whereas the autobiography adds\_\_\_\_; both the biography and the autobiography consider\_\_\_\_; the video adds information about\_\_\_\_).

**Example to Address the Linguistic Demands**

**Text Excerpt**

Background of Nelson Mandela  
 Mandela was a South African anti-apartheid revolutionary and politician. He was in prison for 27 years. In 1994, he was elected President of South Africa. At the time, Mandela was 75 years old. Nelson Mandela died in 2013.

Source 1: Biography

**Rolihlahla Mandela** was *born* into the Madiba clan in Mvezo, Transkei, on July 18, 1918, to Nonqaphi Nosekeni and Nkosi Mphakanyiswa Gadla Mandela, principal counsellor to the Acting King of the Thembu people, Jongintaba Dalindyebo.

When he *grew up*, **he** *attended* primary school in Qunu where **his** teacher Miss Mdingane *gave* **him** the name Nelson, in accordance with the custom to *give* all school children “Christian” names.

Source 2: Autobiography

Clarkebury was a Thembu college, founded on land given by the great Thembu king Ngubengcuka; as a descendant of Ngubengcuka, **I** *presumed* that **I** *would be accorded* the same deference as in Clarkebury that **I** *had come to expect* at Mqhezwani. But **I** was painfully mistaken, for **I** *was treated* no differently than everyone else. No one knew or even *cared* that **I** *was* a descendant of the illustrious Ngubengcuka. The boarding master *received* **me** without blowing of trumpets and **my** fellow students did not *bow* and *scrape* before **me**. At Clarkenbury, plenty of the boys *had distinguished* lineages, and **I** was no longer unique. This was an important lesson, for **I** *suspect* **I** was a bit *stuck* up in those days. **I** quickly *realized* that **I** had to *make* **my** way on the basis of my ability, not my heritage.

**Teacher Directions**

In a small group or whole class setting, analyze how to integrate and evaluate multiple sources of information presented in different media or formats:

- Identify the nouns and associated pronouns (**bold**) (e.g., Text 1: **Rolihlahla Mandela, he, him**; Text 2: **I, my, me**) that indicate the subject (e.g., Nelson Mandela’s biography and autobiography)
- Identify the events (verbs) (*italics*) (e.g., *born, attend, treated*) in both texts.
- Use sentence structures to integrate and evaluate information (e.g., The biography presents\_\_\_\_, whereas the autobiography adds\_\_\_\_; both the biography and the autobiography consider\_\_\_\_; the video adds information about\_\_\_\_).

Source 1

Nelson Mandela's Biography. Nelson Mandela Centre for Memory. Retrieved from [www.nelsonmandela.org](http://www.nelsonmandela.org)

Source 2

Mandela, N. (1995). *Long walk to freedom*. New York: Back Bay Books.

<p><b>Common Core Anchor Standard (RI.8):</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence.</p>		<p><b>Main Academic Demand</b> <i>Evaluate Author’s Claims and Supporting Evidence</i></p>				
<p><b>MCCRS (RI.11–12.8):</b> Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes and arguments in works of public advocacy (e.g., the <i>Federalist</i>, presidential addresses).</p>		<p><b>Grade Level Academic Demand</b> <i>Delineate and Evaluate the Reasoning, Relevance and Function in Seminal U.S. Texts and That of Public Advocacy Work</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a fishbone map</i> to identify the reasoning in seminal U.S. texts, as text is read <i>in partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a fishbone map</i> to identify the reasoning in seminal U.S. texts, as text is read <i>in partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed fishbone map</i> to identify the reasoning in seminal U.S. texts, as text is read <i>in partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a fishbone map</i> to identify the reasoning in seminal U.S. texts, as text is read <i>in 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 the reasoning in seminal U.S. texts, as text is read <i>in partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a matrix</i> to identify the reasoning, relevance and function of legal reasoning and the arguments in works of public advocacy</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a matrix</i> to identify the reasoning, relevance and function of legal reasoning and the arguments in works of public advocacy</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed matrix</i> to identify the reasoning, relevance and function of legal reasoning and the arguments in works of public advocacy</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a matrix, after teacher modeling</i>, to identify the reasoning, relevance and function of legal reasoning and the arguments in works of public advocacy</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify the reasoning, relevance and function of legal reasoning and the arguments in works of public advocacy</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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 assess the reasoning, relevance and function in seminal U.S. texts, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 assess the reasoning, relevance and function in seminal U.S. texts, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to assess the reasoning, relevance and function in seminal U.S. texts, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to assess the reasoning, relevance and function in seminal U.S. texts, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to assess the reasoning, relevance and function in seminal U.S. texts, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that evaluate the reasoning, relevance and function of legal reasoning and arguments in works of public advocacy in seminal U.S. texts</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that evaluate the reasoning, relevance and function of legal reasoning and arguments in works of public advocacy in seminal U.S. texts</p>	<p><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 evaluates the reasoning, relevance and function of legal reasoning and arguments in works of public advocacy in seminal U.S. texts</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that evaluates the reasoning, relevance and function of legal reasoning and arguments in works of public advocacy in seminal U.S. texts</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently</i>, to develop a <i>multiple page essay</i> that evaluates the reasoning, relevance and function of legal reasoning and arguments in works of public advocacy in seminal U.S. texts</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (RI.11–12.8):** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes and arguments in works of public advocacy (e.g., the *Federalist*, presidential addresses).

**Grade Level Academic Demand**  
*Delineate and Evaluate the Reasoning, Relevance and Function in Seminal U.S. Texts and That of Public Advocacy 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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify/use transitional words and phrases (e.g., as well as, for, yet, but, or, alike) to trace the author’s reasoning.
- Use sentence structures to evaluate the soundness and sufficiency of the evidence (e.g., The author considers that\_\_\_\_; the text examines\_\_\_\_; there is/is not enough evidence to support the claims that\_\_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpt

*Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice President Nixon, President Truman, Reverend Clergy, fellow citizens:*

We observe today not a victory of party but a celebration of freedom—symbolizing an end **as well as** a beginning—signifying renewal **as well as** change.

**For** I have sworn before you and Almighty God the same solemn oath our forbears prescribed nearly a century and three-quarters ago.

The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe—the belief that the rights of man come not from the generosity of the state **but** from the hand of God.

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe **alike**, that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage—and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

Let every nation know, **whether** it wishes us well **or** ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.

Kennedy, J.F. (1961, January 20). *Inaugural address*. Retrieved from JFK Library [www.jfklibrary.org/Asset-Viewer/BqXIEM9F4024ntF17SVAjA.aspx](http://www.jfklibrary.org/Asset-Viewer/BqXIEM9F4024ntF17SVAjA.aspx)  
 A video of this address can also be downloaded from the same website.

#### Teacher Directions

In a small group or whole class setting, delineate and evaluate the reasoning in a presidential address:

- Identify/use transitional words and phrases (**bold**) (e.g., **as well as, for, but, or, alike, whether**) to trace the author’s reasoning.
- Use sentence structures to evaluate the soundness and sufficiency of the evidence (e.g., The author considers that\_\_\_\_; the text examines\_\_\_\_; there is/is not enough evidence to support the claims that\_\_\_\_).

<p><b>Common Core Anchor Standard (RI.9):</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		<p><b>Main Academic Demand</b> <i>Build Comprehension of Grade Level Texts</i></p>			
<p><b>MCCRS (RI.11–12.9):</b> Analyze 17th, 18th and 19th century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights and Lincoln’s Second Inaugural Address) for their themes, purposes and rhetorical features. a. Read, annotate and analyze informational texts on topics related to diverse and nontraditional cultures and viewpoints.</p>		<p><b>Grade Level Academic Demand</b> <i>Analyze the Importance, Rhetoric and Related Themes from Varying Perspectives Addressed in 17th, 18th and 19th Century Foundational U.S. Documents of Historical and Literary Significance</i></p>			
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>					
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a T-chart</i> to analyze 17th, 18th and 19th century foundational U.S. documents of historical and literary significance for their theme and purpose, as the 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 T-chart</i> to analyze 17th, 18th and 19th century foundational U.S. documents of historical and literary significance for their theme and purpose, as the 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 T-chart</i> to analyze 17th, 18th and 19th century foundational U.S. documents of historical and literary significance for their theme and purpose, as the 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 T-chart</i> to analyze 17th, 18th and 19th century foundational U.S. documents of historical and literary significance for their theme and purpose, as the 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 on a Venn diagram</i> to identify similarities and differences among two or more U.S. documents of historical and literary significance</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a Venn diagram</i> to identify similarities and differences among two or more U.S. documents of historical and literary significance</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed Venn diagram</i> to identify similarities and differences among two or more U.S. documents of historical and literary significance</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a Venn diagram</i> to identify similarities and differences among two or more U.S. documents of historical and literary significance</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed diagrams to complete sentence starters</i> that compare varying perspectives addressed by 17th, 18th or 19th century foundational U.S. documents of historical and literary significance, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed diagrams to complete sentence starters</i> that compare varying perspectives addressed by 17th, 18th or 19th century foundational U.S. documents of historical and literary significance, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed diagrams</i> to participate in a discussion that compares varying perspectives addressed by 17th, 18th or 19th century foundational U.S. documents of historical and literary significance, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed diagrams</i> to participate in a discussion that compares varying perspectives addressed by 17th, 18th or 19th century foundational U.S. documents of historical and literary significance, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic, independently</i>, to lead a discussion that compares varying perspectives addressed by 17th, 18th or 19th century foundational U.S. documents of historical and literary significance, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pre-taught words and phrases to complete cloze paragraphs</i> that analyze the rhetoric from varying perspectives addressed in 17th, 18th, or 19th century foundational U.S. documents of historical and literary significance</p>	<p><b>Writing-Centered Activity:</b> Use <i>pre-identified words and phrases to write two or more paragraphs</i> that analyze the rhetoric from varying perspectives addressed in 17th, 18th, or 19th century foundational U.S. documents of historical and literary significance</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and <i>previously completed graphic organizers</i> to <i>compose a short essay</i> that analyzes the rhetoric from varying perspectives addressed in 17th, 18th, or 19th century foundational U.S. documents of historical and literary significance</p>	<p><b>Writing-Centered Activity:</b> Use <i>previously completed charts</i> and <i>teacher provided models</i> to <i>compose an essay</i> that analyzes the rhetoric from varying perspectives addressed in 17th, 18th, or 19th century foundational U.S. documents of historical and literary significance</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the topic to compose a multiple page essay</i> that analyzes the rhetoric from varying perspectives addressed in 17th, 18th, or 19th century foundational U.S. documents of historical and literary significance</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>

**MCCRS (RI.11–12.9):** Analyze 17th, 18th and 19th century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights and Lincoln’s Second Inaugural Address) for their themes, purposes and rhetorical features.

a. Read, annotate and analyze informational texts on topics related to diverse and nontraditional cultures and viewpoints.

**Grade Level Academic Demand**  
*Analyze the Importance, Rhetoric and Related Themes from Varying Perspectives Addressed in 17th, 18th and 19th Century Foundational U.S. Documents of Historical and Literary Significance*

**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 developing), students can approach these linguistic demands in their new and/or home language.

- Identify/use words and phrases to identify the subject, including associated pronouns and words (e.g., Religious, it, God).
- Identify/use words and phrases (nouns and associated pronouns) to identify how the authors in both texts address the audience (e.g., Friend, I, you).
- Use words and phrases to identify how each text develops the information, including punctuation marks (e.g., commas) and transitional words (e.g., so, if, then).
- Use sentence structures to analyze the two texts (e.g., This text represents\_\_\_\_, whereas the other text focuses on\_\_\_\_; both texts/authors address issues of \_\_\_\_but differ in that\_\_\_\_; both authors agree on\_\_\_\_but disagree on\_\_\_\_; the first text presents information on\_\_\_\_, instead, the second text presents \_\_\_\_).

**Example to Address the Linguistic Demands**

**Text Excerpts**

Text 1 focuses on the establishment of Pennsylvania by William Penn (17th century). The main characteristic of this settlement was religious tolerance. Text 2 is a religious excerpt from the Amish (18th century) who established themselves in this area because they were free to practice their religion without fear of prosecution. Each text excerpt provides some historical background to facilitate their understanding. These texts were chosen to exemplify the section of the standard that states: *Read, annotate and analyze informational texts on topics related to diverse and nontraditional cultures and viewpoints.*

**Background to Text 1**

William Penn was an English Quaker (1644–1718). The son of an English naval officer and a friend of King James II, Penn became a Quaker at the age of 22. He was imprisoned several times for writing and preaching about Quakerism, including an eight-month confinement in the Tower of London.

In 1680, Penn asked King Charles II of England to repay an \$80,000 debt owed to Penn’s father with wilderness land in America. The next year, he was granted a charter. Penn viewed his new colony as a “Holy Experiment,” which would provide colonists religious liberty and cheap land. He made a treaty of friendship with Indians shortly after he arrived in Pennsylvania in 1682, paying them for most of the land that King Charles had given him. In this essay, written seven years before founding Pennsylvania, Penn offers arguments in favor of religious tolerance.

**Teacher Directions**

In a small group or whole class setting, analyze different historical documents for their themes, purposes and rhetorical features:

- Identify/use words and phrases to identify the subject (**bold**) (e.g. **Religious, it, God**).
- Identify/use words and phrases (nouns and associated pronouns) (*italics*) to identify how the authors in Texts 1 and 2 address the audience (e.g. *Beloved friend, I, you*)
- Use words and phrases to identify how each text develops the information (underline). Text 1 uses a list separated by commas (e.g., and that the more Vigorously a Uniformity is coercively prosecuted, the Wider Breaches grown, the more Inflamed Persons are); Text 2 uses transitional words (e.g., so, if, then)
- Use sentence structures to analyze the two texts (e.g., This text represents\_\_\_\_, whereas the other text focuses on\_\_\_\_; both texts/authors address issues of \_\_\_\_ but differ in that\_\_\_\_; both authors agree on\_\_\_\_but disagree on\_\_\_\_; the first text presents information on\_\_\_\_, instead, the second text presents \_\_\_\_).



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Text 1

I found then by Sad Experience, and a long Tract of Time, That the very Remedies applied to cure **Religious** Dissension increase it; and that the more Vigorously a Uniformity is coercively prosecuted, the Wider Breaches grown, the more Inflamed Persons are, and fixt in their Resolutions to stand by their Principles.

**Background to Text 2**

Rules of a Godly Life is a popular Pietist devotional source for the Amish. It presents 47 proverbs, and it was originally written in the early 18th century by a non-Amish author. The proverbs are intended to guide the Amish on how to center their daily lives on God through their thoughts, words and deeds. This includes what one's mind should focus on when waking up and going to sleep, and how to conduct yourself when interacting with others during the day, all in order to maintain God's focus in all that you do.

Text 2

*Beloved friend, if you* desire to live a holy and **God**-pleasing life, and to inherit a home in heaven after this life, then you must bring ALL of *your* life, all *your* thoughts, words, and actions into subjection to the teachings of the Bible, as **God** has commanded (Deut. 5: 32, 33). This is *your* only Rulebook of Faith. King David wrote, "I thought on my ways, and turned my feet unto thy testimonies" (Ps. 119:59), as much as to say—"I regard and examine all my thoughts, words, and deeds, to see if they are according to thy commands; so that, perchance, if I have erred or wandered from some truth, I may return to the right."

Text 1

Penn, W. (1675). *The Quaker ideal of religious tolerance*. Retrieved from [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=86](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=86)

Text 2

The Amish. Rules of a Godly Life. American Experience. Primary Sources. Retrieved from <http://www.pbs.org/wgbh/americanexperience/features/primary-resources/amish-rules/>

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<p><b>Common Core Anchor Standard (RI.10):</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>		<p><b>MAIN ACADEMIC DEMAND:</b> <i>Build Comprehension of Grade Level Texts</i></p>			
<p><b>MCCRS 10:</b>  <b>Grades 9-10</b>— By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.  <b>Grade 11-12</b>— By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>					
<p>WIDA Levels of Language Developmen t</p>	<p><b>Entering (Level 1)</b></p>	<p><b>Emerging (Level 2)</b></p>	<p><b>Developing (Level 3)</b></p>	<p><b>Expanding (Levels 4-5)</b></p>	<p><b>Bridging (Proficient)</b></p>
<p><b>When acquiring a new language, using <u>grade level</u> texts and appropriate supports, students are able to:</b></p>					
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p>Comprehend <i>at least one</i> high interest, grade-appropriate text when teacher has built background knowledge, pre-taught vocabulary, provided a context for the text, and read aloud in class <i>in the new and/or home language</i>.</p>	<p>Comprehend <i>two or more</i> high interest, grade-appropriate texts when teacher has built background knowledge, provided pre-identified words and phrases, provided a context for the text, and read the text aloud in class <i>in the new and/or home language</i>.</p>	<p>Comprehend <i>multiple</i> high-interest, grade-appropriate texts when teacher has built background knowledge, provided a bank of phrases and sentences, and provided a context for the text <i>in the new and, occasionally, in the home language</i>.</p>	<p>Comprehend <i>multiple</i> grade or above grade-level texts when teacher has provided a glossary of new vocabulary, and provided a context for the text <i>in the new language</i>.</p>
		<p>Comprehend <i>multiple</i> grade or above grade-level texts when teacher has glossed new vocabulary <i>in the new language</i>.</p>			

**MCCRS 10:**

**Grades 9-10**— By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

**Grade 11-12**— By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

**Building Background Knowledge:** Background knowledge (or prior knowledge) is a frame of reference that encompasses the information and concepts that the learner brings to the learning task. Background knowledge reflects the learner’s prior experiences and both formal and informal learning. It provides the foundation for approaching, processing, interpreting, and retaining new learning, and is indispensable to the learner’s making sense and understanding how the world works. When children are reading nonfiction they need to have some background knowledge in order to understand the text. The more a student knows about a topic, the more difficult the texts a student can approach. Students’ background knowledge, including developmental, experiential, and cognitive factors, influences their ability to understand the explicit and inferential qualities of a text.

The following are some strategies to build background knowledge:

- Developing background knowledge in the high school years can be achieved by reviewing or introducing concepts that form the baseline for understanding more complex ones. Conversations around topics that the student knows little about can be supported by carefully selected short video clips and illustrations that are connected to the background knowledge and content need to enrich reading comprehension.
- Background knowledge can be enriched by providing students with texts they can read independently that match their reading level and that are aligned with the grade-level text/topic being developed in class.
- Students who are developing a new language and can read and comprehend grade level text in their home language can build background knowledge by independently reading higher level text aligned with the text/topic being developed in class.
- Pairing fiction and nonfiction books that address the same topic.

**Note:** Text structures and oral language development also play an important role in building a student’s ability to comprehend grade appropriate texts. *See* RI Standards 5, 6 and 7 for standards that target text structures and Standards 1 and 2, which addresses comprehension strategies. Also, in order to engage in grade appropriate texts students must have mastered the phonemic and phonological characteristics of the home and/or new language as well as fluency. *See* Foundations of Reading, which address these skills development.

**Examples of Text to Build Background Knowledge in P-2 Informational Text:** *The following books develop and expand knowledge of the human body. The sequence from K to 5th grade is recommended in the Common Core State Standards (p.33).*

English Texts			
2 <sup>nd</sup> and 3 <sup>rd</sup> Grade	4 <sup>th</sup> and 5 <sup>th</sup> Grade	6 <sup>th</sup> to 8 <sup>th</sup> Grade	9 <sup>th</sup> to 12 <sup>th</sup> Grade
<p><u>The digestive and excretory systems</u></p> <ul style="list-style-type: none"> <li>• <i>What Happens to a Hamburger</i> by Paul Showers (1985)</li> <li>• <i>The Digestive System</i> by Christine Taylor-Butler (2008)</li> <li>• <i>The Digestive System</i> by Rebecca L. Johnson (2006)</li> </ul>	<p><u>The Respiratory system</u></p> <ul style="list-style-type: none"> <li>• <i>The Lungs</i> by Seymour Simon (2007)</li> <li>• <i>The Respiratory System</i> by Susan Glass (2004)</li> <li>• <i>The Respiratory System</i> by Kristin Petrie (2007)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Middle Grade Science. Human Body Systems.</i> Student Edition (2006)</li> <li>• <i>Middle School Healthy Hearts in the Zone. A Heart rate Monitoring Program for Lifelong Fitness</i> by Swain and Edwards (2008)</li> <li>• <i>The Muscular and Skeletal Systems.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Human Body.</i> Fogware Publishing (with DVD Rom) (2010)</li> <li>• <i>The Human Body: Fearfully and Wonderfully Made</i> by Wile and Shannon (2011)</li> </ul>

<ul style="list-style-type: none"> <li>• <i>The Digestive System</i> by Kristin Petrie (2007)</li> </ul> <p><u>Taking care of your body: Healthy eating and nutrition</u></p> <ul style="list-style-type: none"> <li>• <i>Good Enough to Eat</i> by Lizzy Rockwell (1999)</li> <li>• <i>Showdown at the Food Pyramid</i> by Rex Barron (2004)</li> </ul> <p><u>Muscular, skeletal, and nervous systems</u></p> <ul style="list-style-type: none"> <li>• <i>The Mighty Muscular and Skeletal Systems</i> Crabtree Publishing (2009)</li> <li>• <i>Muscles</i> by Seymour Simon (1998)</li> <li>• <i>Bones</i> by Seymour Simon (1998)</li> <li>• <i>The Astounding Nervous System</i> Crabtree Publishing (2009)</li> <li>• <i>The Nervous System</i> by Joelle Riley (2004)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Remarkable Respiratory System</i> by John Burstein (2009)</li> </ul>	<p>Creative Media Applications (2007)</p>	
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**Spanish Texts**

<b>2<sup>nd</sup> and 3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> and 5<sup>th</sup> Grade</b>	<b>6<sup>th</sup> to 8<sup>th</sup> Grade</b>	<b>9<sup>th</sup> to 12<sup>th</sup> Grade</b>
<p><u>Introducción a los sistemas del cuerpo humano</u></p> <ul style="list-style-type: none"> <li>• <i>El autobús mágico en el cuerpo humano</i> por Joanna Cole y Bruce Degan (1994)</li> <li>• <i>El Cuerpo Humano</i> por Richard Ferguson y Peter Hall</li> <li>• <i>El Cuerpo Humano</i> por Andrew Haslam (2011)</li> </ul> <p><u>Cuidando tu cuerpo: Gérmenes y prevención de enfermedades</u></p> <ul style="list-style-type: none"> <li>• <i>Germs are not for sharing/Los gérmenes no son para compartir</i> por Elizabeth Verdick y Marieka Henlen (2011)</li> <li>• <i>Matar a los gérmenes</i> por Melanie Mitchell (2005)</li> </ul>	<p><u>El Cuerpo Humano y el sistema respiratorio</u></p> <ul style="list-style-type: none"> <li>• <i>El aparato respiratorio</i> por Judith Jango Cohen (2006)</li> <li>• <i>El sistema respiratorio ¿Por qué me quedo sin aliento?</i> por Sue Barraclough (2006)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>El Cuerpo Humano</i>. Steve Parker (2004)</li> <li>• <i>Al Descubierto: Cuerpo Humano</i> por Luann Colombo (2003)</li> <li>• <i>El Cuerpo Humano</i> por Linda Calabresi (2008)</li> <li>• <i>Cuido mi cuerpo / I take care of my body</i> por Verónica Podesta (2007)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Estructura y función del cuerpo humano</i> por Gary Thibodeau y Kevin Patton (2012)</li> <li>• <i>Atlas de Anatomía Humana: Estudio fotográfico del cuerpo humano</i> por Agapea (2011)</li> <li>• <i>El cuerpo humano</i> por Richard Walker</li> <li>• <i>Guía topográfica del cuerpo humano</i> por Andrew Biel (2009)</li> </ul>

**Chinese Texts**

• **Note:** In general, non-fiction books in Chinese are comprehensive and are not available by sub-topic (e.g. the respiratory system or the digestive system)

exclusively) presented in the grade sequence as in the books presented for English and Spanish samples. Below are sample texts about the human body that are inclusive of sub-topics.

2 <sup>nd</sup> and 3 <sup>rd</sup> Grade	4 <sup>th</sup> and 5 <sup>th</sup> Grade	6 <sup>th</sup> to 8 <sup>th</sup> Grade	9 <sup>th</sup> to 12 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>• 人體的一天：參觀你的身體每天24小時的工作實況 [A Day in the Life of your Body: An Around the Clock Guide to how your body works] by Beverly McMillan, translated by Lín Jiéyíng (2012)</li> <li>• 驚奇人體[The Surprises of the Human Body] by Zhu Jiaxing (2013)</li> <li>• 十萬個為什麼：身體奧秘 [10,000 Whys: The mystery of the body] by Wáng Yǒnghuì (2014)</li> </ul>	<ul style="list-style-type: none"> <li>• 人體與生活：新版兒童十萬個為什麼[The human body and life: A new book of 10,000 whys] edited by the Windmill group (2013)</li> <li>• 奇妙的身體：不一樣的人體百科 [The Wonderful Body: Every body is different encyclopedia] by The Institute of the Human Body, translated by Lin Meihui (2013)</li> <li>• 人體結構圖解事典[The illustrated encyclopedia of human anatomy] by Yuán nèi yì hēng (2009)</li> </ul>	<ul style="list-style-type: none"> <li>• 人體解碼[Decoding the human body] by Cūi Dáxiù (2006)</li> <li>• 人體學習大百科[Learn About the Human Body Encyclopedia] by Qiǎnyě Wǔláng (2004)</li> <li>• 3D人體解剖圖[3D human anatomy] by sakai tatuo (2013)</li> </ul>	<ul style="list-style-type: none"> <li>• 人體疾病學習大百科[The Encyclopedia of Human Diseases] by Kenjiro Ito (2011)</li> <li>• 人體解剖全書[The Human Anatomy book] by Andrew Biel, translated by Xiè Bóràng and Gāo Yìhán (2012)</li> <li>• 人體學習事典：肌肉・關節 運動與構造篇[The Encyclopedia of the Human Body: On muscles, joints, exercise and skeletal structure] edited by Kuriyama Setsuro (2013)</li> </ul>

Multilingual book distributors in New York (in alphabetical order):

**Attanasio Publishers** ([www.attanasio-edu.com](http://www.attanasio-edu.com))

**Hexagramm** (<http://hexagrammbooks.com>) **Lectorum** (<http://www.librerialectorum.com>)

**Rosen Publishers** (<http://www.rosenpublishing.com>)

**Scholastic** (<http://www.scholastic.com/aboutscholastic/espanol.htm>)

Useful websites for books in Arabic and Haitian Creole:

**Arabic** (<http://www.alkitab.com>)

**Haitian Creole** (<http://www.haitianbookcentre.com>)

Unite for Literacy (<http://uniteforliteracy.com>) is a website that presents nonfiction books written in English but read in 15 different languages.

<p><b>Common Core Anchor Standard (SL.1):</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p><b>Main Academic Demand</b> <i>Prepare and Participate in Conversations, Expressing Their Points of View Clearly and Persuasively</i></p>
<p><b>MCCRS Grades 11–12 Standard (SL.11–12.1):</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grades 11–12 topics, texts and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas; b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed; c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions and promote divergent and creative perspectives; d. Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible and determine what additional information or research is required to deepen the investigation or complete the task; e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>	<p><b>Grade Level Academic Demand</b> <i>Prepare and Participate in Collaborative Conversations</i> <i>Follow Democratic and Civil Rules for Discussions</i> <i>Pose and Answer Questions That Connect Ideas</i> <i>Respond Thoughtfully to Diverse Perspectives</i></p>

5 Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4-5)	Bridging (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 discussion reflection guide</i> to identify claims and evidence and determine additional research needed, during collaborative conversations 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 discussion reflection guide</i> to identify claims and evidence and determine additional research needed, during collaborative conversations in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed discussion reflection guide</i> to identify claims and evidence and determine additional research needed, during collaborative conversations in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a discussion reflection guide</i> to identify claims and evidence and determine additional research needed, during collaborative conversations in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information, when taking notes independently</i>, to identify claims and evidence and determine additional research needed, during collaborative conversations in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words on a discussion matrix</i> to identify and connect ideas with evidence from texts and other research</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a discussion matrix</i> to identify and connect ideas with evidence from texts and other research</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed discussion matrix</i> to identify and connect ideas with evidence from texts and other research</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a partially matrix, after teacher modeling</i>, to identify and connect ideas with evidence from texts and other research</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify and connect ideas with evidence from texts and other research</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

5 Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 pose and answer questions that connect ideas, while following democratic, civil rules for discussions, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 pose and answer questions that connect ideas, while following democratic, civil rules for discussions, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to pose and answer questions that connect ideas, while following democratic, civil rules for discussions, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to pose and answer questions that connect ideas, while following democratic, civil rules for discussions, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic, text or issue, independently</i>, to pose and answer questions that connect ideas, while following democratic, civil rules for discussions, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that synthesize the ideas and information presented and respond thoughtfully to diverse perspectives</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that synthesize the ideas and information presented and respond thoughtfully to diverse perspectives</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously developed graphic organizers to compose a short essay</i> that synthesizes the ideas and information presented and responds thoughtfully to diverse perspectives</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously developed graphic organizers and teacher-provided models to compose an essay</i> that synthesizes the ideas and information presented and responds thoughtfully to diverse perspectives</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, text or issue, independently</i>, to <i>compose an essay</i> that synthesizes the ideas and information presented and responds thoughtfully to diverse perspectives</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS Grades 11–12 Standard (SL.11–12.1):** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on *grades 11–12 topics, texts and issues*, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas; b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines and establish individual roles as needed; c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions and promote divergent and creative perspectives; d. Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible and determine what additional information or research is required to deepen the investigation or complete the task; e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

Grade Level Academic Demand  
*Prepare and Participate in  
 Collaborative Conversations  
 Follow Democratic and Civil Rules for Discussions  
 Pose and Answer Questions That Connect Ideas  
 Respond Thoughtfully to Diverse Perspectives*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases to contribute to conversations (e.g., I want to add \_\_\_\_\_; I think that \_\_\_\_\_).
- Use questions forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?).
- Use words and phrases that express an opinion (e.g., I disagree/agree).
- Use question forms to clarify information (Can you repeat that? What did you mean when you said \_\_\_\_\_?).
- Use words and phrases to explain (What I mean is \_\_\_\_\_; What you are saying is \_\_\_\_\_).
- Use words and phrases to review key ideas (e.g., To summarize, the critical issues raised were \_\_\_\_\_).
- Use sentence structures that facilitate drawing conclusions based on the discussions (e.g., Before I thought \_\_\_\_\_ but now I think \_\_\_\_\_; This makes me realize that \_\_\_\_\_).
- Use sentence structures that facilitate reflection and paraphrasing (e.g., The author thinks that \_\_\_\_\_ but you/I think that \_\_\_\_\_; This is different because \_\_\_\_\_).
- Use words and phrases to make new connections based on evidence and reasoning (e.g., In light of what the author says \_\_\_\_\_; The conclusion that we can reach is \_\_\_\_\_; Considering that \_\_\_\_\_).

### Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Sample texts appropriate for 11th–12th grade students can be found in the Reading for Information and Reading Literature standards.</p>	<p>Conversations have many names—literature circles, book clubs, reading response groups, literature discussion groups and so on. Students come together to talk about a text they have read (or have had read to them) to question the text as they examine it from different points of view.</p> <p>Some ways to encourage students to share their thinking:</p> <ul style="list-style-type: none"> <li>• Invite elaboration of an idea (e.g., Uh-huh. Tell us more about that.).</li> <li>• Ask for clarification (e.g., I’m not sure I understand. Is there another way you can explain that?).</li> <li>• Encourage new points of view (e.g., Mm-hmmm, so what does everyone else think? How can we relate this issue to a broader idea? What are the implications in reference to _____).</li> <li>• Invite new voices to enter the conversation (e.g., That’s interesting. I’m wondering if anyone else has an idea to share?).</li> <li>• As the discussion takes place, summarize points of agreement and contention (e.g., So far we agree that _____; however _____).</li> </ul>



<b>Common Core Anchor Standard (SL.2):</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.		<b>Main Academic Demand</b> <i>Compare/Contrast and Evaluate the Credibility of Information Presented in Various Formats</i>				
<b>MCCRS (SL.11–12.2):</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.		<b>Grade Level Academic Demand</b> <i>Integrate Sources of Information</i> <i>Evaluate the Credibility and Accuracy of Each Source</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a main-ideas-and-details matrix</i> to identify and comprehend information presented in various formats, as the texts are read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a main-ideas-and-details matrix</i> to identify and comprehend information presented in various formats, as the texts are read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main-ideas-and-details matrix</i> to identify and comprehend information presented in various formats, as the texts are read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a main-ideas-and-details matrix</i> to identify and comprehend information presented in various formats, as the texts are read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information, when taking notes independently</i> , to identify and comprehend information presented in various formats, as the texts are read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a Venn diagram</i> that compares and contrasts important ideas and details to analyze multiple sources of information in diverse formats	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a Venn diagram</i> that compares and contrasts important ideas and details to analyze multiple sources of information in diverse formats	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed Venn diagram</i> that compares and contrasts important ideas and details to analyze multiple sources of information in diverse formats	<b>Reading-Centered Activity:</b> Organize <i>information on a Venn diagram, after teacher modeling</i> , that compares and contrasts important ideas and details to analyze multiple sources of information in diverse formats	<b>Reading-Centered Activity:</b> Organize <i>information in a note taking guide, independently</i> , that compares and contrasts important ideas and details to analyze multiple sources of information in diverse formats
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 integrate multiple sources of information presented in diverse formats to address solving problems and making decisions, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 integrate multiple sources of information presented in diverse formats to address solving problems and making decisions, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to integrate multiple sources of information presented in diverse formats to address solving problems and making decisions, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to integrate multiple sources of information presented in diverse formats to address solving problems and making decisions, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic, independently</i>, to integrate multiple sources of information presented in diverse formats to address solving problems and making decisions, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that evaluate the credibility of multiple sources of information in diverse formats and assess the accuracy of the sources and note any inaccuracies among data</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that evaluate the credibility of multiple sources of information in diverse formats and assess the accuracy of the sources and note any inaccuracies among data</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to compose a short essay</i> that evaluates the credibility of multiple sources of information in diverse formats and assesses the accuracy of the sources and notes any inaccuracies among data</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to compose an essay</i> that evaluates the credibility of multiple sources of information in diverse formats and assesses the accuracy of the sources and notes any inaccuracies among data</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, independently, to compose a multiple page essay</i> that evaluates the credibility of multiple sources of information in diverse formats and assesses the accuracy of the sources and notes any inaccuracies among data</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (SL.11–12.2):** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**Grade Level Academic Demand**  
*Integrate Sources of Information*  
*Evaluate the Credibility and Accuracy of Each Source*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach the standards in their new and/or home language.

- Use words and phrases (e.g., although this may be true, in contrast, different from, of course, but, at the same time, conversely, in spite of, nevertheless) to explain the credibility of sources.
- Use words and phrases (e.g., impartial/biased, neutral/subjective, valid/invalid, trustworthy/untrustworthy) that signal credibility and accuracy.

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires integrating multiple sources of information and assessing the credibility of each source. For examples of text excerpts, please consult Reading for Information and Reading Literature standard 2 for 11th–12th grades.

<b>Common Core Anchor Standard (SL.3):</b> Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric.				<b>Main Academic Demand</b> <i>Evaluate a Speaker’s Point of View</i>		
<b>MCCRS (SL.11–12.3):</b> Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.				<b>Grade Level Academic Demand</b> <i>Evaluate a Speaker’s Point of View, Reasoning and Use of Evidence and Rhetoric</i>		
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a presentation reflection graphic organizer</i> to analyze a speaker’s stance, ideas and points of emphasis, in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a presentation reflection graphic organizer</i> to analyze a speaker’s stance, ideas and points of emphasis, in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed presentation reflection graphic organizer</i> to analyze a speaker’s stance, ideas and points of emphasis, in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a presentation reflection graphic organizer</i> to analyze a speaker’s stance, ideas and points of emphasis, in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information</i> when taking notes independently to analyze a speaker’s stance, ideas and points of emphasis, in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on an inductive-main-idea graphic organizer</i> to evaluate a speaker’s links among ideas and reasoning, when reading a speech	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on an inductive-main-idea graphic organizer</i> to evaluate a speaker’s links among ideas and reasoning, when reading a speech	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed inductive-main-idea graphic organizer</i> to evaluate a speaker’s links among ideas and reasoning, when reading a speech	<b>Reading-Centered Activity:</b> Organize <i>information on an inductive-main-idea graphic organizer</i> to evaluate a speaker’s links among ideas and reasoning, when reading a speech	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently,</i> to evaluate a speaker’s links among ideas and reasoning, when reading a speech
		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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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</i> to complete sentence starters that assess the stance, ideas, word choice and/or emphasis, to evaluate a speaker's point of view, in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> to complete sentence starters that assess the stance, ideas, word choice and/or emphasis, to evaluate a speaker's point of view, in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to participate in a discussion that assesses the stance, ideas, word choice and/or emphasis, to evaluate a speaker's point of view, 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 initiate a discussion that assesses the stance, ideas, word choice and/or emphasis, to evaluate a speaker's point of view, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic, text or issue, independently</i> , to lead a discussion that assesses the stance, ideas, word choice and/or emphasis, to evaluate a speaker's point of view, in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to complete cloze paragraphs that analyze a speaker's reasoning and use of rhetoric	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to write two or more paragraphs that analyze a speaker's reasoning and use of rhetoric	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously developed graphic organizers</i> to compose a <i>short essay</i> that analyzes a speaker's reasoning and use of rhetoric	<b>Writing-Centered Activity:</b> Use the <i>previously developed graphic organizers</i> and <i>teacher provided models</i> to compose an <i>essay</i> that analyzes a speaker's reasoning and use of rhetoric	<b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, text or issue</i> to compose an <i>essay, independently</i> , that analyzes a speaker's reasoning and use of rhetoric
		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> .

**MCCRS (SL.11–12.3):** Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.

**Grade Level Academic Demand**  
*Evaluate a Speaker’s Point of View, Reasoning and Use of Evidence and Rhetoric*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases (e.g., the evidence suggests\_\_\_\_; the facts are\_\_\_\_; [Name of author] states that\_\_\_\_) that introduce evidence—facts, quotations.
- Use words and phrases (e.g., this means that\_\_\_\_; a possible interpretation is \_\_\_\_; the author thinks\_\_\_\_; However, this has to be taken with a grain of salt) to delineate claims—interpretation of facts.
- Use words and phrases (e.g., the main point of the argument is\_\_\_\_; however; nonetheless; in the following section; we now turn to\_\_\_\_) to link ideas.

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires evaluating a speaker’s point of view. Sample texts can be found in the Reading for Information and Reading Literature standard 3 for 11th–12th grades.

<p><b>Common Core Anchor Standard (SL.4):</b> Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.</p>		<p><b>Main Academic Demand</b> <i>Present Information Appropriate to Task, Purpose and Audience, with Coherent Reasoning and Evidence</i></p>				
<p><b>MCCRS (SL.11–12.4):</b> Present information, findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks.</p>		<p><b>Grade Level Academic Demand</b> <i>Present Information, Findings and Evidence, Including Opposing and Alternative Perspectives, so Listeners Can Follow the Line of Reasoning</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Categorize <i>pretaught words and phrases on an outline</i> following the line of reasoning of a presentation in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Categorize <i>preidentified words and phrases on an outline</i> following the line of reasoning of a presentation in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Categorize <i>sentences on a partially completed outline</i> following the line of reasoning of a presentation in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Categorize <i>information on an outline</i> that follows the line of reasoning of a presentation, after teacher modeling, in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Categorize <i>information independently on an outline</i> that follows the line of reasoning of a presentation in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a main-idea-and-supporting-evidence graphic organizer</i> to identify two or more alternative or opposing perspectives</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a main-idea-and-supporting-evidence graphic organizer</i> to identify two or more alternative or opposing perspectives</p>	<p><b>Reading-Centered Activity:</b> Organize a <i>bank of phrases and short sentences on a partially completed main-idea-and-supporting-evidence graphic organizer</i> to identify alternative or opposing perspectives</p>	<p><b>Reading-Centered Activity:</b> Organize a <i>glossary of sentences on a main-idea-and-supporting-evidence graphic organizer, after teacher modeling,</i> to identify alternative or opposing perspectives</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information to independently</i> identify alternative or opposing perspectives</p>
		<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and, occasionally, in the home language.</i></p>	<p>in the <i>new language.</i></p>	<p>in the <i>new language.</i></p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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</i> to <i>complete sentence starters</i> that indicate a clear line of reasoning in formal and informal tasks, when speaking in <i>partnership and/or teacher-led groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that indicate a clear line of reasoning in formal and informal tasks, when speaking in <i>partnership and/or teacher-led groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>bank of words and sentences</i> and the <i>previously created organizers</i> to indicate a clear line of reasoning in formal and informal tasks, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the presentation process</i> and the <i>previously created organizers, after teacher modeling</i> , to indicate a clear line of reasoning in formal and informal tasks, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the presentation process</i> to indicate a clear line of reasoning in formal and informal tasks <i>independently</i> , when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete cloze sections</i> in <i>two or more paragraphs</i> in which the organization, development, substance and style are appropriate to purpose and audience	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>complete cloze sections</i> in <i>two or more paragraphs</i> in which the organization, development, substance and style are appropriate to purpose and audience	<b>Writing-Centered Activity:</b> Use a <i>bank of words and phrases</i> to <i>develop a short essay</i> in which the organization, development, substance and style are appropriate to purpose and audience	<b>Writing-Centered Activity:</b> Use <i>teacher-provided samples</i> to <i>develop a multiple paragraph essay</i> in which the organization, development, substance and style are appropriate to purpose and audience	<b>Writing-Centered Activity:</b> Use <i>knowledge of the presentation process</i> to <i>develop a multi-paragraph essay, independently</i> , in which the organization, development, substance and style are appropriate to purpose and audience
		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> .



**MCCRS (SL.11–12.4):** Present information, findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks.

**Grade Level Academic Demand**  
*Present Information, Findings and Evidence, Including Opposing and Alternative Perspectives, so Listeners Can Follow the Line of Reasoning*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify findings (facts; e.g., I received from Oxford the manuscript).
- Use nouns and associated pronouns (e.g., I, me) to describe the subject.
- Use transitional words and phrases that focus on presenting evidence (e.g., thus, however) in a coherent manner.
- Use words and phrases that are appropriate to the purpose (reason for the presentation), audience (to whom is it addressed) and task (kind of presentation).

### Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Before unearthing this letter, <i>I</i> had questioned <i>myself</i> about the ways in which a book can be infinite. <i>I</i> could think of nothing other than a cyclic volume, a circular one. A book whose last page was identical with the first, a book which had the possibility of continuing indefinitely. <i>I</i> remembered too that night which is at the middle of the Thousand and One Nights when Scheherazade (through a magical oversight of the copyist) begins to relate word for word the story of the Thousand and One Nights, establishing the risk of coming once again to the night when she must repeat it and <u>thus</u> on to infinity. <i>I</i> imagined as well a Platonic, hereditary work, transmitted from father to son, in which each new individual adds a chapter or corrects with pious care the pages of his elders. These conjectures diverted <i>me</i>; but none seemed to correspond, not even remotely, to the contradictory chapters of <i>Ts'ui Pen</i>. In the midst of this perplexity, <b>I received from Oxford the manuscript you have examined.</b> <i>I</i> lingered, naturally, on the sentence: I leave to the various futures (not to all) my garden of forking paths. Almost instantly, <i>I</i> understood: 'the garden of forking paths' was the chaotic novel; the phrase 'the various futures (not to all)' suggested to me the forking in time, not in space. A broad rereading of the work confirmed the theory. <b>In all fictional works, each time a man is confronted with several alternatives, he chooses one and eliminates the others;</b> <u>however</u>, in the fiction of <i>Ts'ui Pen</i>, <i>he</i> chooses simultaneously-all of them. <i>He</i> creates, in this way, diverse futures, diverse times which themselves also proliferate and fork. <b>Here, then, is the explanation of the novel's contradictions.</b> Fang, <u>let us say</u>, has a secret; a stranger calls at his door; Fang resolves to kill him. Naturally, there are several possible outcomes: Fang can kill the intruder, the intruder can kill Fang, they both can escape, they both can die and so forth. In the work of <i>Ts'ui Pen</i>, all possible outcomes occur; each one is the point of departure for other forkings.</p> <p>Borges, J.L. (1964). The garden of forking paths. In <i>Labyrinths: Selected stories and other writings</i>. New York: New Directions. (From Appendix B, CCSS, p. 150.)</p>	<p>Analyze in whole class or small group the line of reasoning followed by Borges in this excerpt:</p> <ul style="list-style-type: none"> <li>• Identify findings (facts) (<b>bold</b>) (e.g., <b>I received from Oxford the manuscript you have examined; Here, then, is the explanation of the novel's contradictions</b>).</li> <li>• Use nouns and associated pronouns (<i>italics</i>) (e.g., <i>I, Ts'ui Pen, he</i>) to describe the subject.</li> <li>• Use transitional words and phrases that focus on presenting evidence (<u>underline</u>) (e.g., <u>thus, however, let us say</u>) in a coherent manner.</li> <li>• Use words and phrases that are appropriate to the purpose (reason for the presentation) (in this case, an introduction to an idea that Borges has developed), audience (to whom is it addressed) (in this example, to the readers of Borges' book) and task (kind of presentation) (introduction or preface to a book).</li> </ul>

<b>Common Core Anchor Standard (SL.5):</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		<b>Main Academic Demand</b> <i>Make Strategic Use of Media and Visual Information to Enhance and Support Presentations</i>				
<b>MCCRS (SL.11–12.5):</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest.		<b>Grade Level Academic Demand</b> <i>Make Strategic Use of Digital Media to Enhance Understanding of Findings, Reasoning and Evidence</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a presentation matrix</i> , to evaluate the strategic use of digital media and visual information, when viewing an exemplar presentation in <i>partnership and/or teacher-led small groups</i> .	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a presentation matrix</i> , to evaluate the strategic use of digital media and visual information, when viewing an exemplar presentation in <i>partnership and/or small groups</i> .	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a presentation matrix</i> , to evaluate the strategic use of digital media and visual information, when viewing an exemplar presentation in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a presentation matrix</i> , to evaluate the strategic use of digital media and visual information, when viewing an exemplar presentation in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to evaluate the strategic use of digital media and visual information, when viewing an exemplar presentation in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a presentations outline</i> that analyzes the use of digital media to enhance understanding of findings, when reading information presented	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a presentations outline</i> that analyzes the use of digital media to enhance understanding of findings, when reading information presented	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a presentations outline</i> that analyzes the use of digital media to enhance understanding of findings, when reading information presented	<b>Reading-Centered Activity:</b> Organize <i>information on a presentations outline</i> that analyzes the use of digital media to enhance understanding of findings, when reading information presented	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , analyzing the use of digital media to enhance understanding of findings, when reading information presented
		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> .

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 highlight the effective use of digital media to add interest to a topic, when making a presentation in <i>partnership and/or teacher-led small groups</i></p>	<p><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 highlight the effective use of digital media to add interest to a topic, when making a presentation in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to highlight the effective use of digital media to add interest to a topic, when making a presentation in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>glossary</i> to highlight the effective use of digital media to add interest to a topic, when making a presentation in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information from previously completed graphic organizers, independently</i>, to highlight the effective use of digital media to add interest to a topic, when making a presentation in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that explain a plan for the strategic use of digital media, to enhance understanding of findings, when preparing a presentation</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that explain a plan for the strategic use of digital media, to enhance understanding of findings, when preparing a presentation</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously developed graphic organizers to compose a short essay</i> that explains a plan for the strategic use of digital media, to enhance understanding of findings, when preparing a presentation</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously developed graphic organizers and teacher-provided models to compose an essay</i> that explains a plan for the strategic use of digital media, to enhance understanding of findings, when preparing a presentation</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, text or issue, independently</i>, to compose an <i>essay, independently</i>, that explains a plan for the strategic use of digital media, to enhance understanding of findings, when preparing a presentation</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (SL.11–12.5):** Make strategic use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest.

**Grade Level Academic Demand**  
*Make Strategic Use of Digital Media to Enhance Understanding of Findings, Reasoning and Evidence*

**Linguistic Demands:** This standard does not have a linguistic demand since it requires that students use digital and visual displays in their presentations.

<b>Common Core Anchor Standard (SL.6):</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		<b>Main Academic Demand</b> <i>Adapt Speech to a Variety of Contexts, Demonstrating Command of Formal English</i>				
<b>MCCRS (SL.11–12.6):</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 68 for specific expectations.)		<b>Grade Level Academic Demand</b> <i>Adapt Speech to a Variety of Contexts and Tasks, Demonstrating Command of Formal English</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a speech adaptations matrix</i> to identify the various contexts to which a speaker adapts his or her speech, when watching or listening to various presentations in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a speech adaptations matrix</i> to identify the various contexts to which a speaker adapts his or her speech, when watching or listening to various presentations in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed speech adaptations matrix</i> to identify the various contexts to which a speaker adapts his or her speech, when watching or listening to various presentations in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a speech adaptations matrix</i> to identify the various contexts to which a speaker adapts his or her speech, when watching or listening to various presentations in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information</i> , when taking notes <i>independently</i> , to identify the various contexts to which a speaker adapts his or her speech, when watching or listening to various presentations in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a speech features chart</i> that describes when and how speech was adjusted for different audiences, when reading a presentation transcript	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a speech features chart</i> that describes when and how speech was adjusted for different audiences, when reading a presentation transcript	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed speech features chart</i> that describes when and how speech was adjusted for different audiences, when reading a presentation transcript	<b>Reading-Centered Activity:</b> Organize <i>information on a speech features chart</i> that describes when and how speech was adjusted for different audiences, when reading a presentation transcript	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to describe when and how speech was adjusted for different audiences, when reading a presentation transcript
		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> .

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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> to present a topic, adapting speech to a variety of contexts and demonstrating command of formal language, 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> to present a topic, adapting speech to a variety of contexts and demonstrating command of formal language, in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to present a topic, adapting speech to a variety of contexts and demonstrating command of formal language, 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 present a topic, adapting speech to a variety of contexts and demonstrating command of formal language, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic, text or issue, independently</i> , to present a topic, adapting speech to a variety of contexts and demonstrating command of formal language, 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 adjust speech to different audiences, demonstrating command of formal language	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that adjust speech to different audiences, demonstrating command of formal language	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously developed graphic organizers to compose a short essay</i> that adjusts speech to different audiences, demonstrating command of formal language	<b>Writing-Centered Activity:</b> Use the <i>previously developed graphic organizers and teacher-provided models to compose an essay</i> that adjusts speech to different audiences, demonstrating command of formal language	<b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, text or issue, independently</i> , to <i>compose an essay</i> that adjusts speech to different audiences, demonstrating command of formal language
		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> .

**MCCRS SL.11–12.6):** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 68 for specific expectations.)

**Grade Level Academic Demand**  
*Adapt Speech to a Variety of Contexts and Tasks,  
 Demonstrating Command of Formal English*

**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 developing), students can approach the standards in the new and/or home language.

- Use words and phrases appropriate for formal contexts and the task (the topic to be developed; e.g., vocabulary, sentence forms and discourse that provide specific information).
- Use words and phrases appropriate for informal contexts (e.g., information supported by contextual clues such as gestures, intonation).

**Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires that students differentiate between formal and informal oral discourse.

<b>Text Excerpt</b>	<b>Teacher Directions</b>
Sample texts appropriate for 11th–12th grade students can be found in the Reading for Information and Reading Literature standards.	In a small group and whole class setting, model how to express thoughts, feelings and ideas using whole sentences that include subjects and predicates: Model and modify the task (present different topics) and situation (e.g., familiar and unfamiliar, formal and informal) in order for the language to adapt to different circumstances. Students can use their language(s) to fulfill the demands of this standard. For example, students can explain or describe a situation in their home language using informal language and describe a situation or event in the new language using a formal register.

<p><b>Common Core Anchor Standard (W.1):</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>Main Academic Demand</b> <i>Write Persuasively with Reasoning and Evidence</i></p>
<p><b>MCCRS Grades 11–12 Standard (W.11–12.1):</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence; b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values and possible biases; c. Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims; d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>Grade Level Academic Demand</b> <i>Write a Formal and Objective Piece Integrating Claims and Counterclaims with Supporting Evidence by Using Appropriate Words and Phrases to Link Ideas and Provide a Conclusion</i></p>

5 Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4-5)	Bridging (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 in a Cornell note-taking guide</i> to identify logical arguments, relevant details and sound evidence, as the 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 in a Cornell note-taking guide</i> to identify logical arguments, relevant details and sound evidence, as the text is read aloud in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences in a partially completed Cornell note-taking guide</i> to identify logical arguments, relevant details and sound evidence, as the 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 Cornell note-taking guide</i> to identify logical arguments, relevant details and sound evidence, as the 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, when taking notes independently</i>, to identify logical arguments, relevant details and sound evidence, as the 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 on a T-chart</i> to identify claims and counterclaims, and supporting evidence and strengths and limitations for each claim</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a T-chart</i> to identify claims and counterclaims, and supporting evidence and strengths and limitations for each claim</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed T-chart</i> to identify claims and counterclaims, and supporting evidence and strengths and limitations for each claim</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a T-chart, after teacher modeling</i>, to identify claims and counterclaims, and supporting evidence and strengths and limitations for each claim</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify claims and counterclaims, and supporting evidence and strengths and limitations for each claim</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>



5 Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 address rebuttal arguments and how a variety of logical arguments can reach conflicting opinions, when speaking about the text in <i>partnership and/or teacher-led, small groups</i></p>	<p><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 address rebuttal arguments and how a variety of logical arguments can reach conflicting opinions, when speaking about the text in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to address rebuttal arguments and how a variety of logical arguments can reach conflicting opinions, when speaking about the text in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to address rebuttal arguments and how a variety of logical arguments can reach conflicting opinions, when speaking about the text in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the text, independently</i>, to address rebuttal arguments and how a variety of logical arguments can reach conflicting opinions, when speaking about the text in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that use a formal style to integrate claims and counterclaims with supporting evidence and a conclusion</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that use a formal style to integrate claims and counterclaims with supporting evidence and a conclusion</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to compose a short essay</i> that uses a formal style to integrate claims and counterclaims with supporting evidence and a conclusion</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to compose an essay</i> that uses a formal style, varied syntax and reasoning, relevant details, sound evidence, coherent organization, rebuttal arguments and rhetorical devices to introduce, support and conclude arguments</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the text, independently</i>, to <i>compose a multiple page essay</i> that uses a formal style, varied syntax and reasoning, relevant details, sound evidence, coherent organization, rebuttal arguments and rhetorical devices to introduce, support and conclude arguments</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS Grades 11–12 Standard (W.11–12.1):** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence; b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values and possible biases; c. Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims; d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; e. Provide a concluding statement or section that follows from and supports the argument presented.

**Grade Level Academic Demand**  
*Write a Formal and Objective Piece Integrating Claims and Counterclaims with Supporting Evidence by Using Appropriate Words and Phrases to Link Ideas and Provide a Conclusion*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Use introductory nouns and verbs related to a topic to establish a beginning.
- Use introductory words and phrases to state an opinion (e.g., I think \_\_\_\_\_; I didn’t like \_\_\_\_\_; I liked \_\_\_\_\_; I believe that \_\_\_\_\_; My impression is \_\_\_\_\_).
- Use nouns, verbs and adjectives to state claims (based on facts, causes or context).
- Use linking words (e.g., because, so, that is why, but, however, nonetheless, yet, if) to explain claims, counterclaims and reasons.
- Use transitional words (e.g., cause and effect words: because, so, that is why, but, however, nonetheless, yet; conditional words: if; compare and contrast words: like, unlike, differs, similarly; and chronological or time markers: at the present time, from time to time, sooner or later, at the same time, up to the present time, to begin with, in due time, as soon as, in the meantime, in a moment, first, second) to create cohesion.
- Use concluding words and phrases (e.g., in summary, that is why, in essence, be that as it may, consequently, therefore, thereupon, forthwith, accordingly, henceforth, as can be seen, generally speaking, in the final analysis, all things considered, as shown above, in the long run, given these points, as has been noted, in a word) to complete a piece.

### Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it requires giving an opinion. For examples of text excerpts, refer to Reading for Information and Reading Literature standards for 11th–12th grades.

<p><b>Common Core Anchor Standard (W.2):</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.</p>	<p><b>Main Academic Demand</b> <i>Examine and Convey Complex Ideas and Information</i></p>
<p><b>MCCRS (W.11–12.2):</b> Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension; b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience’s knowledge of the topic; c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts; d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic; e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p><b>Grade Level Academic Demand</b> <i>Write to Inform and Explain Complex Ideas Clearly, with Precision and Command of Textual and Formal Language Structures with Domain-Specific Vocabulary and Precise Language</i></p> <p><i>Develop Topic Thoroughly, Selecting the Most Relevant Facts</i></p> <p><i>Use Well-Constructed Paragraphs and Transition Sentences That Connect Paragraphs to a Cohesive Whole</i></p>

WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 writing organizer web</i> to identify and organize complex ideas, concepts and information as the text is read 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 writing organizer web</i> to identify and organize complex ideas, concepts and information as the text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed writing organizer web</i> to identify and organize complex ideas, concepts and information as the text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a writing organizer web</i> to identify and organize complex ideas, concepts and information as the text is read 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 and organize complex ideas, concepts and information as the text is read in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a facts chart</i> to identify the most relevant facts that develop a topic, including definitions, details and quotations</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a facts chart</i> to identify the most relevant facts that develop a topic, including definitions, details and quotations</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed facts chart</i> to identify the most relevant facts that develop a topic, including definitions, details and quotations</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a facts chart, after teacher modeling</i>, to identify the most relevant facts that develop a topic, including definitions, details and quotations</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note taking guide, independently</i>, to identify the most relevant facts that develop a topic, including definitions, details and quotations</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>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>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases, including domain-specific vocabulary and transitional words, and the previously completed graphic organizers to complete sentence starters</i> that explain complex ideas clearly, with precision and with command of formal language structures, when speaking about the text in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases, including domain-specific vocabulary and transitional words and phrases, and the previously completed graphic organizers to complete sentence starters</i> that explain complex ideas clearly, with precision and with command of formal language structures, when speaking about the text in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank that includes domain-specific vocabulary and transitional words and phrases</i> to explain complex ideas clearly, with precision and with command of formal language structures, when speaking about the text in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>glossary that includes domain-specific vocabulary and transitional words and phrases</i> to explain complex ideas clearly, with precision and with command of formal language structures, when speaking about the text in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the text and domain-specific vocabulary and transitional words and phrases, independently, to explain complex ideas clearly, with precision and with command of formal language structures, when speaking about the text in partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases, including domain-specific vocabulary and transitional words, to complete cloze paragraphs</i> that target an introduction, well-constructed paragraphs and an appropriate concluding statement or section, connected by transition sentences, to convey complex ideas with precision and with command of textual and formal language structures</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases, including domain-specific vocabulary and transitional words and phrases, to write two or more paragraphs</i> that target an introduction, well-constructed paragraphs and an appropriate concluding statement or section, connected by transition sentences, to convey complex ideas with precision and with command of textual and formal language structures</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank that includes domain-specific vocabulary and transitional words and phrases, to compose a short essay</i> that targets an introduction, well-constructed paragraphs and an appropriate concluding statement or section, connected by transition sentences, to convey complex ideas with precision and with command of textual and formal language structures</p>	<p><b>Writing-Centered Activity:</b> Use a <i>glossary that includes domain-specific vocabulary and transitional words and phrases and teacher-provided models to compose an essay</i> that targets an introduction, well-constructed paragraphs and an appropriate concluding statement or section, connected by transition sentences, to convey complex ideas with precision and with command of textual and formal language structures</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the text and domain-specific vocabulary and transitional words and phrases, independently, to compose a multiple page essay</i> that targets an introduction, well-constructed paragraphs and an appropriate concluding statement or section, connected by transition sentences, to convey complex ideas with precision and with command of textual and formal language structures</p>
		<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and, occasionally, in the home language.</i></p>	<p>in the <i>new language.</i></p>	<p>in the <i>new language.</i></p>

**MCCRS (W.11–12.2):** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.

a. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension; b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience’s knowledge of the topic; c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts; d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic; e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

### Grade Level Academic Demand

*Write to Inform and Explain Complex Ideas Clearly, with Precision and Command of Textual and Formal Language Structures with Domain-Specific Vocabulary and Precise Language*

*Develop Topic Thoroughly, Selecting the Most Relevant Facts*

*Use Well-Constructed Paragraphs and Transition Sentences That Connect Paragraphs to a Cohesive Whole*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach the standards in their new and/or home language.

- Identify the most relevant facts, definitions, quotations, examples and details related to the topic.
- Identify multimedia that can strengthen the topic.
- Use introductory words and phrases to introduce a topic.
- Use appropriate headings to categorize information.
- Use a variety of words (e.g., in contrast, especially, because, thus, therefore, hence, even though, nonetheless) to link ideas and information.
- Use Tier 2 words found in writing but seldom in oral language (e.g., allocated, adjusted, benefit, analyze, evaluate, access) and Tier 3 words or technical words (e.g., delta, pharaoh, mummification)..
- Use appropriate words (e.g., as a result, for these reasons, to sum up, overall, due to, obviously, all in all, indeed, definitely), to provide a concluding statement restating the topic.
- Use appropriate phrases (e.g., the purpose of the current study; this project was undertaken to; this assignment has explained that; the main points that have to be taken into consideration) to introduce the implications in an essay.

### Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because students are required to write an informative text. For examples of text excerpts, refer to Reading for Information standards for 11th–12th grades.

<p><b>Common Core Anchor Standard (W.3):</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	<p><b>Main Academic Demand</b> <i>Write Detailed Real or Imagined Narratives</i></p>
<p><b>MCCRS (W.11–12.3):</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth or resolution).</li> <li>Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.</li> <li>Adapt voice, awareness of audience and use of language to accommodate a variety of cultural contexts.</li> </ol>	<p><b>Grade Level Academic Demand</b> <i>Write Narratives That Include Relevant, Specific and Compelling Details, Using Narrative Techniques and a Variety of Strategies to Sequence Events so That They Build on Each Other</i></p> <p><i>Use Precise and Sensory Language Appropriate to Audience and Topic to Convey a Full Picture of the Setting, Characters and Events</i></p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
When acquiring a new language, using <b>grade level</b> 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 plot line graphic organizer</i> to sequence and identify a problem, situation or observation and its significance, one or more points of view and a narrator and/or characters, as a text is read <i>in partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a plot line graphic organizer</i> to sequence and identify a problem, situation or observation and its significance, one or more points of view and a narrator and/or characters, as text is read <i>in partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed plot line graphic organizer</i> to sequence and identify a problem, situation or observation and its significance, one or more points of view and a narrator and/or characters, as text is read <i>in partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a plot line graphic organizer</i> to sequence and identify a problem, situation or observation and its significance, one or more points of view and a narrator and/or characters, as text is read <i>in 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 sequence and identify a problem, situation or observation and its significance, one or more points of view and a narrator and/or characters, as text is read <i>in partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a cluster map</i> to identify relevant, specific and compelling details to develop experiences, events or characters</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a cluster map</i> to identify relevant, specific and compelling details to develop experiences, events or characters</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed cluster map</i> to identify relevant, specific and compelling details to develop experiences, events or characters</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a cluster map, after teacher modeling</i>, to identify relevant, specific and compelling details to develop experiences, events or characters</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify relevant, specific and compelling details to develop experiences, events or characters</p>
		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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 describe how events build upon one another, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 describe how events build upon one another, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe how events build upon one another, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>glossary</i> to describe how events build upon one another, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to describe how events build upon one another, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete narrative paragraphs</i> that use precise, sensory language appropriate to the audience and narrative techniques to convey a full picture of settings, character and sequence of events, supported by relevant, specific and compelling details</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that use precise, sensory language appropriate to the audience and narrative techniques to convey a full picture of settings, character and sequence of events, supported by relevant, specific and compelling details</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and <i>previously completed graphic organizers to develop a short narrative essay</i> that uses precise, sensory language appropriate to the audience and narrative techniques to convey a full picture of settings, character and sequence of events, supported by relevant, specific and compelling details</p>	<p><b>Writing-Centered Activity:</b> Use a <i>glossary and teacher-provided models to develop a narrative essay</i> that uses precise, sensory language appropriate to the audience and narrative techniques to convey a full picture of settings, character and sequence of events, supported by relevant, specific and compelling details</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple page narrative essay</i> that uses precise, sensory language appropriate to the audience and narrative techniques to convey a full picture of settings, character and sequence of events, supported by relevant, specific and compelling details</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>



**MCCRS (W.11–12.3):** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth or resolution).
- d. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
- f. Adapt voice, awareness of audience and use of language to accommodate a variety of cultural contexts.

## Grade Level Academic Demand

*Write Narratives That Include Relevant, Specific and Compelling Details, Using Narrative Techniques and a Variety of Strategies to Sequence Events so That They Build on Each Other*  
*Use Precise and Sensory Language Appropriate to Audience and Topic to Convey a Full Picture of the Setting, Characters and Events*

**Linguistic Demands:** The following examples are in English but may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Use introductory words and phrases (e.g., I have observed that\_\_\_\_; The conflict is\_\_\_\_; Two opposing views on\_\_\_\_are\_\_\_\_) to orient the reader to a problem, observation or situation.
- Use first or third person (e.g., I am or s/he is) to develop point of view in a narrative.
- Use precise words (e.g., verbs) (e.g., said, whispered, answered, shouted, replied, grumbled, mumbled), adverbs (e.g., slowly, quickly, carefully, cheerfully, initially, angrily) and adjectives (e.g., cheerful, enthusiastic, interesting, attractive) to develop experiences, events and/or characters.
- Use words and phrases (e.g., finally, in conclusion, in the end, consequently, thus, hence) to provide closure.
- Use words and phrases (e.g., student should consider who will be reading the text, the information the readers have and how the prospective reader feel about the topic) to adapt voice and use of language according to the reader’s cultural context.

### Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it requires writing narratives. Sample texts can be found in Reading Literature standard 3 for 11th–12th grades.

<b>Common Core Anchor Standard (W.4):</b> Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.		<b>Main Academic Demand</b> <i>Develop, Organize and Produce Writing Appropriate to Task, Purpose and Audience</i>				
<b>MCCRS (W.11–12.4):</b> Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)		<b>Grade Level Academic Demand</b> <i>Develop Clear and Coherent Writing Appropriate to Task, Purpose and Audience</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a main-idea-and-support-details graphic organizer</i> to identify ideas and details appropriate to the task, audience and purpose that could be incorporated into a writing piece, as text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a main-idea-and-support-details graphic organizer</i> to identify ideas and details appropriate to the task, audience and purpose that could be incorporated into a writing piece, as text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main-idea-and-support-details graphic organizer</i> to identify ideas and details appropriate to the task, audience and purpose that could be incorporated into a writing piece, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a main-idea-and-support-details graphic organizer</i> to identify ideas and details appropriate to the task, audience and purpose that could be incorporated into a writing piece, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify ideas and details appropriate to the task, audience and purpose that could be incorporated into a writing piece, as text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a triple column graphic organizer</i> to analyze how a mentor text addresses the task, purpose and audience	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a triple column graphic organizer</i> to analyze how a mentor text addresses the task, purpose and audience	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed triple column graphic organizer</i> to analyze how a mentor text addresses the task, purpose and audience	<b>Reading-Centered Activity:</b> Organize <i>information on a triple column graphic organizer, after teacher modeling</i> , to analyze how a mentor text addresses the task, purpose and audience	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to analyze how a mentor text addresses the task, purpose and audience
		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> .

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 appropriateness of the development, style and organization of ideas and details as related to the task, audience and purpose, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 appropriateness of the development, style and organization of ideas and details as related to the task, audience and purpose, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to evaluate the appropriateness of the development, style and organization of ideas and details as related to the task, audience and purpose, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to evaluate the appropriateness of the development, style and organization of ideas and details as related to the task, audience and purpose, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to evaluate the appropriateness of the development, style and organization of ideas and details as related to the task, audience and purpose, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete well-organized, clear and coherent cloze paragraphs</i> that develop relevant ideas and details appropriate to the task, audience and purpose</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more well-organized, clear and coherent paragraphs</i> that develop relevant ideas and details appropriate to the task, audience and purpose</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to compose a well-organized, clear and coherent short essay</i> that develops relevant ideas and details appropriate to the task, audience and purpose</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to compose a well-organized, clear and coherent essay</i> that develops relevant ideas and details appropriate to the task, audience and purpose</p>	<p><b>Writing-Centered Activity:</b> Use <i>information to compose a well-organized, clear and coherent multiple page essay, independently</i>, that develops relevant ideas and details appropriate to the task, audience and purpose</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (W.11–12.4):** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

**Grade Level Academic Demand**  
*Develop Clear and Coherent Writing Appropriate to Task, Purpose and Audience*

**Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires that students produce writing according to task, purpose and audience. For examples of text excerpts, refer to the Reading for Information, Reading Literature and Speaking and Listening standards for 11th–12th grades.

<b>Common Core Anchor Standard (W.5):</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.		<b>Main Academic Demand</b> <i>Strengthen Writing by Revising, Editing or Trying a New Approach</i>				
<b>MCCRS (W.11–12.5):</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1–3, up to and including grades 11–12.)		<b>Grade Level Academic Demand</b> <i>Develop and Strengthen Writing by Focusing on What Is Most Significant for a Specific Purpose and Audience</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a graphic organizer</i> that highlights significant information for a specific purpose, to strengthen writing, as a text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a graphic organizer</i> that highlights significant information for a specific purpose, to strengthen writing, as a text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed graphic organizer</i> that highlights significant information for a specific purpose, to strengthen writing, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a graphic organizer</i> that highlights significant information for a specific purpose, <i>after teacher modeling</i> , to strengthen writing, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information</i> when taking notes independently to highlight significant information for a specific purpose, to strengthen writing, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Use <i>pretaught words and phrases</i> to list revision comments on a <i>graphic organizer</i> focusing on text features that match a specific purpose and audience, when reading peer writing or model texts	<b>Reading-Centered Activity:</b> Use <i>preidentified words and phrases</i> to list revision comments on a <i>graphic organizer</i> focusing on text features that match a specific purpose and audience, when reading peer writing or model texts	<b>Reading-Centered Activity:</b> Use <i>phrases and sentences</i> to list revision comments on a <i>graphic organizer</i> focusing on text features that match a specific purpose and audience, when reading peer writing or model texts	<b>Reading-Centered Activity:</b> Use <i>information and teacher-provided models</i> to list revision comments on a <i>graphic organizer</i> focusing on text features that match a specific purpose and audience, when reading peer writing or model texts	<b>Reading-Centered Activity:</b> Use <i>information</i> to independently list revision comments on a <i>graphic organizer</i> focusing on text features that match a specific purpose and audience, when reading peer writing or model texts
		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> .

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 focus on the most significant text features for purpose and audience, when giving verbal feedback about a peer-written piece, 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 focus on the most significant text features for purpose and audience, when giving verbal feedback about a peer-written piece, in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to focus on the most significant text features for purpose and audience, when giving verbal feedback about a peer-written piece, 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 focus on the most significant text features for purpose and audience, when giving verbal feedback about a peer-written piece, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the text</i> to focus on the most significant text features for purpose and audience, <i>independently</i> , when giving verbal feedback about a peer-written piece, 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 address the revision process and incorporate peer feedback	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that address the revision process and incorporate peer feedback	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to compose a short essay</i> that addresses the revision process and incorporates peer feedback	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to compose an essay</i> that addresses the revision process and incorporates peer feedback	<b>Writing-Centered Activity:</b> Use <i>knowledge of the text, independently, to compose an essay</i> that addresses the revision process and incorporates peer feedback
		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> .

**MCCRS (W.11–12.5):** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1–3, up to and including grades 11–12.)

**Grade Level Academic Demand**  
*Develop and Strengthen Writing by Focusing on What Is Most Significant for a Specific Purpose and Audience*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Use question forms that support interaction with peers to offer and ask for suggestions to strengthen writing (e.g., Can you explain this more clearly? Is this the right sequence of events? Why did you use that word? Do you think that \_\_\_\_\_? Can you help me with this section? What did you want to say? Have you thought about trying a different perspective?).
- Use question forms that address purpose or audience (e.g., Who will be reading your essay? What is the purpose? What exactly do you want to say?).

**Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires that students ask and answer questions to strengthen their writing. For examples of text excerpts, refer to the Reading for Information and Reading Literature standards for 11th–12th grades.

<p><b>Common Core Anchor Standard (W.7):</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>		<p><b>Main Academic Demand</b> <i>Conduct Research Projects Based on Questions and Understanding</i></p>				
<p><b>MCCRS (W.11–12.7):</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. a. Explore topics dealing with different cultures and world viewpoints.</p>		<p><b>Grade Level Academic Demand</b> <i>Conduct Research Projects to Answer Questions or Solve a Problem</i> <i>Synthesize Multiple Sources</i> <i>Explore Different Viewpoints and Cultures</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a research-notes graphic organizer</i> to identify multiple sources of information for a research project, as the 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 research-notes graphic organizer</i> to identify multiple sources of information for a research project, as the text is read aloud in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences in a partially completed research-notes graphic organizer</i> to identify multiple sources of information for a research project, as the 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 research-notes graphic organizer</i> to identify multiple sources of data for a research project, as the 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 on a semantic web</i> to synthesize texts showing connections between multiple sources</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a semantic web</i> to synthesize texts showing connections between multiple sources</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed semantic web</i> to synthesize texts showing connections between multiple sources</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a semantic web</i> to synthesize texts showing connections between multiple sources</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to synthesize texts showing connections between multiple sources</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>



WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 explain different viewpoints on a subject under investigation, when speaking about a research project 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 explain different viewpoints on a subject under investigation, when speaking about a research project in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to participate in a discussion that explains different viewpoints on a subject under investigation, when speaking about a research project 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 initiate a discussion that explains different viewpoints on a subject under investigation, when speaking about a research project in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of a topic, independently</i> , to lead a discussion that explains different viewpoints on a subject under investigation, when speaking about a research project 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 answer a question or solve a problem using researched information about a topic	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that answer a question or solve a problem using researched information about a topic	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to compose a short essay</i> that answers a question or solves a problem using researched information about a topic	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to compose an essay</i> that answers a question or solves a problem using researched information about a topic	<b>Writing-Centered Activity:</b> Use <i>knowledge of a topic, independently, to compose a multiple page essay</i> that answers a question or solves a problem using researched information
		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> .

**MCCRS (W.11–12.7):** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

a. Explore topics dealing with different cultures and world viewpoints.

**Grade Level Academic Demand**  
*Conduct Research Projects to Answer Questions or Solve a Problem*  
*Synthesize Multiple Sources*  
*Explore Different Viewpoints and Cultures*

**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 developing), students can approach the standard in their new and/or home language.

- Identify topics to research in response to a question posed by the teacher or a self-generated question (e.g., The main question is \_\_; in addition, the question of \_\_; another related question is \_\_).
- Use questions to focus on a topic to be developed (e.g., This project report is about \_\_; the main question is \_\_; one question that remains unanswered is \_\_; a problem/issue that needs further research is \_\_).
- Use sentence structures to introduce different sources used in the research (e.g., In order to answer these questions, the following trade books, textbooks, websites and newspapers were consulted \_\_).
- Use sentence structures to narrow or broaden the inquiry (e.g., One aspect that has not received attention is \_\_; the following factors need to be included \_\_), including those dealing with different cultures and viewpoints
- Use sentence structures to synthesize multiple sources (e.g., All authors/sources agree on \_\_ but disagree on \_\_; what we take from this body of research is that \_\_).
- Use words and phrases to conclude the inquiry and present different cultures and viewpoints (e.g., The conclusion is \_\_; in summary, \_\_; in this book the cultural elements/viewpoints are \_\_).

### Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand since its purpose is to produce research projects based on focused questions. For examples of text excerpts, refer to the Reading for Information and Reading Literature standards for 11th–12th grade.

<p><b>Common Core Anchor Standard (W.8):</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.</p>	<p><b>Main Academic Demand</b> <i>Gather and Evaluate Information from Multiple Sources and Avoid Plagiarism</i></p>
<p><b>MCCRS (W.11–12.8):</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information on the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p><b>Grade Level Academic Demand</b> <i>Gather and Evaluate Information from Multiple Sources in Terms of Task, Purpose and Audience</i> <i>Integrate Information Effectively</i> <i>Avoid Plagiarism and Follow a Standard Format for Citation</i></p>

WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 matrix</i> to identify relevant information from multiple authoritative sources that address the task, purpose and audience, as text is read 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 matrix</i> to identify relevant information from multiple authoritative sources that address the task, purpose and audience, as text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed matrix</i> to identify relevant information from multiple authoritative sources that address the task, purpose and audience, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a matrix</i> to identify relevant information from multiple authoritative sources that address the task, purpose and audience, as text is read 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 relevant information from multiple authoritative sources that address the task, purpose and audience, as text is read in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pre-taught words and phrases on a concept map</i> to identify select information to incorporate into the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>pre-identified words and phrases on a concept map</i> to identify select information to incorporate into the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed concept map</i> to identify select information to incorporate into the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a concept map, after teacher modeling</i>, to identify select information to incorporate into the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify select information to incorporate into the text</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to complete sentence starters to evaluate whether or not the sources address the task, purpose and audience, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to complete sentence starters to evaluate whether or not the sources address the task, purpose and audience, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to evaluate whether or not the sources address the task, purpose and audience, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to evaluate whether or not the sources address the task, purpose and audience, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to evaluate whether or not the sources address the task, purpose and audience, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to complete cloze paragraphs that effectively integrate information from multiple authoritative sources, avoid overreliance on one source and follow a standard format for citation</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to write two or more paragraphs that effectively integrate information from multiple authoritative sources, avoid overreliance on one source and follow a standard format for citation</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to develop a <i>short essay</i> that effectively integrates information from multiple authoritative sources, avoids overreliance on one source and follows a standard format for citation</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to develop an <i>essay</i> that effectively integrates information from multiple authoritative sources, avoids overreliance on one source and follows a standard format for citation</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently</i>, to develop a <i>multiple page essay</i> that effectively integrates information from multiple authoritative sources, avoids overreliance on one source and follows a standard format for citation</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (W.11–12.8):** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information on the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**Grade Level Academic Demand**  
*Gather and Evaluate Information from Multiple Sources in Terms of Task, Purpose and Audience*  
*Integrate Information Effectively*  
*Avoid Plagiarism and Follow a Standard Format for Citation*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Use sentence structures to describe authoritative print and digital sources (e.g., This website is reliable/unreliable because \_\_\_\_; this source is dependable because \_\_\_\_).
- Use words and phrases to analyze the usefulness and limitations of each source in answering the research question (e.g., This source has the advantage of \_\_\_\_; the benefit of using this website is that \_\_\_\_; the disadvantage of this source is that \_\_\_\_; the limitation(s) of this source/website is/are \_\_\_\_).
- Use sentence structures to describe the data and conclusions of others (e.g., The authors conclude that \_\_\_\_; the consequence/outcome of this research is that \_\_\_\_; to conclude, the authors state that \_\_\_\_).

### Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it requires gathering experience from provided sources. For examples of text excerpts, please consult the Reading for Information standard 8 for 11th–12th grades.

<p><b>Common Core Anchor Standard (W.9):</b> Draw evidence from literary or informational texts to support analysis, reflection and research.</p>		<p><b>Main Academic Demand</b> <i>Draw Evidence from Texts to Support Analysis, Reflection and Research</i></p>				
<p><b>MCCRS (W.11–12.9):</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of 18th, 19th and early 20<sup>th</sup> century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>		<p><b>Grade Level Academic Demand</b> <i>Draw Evidence from Literary and Informational Texts to Support Analysis, Reflection and Research</i></p>				
<p><b>WIDA Levels of Language Development</b></p>	<p><b>Entering (Level 1)</b></p>	<p><b>Emerging (Level 2)</b></p>	<p><b>Developing (Level 3)</b></p>	<p><b>Expanding (Levels 4-5)</b></p>	<p><b>Bridging (Proficient)</b></p>	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a matrix</i> to identify evidence from American literature and U.S. texts to support a research topic, 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 matrix</i> to identify evidence from American literature and U.S. texts to support a research topic, 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 matrix</i> to identify evidence from American literature and U.S. texts to support a research topic, 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 matrix</i> to identify evidence from American literature and U.S. texts, 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 evidence from American literature and U.S. texts to support a research topic, as a text is read in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a planning page</i> to evaluate and integrate evidence from American literature and U.S. texts to support analysis and reflection on a research topic</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a planning page</i> to evaluate and integrate evidence from American literature and U.S. texts to support analysis and reflection on a research topic</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed planning page</i> to evaluate and integrate evidence from American literature and U.S. texts to support analysis and reflection on a research topic</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a planning page, after teacher modeling</i>, to evaluate and integrate evidence from American literature and U.S. texts to support analysis and reflection on a research topic</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to evaluate and integrate evidence from American literature and U.S. texts to support analysis and reflection on a research topic</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 describe how the evidence from American literature and U.S. texts supports their analysis and research, 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 describe how the evidence from American literature and U.S. texts supports their analysis and research, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe how the evidence from American literature and U.S. texts supports their analysis and research, 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 describe how the evidence from American literature and U.S. texts supports their analysis and research, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to describe how the evidence from American literature and U.S. texts supports their analysis and research, 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 integrate evidence from American literature and U.S. texts to support their analysis and reflection on a research topic	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that integrate evidence from American literature and U.S. texts to support their analysis and reflection on a research topic	<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 integrates evidence from American literature and U.S. texts to support their analysis and reflection on a research topic	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that integrates evidence from American literature and U.S. texts to support their analysis and reflection on a research topic	<b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple page essay</i> that integrates evidence from American literature and U.S. texts to support their analysis and reflection on a research topic
		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> .

**MCCRS (W.11–12.9):** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of 18th, 19th and early 20<sup>th</sup> century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
- b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

**Grade Level Academic Demand**  
*Draw Evidence from Literary and Informational Texts to Support Analysis, Reflection and Research*

**Linguistic Demands:** This standard does not have an example of a linguistic demand because it makes explicit reference to the following reading standards:

- Reading Literature, Standard 11–12.9
- Reading for Information, Standard 11–12.8

Refer to these standards to find sample texts for 11th–12th grades.



English Language Development Progressions (ESOL)

Writing 10

<p><b>Common Core Anchor Standard (W.10):</b> Writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences. (Starts in Grade 3)</p>	<p><b>MAIN ACADEMIC DEMAND:</b> <i>Write for a range of tasks, purposes and audiences</i></p>
<p><b>MCCRS:</b> Same as the Common Core Anchor Standard</p>	<p><b>GRADE LEVEL ACADEMIC DEMAND:</b> <i>Write for a range of tasks, purposes and audiences</i></p>

Allowing students to use their **home language** will emphasize that **writing is process-driven** and not a product-driven approach.

**Students are:** composing texts in their **new** and/or **home** languages. Some texts can be written independently, some with a partner and some within a small group. Writing makes bilingual students aware of language in a way that reading and oral language do not. When writing, students can slow down and analyze the way the sentence patterns, word choices and organization affect the writing and reading of the text. By comparing and contrasting the similarities and differences of texts produced in both languages, students will develop meta-linguistic knowledge of how the language(s) work.

**Connecting reading and writing in both languages and across texts:**

Writing is a cyclical process that is enriched by conversations around ideas, organization, and linguistic decisions (e.g. word and sentence choices), as well as decisions pertaining to the presentation of information (e.g. how is the text going to be organized, who is the audience). Analyzing texts through a reader’s or a writer’s eyes contributes to the success of both reading and writing. Students can read a text in the **home** language and discuss in the **new** language; or conversely, read in the **new** language and discuss in the **home** language.

**Brainstorming can take place in the home and/or new language in order to:**

- Clarify meaning and expand the ideas. This stage involves pre-writing or taking notes and analyzing texts that present similar topics that a student wants to explore.
- Stimulate and enlarges the writer’s thoughts
- Move writers from the stage of thinking about a writing task to the act of writing

**Revising can take place in the home and/or new language in order to:**

- Improve the composition so that the product is more interesting and understandable to the reader. It can also involve comparing and contrasting the writer’s text to another published text.
- Clarify meaning and expands ideas using more complex sentences and more sophisticated vocabulary.
- Provide time for practice, response, and reflection

**Editing can take place in the home or new language:**

Spelling and grammar knowledge are contextualized in the task, purpose and audience. It can also involve comparing and contrasting the writer’s text to another published text. Comparisons across languages (e.g. one piece written in the **new**

	<p>language and the other in the <b>home</b> language) can strengthen the understanding of the editing process. Using rubrics in the <b>home</b> and/or <b>new</b> language that are appropriate for the grade level and specific background knowledge of the student can support the bilingual student in the application of editing rules and conventions. Peer editing efforts support the bilingual student in gaining further understanding of the conventions of written language. These conversations can take place in the <b>home</b> and/or <b>new</b> language while focusing on a piece written in either the <b>home</b> or <b>new</b> language.</p> <p><b>Presenting and Publishing can take place in the home and/or new language:</b>          Considering an audience is a key aspect of the writing process. Oral presentations support the student in gaining mastery of oral academic language that will impact writing and, in turn; writing will impact oral academic language. Oral presentations can be done in the <b>home</b> language, about a piece written in the <b>new</b> language. A piece written in the home language can also be discussed in the new language. Students can also present and publish in the <b>new</b> or <b>home</b> language exclusively. Through conversations and presentations in the <b>home</b> and/or <b>new</b> language (e.g. self-standing descriptions, explanations) discourse patterns, audience, context, and tone are exercised and mastered). This practice will allow the student to focus on the communication of meaning to a real and genuine audience, thus giving a purpose for the writing efforts.</p>				
<b>WIDA Levels of Language Development</b>	<b>Entering/ Level 1</b>  Cloze texts or outlines can be produced with support of pre-taught words (frontloaded words), and the student’s <b>home</b> language resources, in the <b>new</b> language. More extensive written pieces can be produced in the <b>home</b> language.	<b>Emerging/Level 2</b>  More extensive cloze texts can be produced with support of pre-identified words (previously frontloaded and recognized), and the student’s <b>home</b> language resources, in the <b>new</b> language. More extensive written pieces can be produced in the <b>home</b> language.	<b>Developing/Level 3</b>  Production of short essays in the <b>new</b> language with support from word banks and the student’s <b>home</b> language.	<b>Expanding/Levels 4-5</b>  Production of essays in the <b>new</b> language with support of previously used graphic organizers and teacher provided models.	<b>Bridging/Proficient</b>  Production of multi-paragraph essays in the <b>new</b> language with quality, length, style and variety of sentences and vocabulary can be expected

<p><b>Common Core Anchor Standard (W.11):</b> Develop personal, cultural, textual and thematic connections within and across genres as they respond to texts through written, digital and oral presentations, employing a variety of media and genres.</p>	<p><b>Main Academic Demand</b> <i>Make Connections within and across Genres as Students Respond to Texts through Written, Digital and Oral Presentations</i></p>
<p><b>CCRS (W.11–12.11):</b> Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work.</p> <ol style="list-style-type: none"> <li>Engage in using a wide range of prewriting strategies, such as visual representations and the creation of factual and interpretive questions, to express personal, social and cultural connections and insights.</li> <li>Identify, analyze and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony and ambiguity, to affect meaning.</li> <li>Develop innovative perspectives on texts, including historical, cultural, sociological and psychological contexts.</li> <li>Create poetry, stories, plays and other literary forms (e.g., videos, art work).</li> </ol>	<p><b>Grade Level Academic Demand</b> <i>Create a Personal Response to a Particular Author or Theme through Written, Personal, Cultural, Textual or Thematic Connections</i></p>

WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 semantic web</i> that makes connections within and across genres, as texts are 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 semantic web</i> that makes connections within and across genres, as texts are 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 semantic web</i> that makes connections within and across genres, as texts are 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 semantic web</i> that makes connections within and across genres, as texts are read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information, when taking notes independently</i>, to make connections within and across genres, as texts are 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 on a thematic connections matrix</i> to make connections across genres</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a thematic connections matrix</i> to make connections across genres</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed thematic connections matrix</i> to make connections across genres</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a thematic connections matrix</i> to make connections across genres</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to make connections across genres</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 address connections within and across genres, when presenting or speaking about the text 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 address connections within and across genres, when presenting or speaking about the text in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to address connections within and across genres, when presenting or speaking about the text 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 address connections within and across genres, when presenting or speaking about the text in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the texts, independently</i> , to address connections within and across genres, when presenting or speaking about the text 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> developing an innovative perspective on a text or theme	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> developing an innovative perspective on a text or theme	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to compose a short essay</i> developing an innovative perspective on a text or theme	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to compose an essay</i> developing an innovative perspective on a text or theme	<b>Writing-Centered Activity:</b> Use <i>knowledge of texts, independently</i> , to <i>compose a multiple page essay</i> developing an innovative perspective on a text or theme
		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> .

**MCCRS (W.11–12.11):** Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work.

- a. Engage in using a wide range of prewriting strategies, such as visual representations and the creation of factual and interpretive questions, to express personal, social and cultural connections and insights.
- b. Identify, analyze and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony and ambiguity, to affect meaning.
- c. Develop innovative perspectives on texts, including historical, cultural, sociological and psychological contexts.
- d. Create poetry, stories, plays and other literary forms (e.g., videos, art work).

### Grade Level Academic Demand

*Create a Personal Response to a Particular Author or Theme through Written, Personal, Cultural, Textual or Thematic Connections*

**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 developing), students can approach the standard in their new and/or home language.

- In prewriting activities, create factual and interpretative questions (e.g., A factual question asks for facts: When did (event) happen? Interpretative questions have more than one answer: How is success defined in history?).
- Identify words, phrases and techniques of various genres of literature (e.g., vocabulary, sentence patterns, rhetorical and allegorical elements, as well as irony and ambiguity) to create a literary text.
- Identify/create texts that present various cultural and historical perspectives (e.g., The point of view of this author is \_\_\_\_; this point of view is influenced by the following historical/cultural/psychological/ sociological elements \_\_\_\_).

### Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because its purpose is to have students present a personal response to a poem, drama or art work. For examples of text excerpts, please refer to the Reading Literature standards for 11th–12th grades.

# METS

English Language Development Progressions

2018



Montgomery County Public Schools, Maryland

MCPS



## English Language Development Progressions

### METS

(Tier 1 & Tier 2)

<u>Reading Foundational Skills (RF)</u>									
RF.3 & RF.4									
<u>Reading Literature (RL)</u>									
Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>9</u>	<u>10</u>	<u>11</u>
<u>Reading for Information (RI)</u>									
Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
<u>Speaking &amp; Listening (SL)</u>									
Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>				
<u>Writing (W)</u>									
Standards									
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>7</u>	<u>8</u>	NA	<u>10</u>	<u>11</u>

*\*W.6 See this technology standard by grade level.*

## Reading Foundational Skills (RF)

### METS

#### **RF.3**

##### ***Phonics and Word Recognition:***

CCSS.ELA-LITERACY.RF.3.3

Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-LITERACY.RF.3.3.A

Identify and know the meaning of the most common prefixes and derivational suffixes.

CCSS.ELA-LITERACY.RF.3.3.B

Decode words with common Latin suffixes.

CCSS.ELA-LITERACY.RF.3.3.C

Decode multisyllable words.

CCSS.ELA-LITERACY.RF.3.3.D

Read grade-appropriate irregularly spelled words.

#### **RF.4**

##### ***Fluency:***

CCSS.ELA-LITERACY.RF.3.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.RF.3.4.A

Read grade-level text with purpose and understanding.

CCSS.ELA-LITERACY.RF.3.4.B

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-LITERACY.RF.3.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



<p><b>Common Core Anchor Standard (RL.1):</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>		<p><b>Main Academic Demand</b> <i>Draw Inferences Using Evidence from the Text</i></p>				
<p><b>MCCRS (RL.3.1):</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>		<p><b>Grade Level Academic Demand</b> <i>Ask and Answer Questions Referring Explicitly to Text</i></p>				
WIDA Levels Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a who-what-where-when-why-how graphic organizer</i> to answer questions about the text, as the 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 who-what-where-when-why-how graphic organizer</i> to answer questions about the text, as the 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 who-what-where-when-why-how graphic organizer</i> to answer questions about the text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>sentences on a who-what-where-when-why-how graphic organizer</i> to answer questions about the text, as the 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 on a graphic organizer that supports textual evidence</i> to answer questions using evidence from the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a graphic organizer that supports textual evidence</i> to answer questions using evidence from the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed graphic organizer that supports textual evidence</i> to answer questions using evidence from the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a graphic organizer that supports textual evidence, after teacher modeling</i>, to answer questions using evidence from the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a self-created graphic organizer that supports textual evidence, independently</i>, to answer questions using evidence from the text</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 ask and answer questions about a text, 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 ask and answer questions about a text, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to ask and answer questions about a text, 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 ask and answer questions about a text, <i>after teacher modeling</i> , 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 ask and answer questions about a text, <i>independently</i> , 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 a cloze paragraph</i> that responds to questions by referring explicitly to the text	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that respond to questions by referring explicitly to the text	<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 responds to questions by referring explicitly to the text	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that responds to questions by referring explicitly to the text	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers to develop a multiple paragraph essay, independently</i> , that responds to questions by referring explicitly to the text
		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> .

**MCCRS (RL.3.1):** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Grade Level Academic Demand**  
*Ask and Answer Questions Referring Explicitly to Text*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Use who, what, where, why and how question forms based on the text. (Note: not all question forms have to be mastered, according to the grade level standard.)
  - *WHO* questions and answers target the subject(s) who were involved in an event.
  - *WHERE* questions and answers refer to the place (or even circumstances) where an event takes place.
  - *WHY* refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference.
- *WHAT* questions and answers refer to the event that took place.
- *HOW* questions and answers refer to the sequence that leads to the main event or conflict (e.g., timelines or plot can be part of explaining the *HOW* of an event). *HOW* can also be covered by *WHAT*, *WHERE* and *WHEN*.
- Use introductory phrases to refer explicitly to the text (e.g., according to the author, the author says, here it states).

### Example to Address the Linguistic Demands

#### Text Excerpt

**HOW NOT TO HAVE TO DRY THE DISHES**

If **you** have *to dry* the dishes  
 (Such an awful, boring chore)  
 If **you** have *to dry* the dishes  
 (Stead of *going* to the store)  
 If **you** have *to dry* the dishes  
 And **you** *drop* one on the floor-  
 Maybe **they** *won't let you*  
*Dry* the dishes anymore.

Silverstein, S. (1981). How not to have to dry the dishes. In *A light in the attic*. New York: Harper Collins.

#### Teacher Directions

- In small group/whole class discussion, demonstrate understanding of key details in a text by asking and answering questions. By focusing on questions, students will be able to target key details in the text.
  - *WHO* questions and answers target the subject(s) (nouns and associated pronouns) who were involved in an event (**bold**) (e.g., **you**) and by asking who questions (e.g., Who has to dry the dishes?).
  - *WHERE* questions and answers refer to the place (nouns) or even circumstances where an event takes place and by asking where questions that support the inference (e.g., Where do you think this is happening?).
  - *WHY* refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference supported by a question (e.g., Why doesn't the girl want to dry the dishes?).
  - *WHAT* questions and answers refer to the event (verbs) (*italics*) (e.g., *dry*, *going*, *drop*) that took place and by asking what questions (e.g., What doesn't the girl want to do? What is she thinking?).
  - *HOW* questions and answers refer to the sequence that leads to the main event or conflict. It can be explicitly stated in the text or it may require an inference supported by a how question (e.g., How does she want to avoid washing dishes?).
- Use introductory phrases to refer explicitly to the text (e.g., according to the author, the author says, here it states).

<b>Common Core Anchor Standard (RL.2):</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		<b>Main Academic Demand</b> <i>Summarize Text by Determining Main Ideas and Supporting Details</i>				
<b>MCCRS (RL.3.2):</b> Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.		<b>GradeLevel Academic Demand</b> <i>Recount Multicultural Texts Determine the Main Idea of Each and Explain How It Is Conveyed by Key Details of Text</i>				
<b>5 Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Place <i>pretaught words and phrases on a main idea graphic organizer</i> to identify central ideas of multicultural texts ( <i>fables, folktales and myths</i> ), as the texts are read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Place <i>preidentified words and phrases on a main idea graphic organizer</i> to identify central ideas of multicultural texts ( <i>fables, folktales and myths</i> ), as the texts are read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Place <i>phrases and sentences on a partially completed main idea graphic organizer</i> to identify central ideas of multicultural texts ( <i>fables, folktales and myths</i> ), as the texts are read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Place <i>information on a main idea graphic organizer</i> to identify central ideas of multicultural texts ( <i>fables, folktales and myths</i> ), as the texts are read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Place <i>information on a self-created main idea graphic organizer, independently</i> , to identify central ideas of multicultural texts ( <i>fables, folktales and myths</i> ), as the texts are read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a story map</i> to determine the central ideas and key details of multicultural texts ( <i>fables, folktales and myths</i> )	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a story map</i> to determine the central ideas and key details of multicultural texts ( <i>fables, folktales and myths</i> )	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed story map</i> to determine the central ideas and key details of multicultural texts ( <i>fables, folktales and myths</i> )	<b>Reading-Centered Activity:</b> Organize <i>information on a story map, after teacher modeling</i> , to determine the central ideas and key details of multicultural texts ( <i>fables, folktales and myths</i> )	<b>Reading-Centered Activity:</b> Organize <i>information on a self-created story map, independently</i> , to determine the central ideas and key details of multicultural texts ( <i>fables, folktales and myths</i> )
		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 (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 recount multicultural stories, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 recount multicultural stories, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to recount multicultural stories, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to recount multicultural stories, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the text, independently</i>, to recount multicultural stories, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete a cloze paragraph</i> that determines the central idea of a multicultural text and explains how it is conveyed through key details in the text</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that determine the central idea of a multicultural text and explain how it is conveyed through key details in the text</p>	<p><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 determines the central idea of a multicultural text and explains how it is conveyed through key details in the text</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that determines the central idea of a multicultural text and explains how it is conveyed through key details in the text</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the text, independently</i>, to develop a <i>multiple paragraph essay</i> that determines the central idea of a multicultural text and explains how it is conveyed through key details in the text</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (RL.3.2):** Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

**GradeLevel Academic Demand**  
*Recount Multicultural Texts*  
*Determine the Main Idea of Each and Explain How It Is Conveyed by Key Details of Text*

**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 own words to recount, following the same sequence of the text.
- Identify the central message by focusing on words and phrases that are repeated throughout the text.
- Use adjectives (e.g., narrow, shallow, long-necked) that provide details.
- Identify transitional words (e.g., but, so, and, as) that introduce and explain details.
- Identify the central message, lesson or moral in a story by using abstract nouns (e.g., fear, friendship, love).

### Examples to Address the Linguistic Demands

#### Text Excerpt

The Fox and the Stork

At one time the **Fox** and the **Stork** were on visiting terms and seemed very good friends. So the **Fox** invited the *Stork* to dinner, and for a joke put nothing before *her* but some soup in a very shallow dish. This the **Fox** could easily lap up, but the *Stork* could only wet the end of *her* long bill in it, and left the meal as hungry as when *she* began. “**I** am sorry,” said the **Fox**, “the soup is not to *your* liking.”

“Do not apologize,” said the *Stork*. “*I* hope you will come and dine with me soon.” So a day was appointed when the **Fox** should visit the *Stork*; but when they were seated at table all that was for their dinner was contained in a very long-necked jar with a narrow mouth. The **Fox** could not insert **his** snout, so all **he** could manage to do was to lick the outside of the jar. “*I* will not apologize for the dinner,” said the *Stork*.

The fox and the stork. In *Aesop’s fables*. Retrieved from <http://www.aesopfables.com/cgi/aesop1.cgi?srch&fabl/TheFoxandtheStork>

#### Teacher Directions

In small group/whole class discussion, identify and explain the main idea and key details from the text:

- Identify the central message by focusing on words or phrases that appear throughout the text. The fox and related pronouns appear in **bold** (e.g., **Fox**, **I**, **he**, **his**). The Stork and related pronouns appear in *italics* (e.g., *Stork*, *her*, *she*).
- Identify the adjectives related to the way the soup was served by the Fox and the Stork (underline) (e.g., long, shallow, narrow).
- Identify the transition words (wavy underline) (e.g., at one time, but, so, and, as) that introduce details.
- Identify the central message, lesson or moral in a story by using abstract nouns (e.g., retribution; since the central message is that the fox tricked the stork and then the stork tricked the fox).
- Use own words to recount, following the same sequence of the text (e.g., first, then, finally).

<b>Common Core Anchor Standard (RL.3):</b> Analyze how and why individuals, events and ideas develop and interact over the course of a text.		<b>Main Academic Demand</b> <i>Analyze Cause and Effect Interactions between Key Text Elements</i>				
<b>MCCRS (RL.3.3):</b> Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.		<b>Grade Level Academic Demand</b> <i>Describe Characters and Explain How Their Actions Contribute to Story Sequence</i>				
<b>5 Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words on a character map</i> to identify character traits, motivations and/or feelings, as a teacher reads aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a character map</i> to identify character traits, motivations and/or feelings, as a teacher reads aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize a <i>bank of phrases and short sentences on a character map</i> to identify character traits, motivations and/or feelings, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize a <i>glossary of sentences on a character map</i> to identify character traits, motivations and/or feelings, as a teacher reads aloud in <i>partnership small group, and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>sentences independently on a self-created character map</i> to identify character traits, motivations and/or feelings, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words on a story map</i> to identify characters and their actions	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a story map</i> to identify characters and their actions	<b>Reading-Centered Activity:</b> Organize a <i>bank of phrases and short sentences on a story map</i> to identify characters and their actions	<b>Reading-Centered Activity:</b> Organize a <i>glossary of sentences on a story map</i> to identify characters and their actions	<b>Reading-Centered Activity:</b> Organize <i>sentences independently on a self-created story map</i> to identify characters and their actions
		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 (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Speaking-Centered Activity:</b> Use <i>pretaught words to complete sentence starters</i> that describe characters' traits, motivations and feelings and explain their actions, in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases to complete sentence starters</i> that describe characters' traits, motivations and feelings and explain their actions, in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>bank of phrases and short sentences and the previously completed character and story maps</i> to describe characters' traits, motivations and feelings and explain their actions, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>glossary of sentences and the previously completed character and story maps</i> to describe characters' traits, motivations and feelings and explain their actions, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed character and story maps</i> to <i>independently</i> describe characters' traits, motivations and feelings and explain their actions, in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words to complete a cloze paragraph</i> that describes the characters and explains how their actions contribute to the story sequence	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to complete cloze paragraphs</i> that describe the characters and explain how their actions contribute to the story sequence	<b>Writing-Centered Activity:</b> Use a <i>bank of phrases and short sentences and the previously completed character and story maps</i> to <i>write a short essay</i> that describes the characters and explains how their actions contribute to the story sequence	<b>Writing-Centered Activity:</b> Use a <i>glossary of sentences and the previously completed character and story maps</i> to <i>write an essay</i> that describes the characters and explains how their actions contribute to the story sequence	<b>Writing-Centered Activity:</b> Use the <i>previously completed character and story maps</i> to <i>independently write an essay</i> that describes the characters and explains how their actions contribute to the story sequence
	<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>	





**MCCRS (RL.3.3):** Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.

**Grade Level Academic Demand**  
*Describe Characters and Explain How Their Actions  
 Contribute to Story Sequence*

**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.

- Identify nouns and associated pronouns to identify the characters in a story.
- Identify adjectives, verbs and adverbs to describe actions, motivations and feelings.
- Use sequencing words and phrases (e.g., then, after, in the end) to explain the sequence of events.
- Use words and phrases to explain how a character contributes (e.g., adds) to the sequence of events.

**Example to Address the Linguistic Demands**

**Text Excerpt**

**Raweno**, the Everything-Maker, was *busy creating* all the types of animals. One day **he** was *hard at work* on Rabbit. **Rabbit** said to him, “**I** want long, *strong* legs and long ears like the Deer, and *sharp* teeth and claws like the Panther.”  
 “**I** do them the way they ask for them to be,” said **Raweno**. **He** made **Rabbit’s hind** legs very *long*, just the way **Rabbit** had described.

**Owl**, still not *formed*, was *sitting* on a tree *nearby waiting* his turn. “Whoop, whoop,” **he** sang, “ **I** want a *long, graceful* neck like Swan’s, and *bright red* feathers like Cardinal’s, and a *nice long* beak like Egret’s, and a *beautiful* crown of plumes like Heron’s. **I** want to be the most *beautiful, fastest and wondrous* of all birds.”

“Hush,” said **Raweno**. “*Turn around* and look somewhere else. *Close your* eyes, too. Don’t you know that you are not allowed to watch **me** while **I** work?” Just at that moment **Raweno** was making Rabbit’s ears *quite long*, just as **Rabbit** had asked him for.

An Iroquois legend: How rabbit and owl were created. In *First people: American Indian legends*. Retrieved from [www.firstpeople.us/FP-HTML-Legends/How-Rabbit-And-Owl-Were-Created-Iroquois.html](http://www.firstpeople.us/FP-HTML-Legends/How-Rabbit-And-Owl-Were-Created-Iroquois.html)

**Teacher Directions**

- In a mini lesson and small group or whole class conversation, describe characters and explain how their actions contribute to the sequence of events:
- Identify nouns and associated pronouns (**bold**) (e.g., **Raweno, he, Rabbit, Owl**) to identify the characters in a story.
  - Identify adjectives, verbs and adverbs (*italics*) (e.g., *busy, turn, waiting, fastest, wondrous*) to describe actions, motivations and feelings.
  - Use sequencing words and phrases (e.g., then, after, in the end) to explain the sequence of events.
  - Use words and phrases to explain how a character contributes (e.g., adds) to the sequence of events.

<p><b>Common Core Anchor Standard (RL.4):</b> Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p><b>Main Academic Demand</b> <i>Interpret Meaning of Words and Phrases</i></p>
<p><b>MCCRS (RL.3.4):</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p><b>Grade Level Academic Demand</b> <i>Determine the Meanings of Words and Phrases in Text, Differentiating between Literal and Nonliteral Language</i></p>

WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4-5)	Bridging (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 word web</i> to determine the literal and nonliteral meanings of words and phrases in a text, as the 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 word web</i> to determine the literal and nonliteral meanings of words and phrases in a text, as the 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 word web</i> to determine the literal and nonliteral meanings of words and phrases in a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>sentences on a word web</i> to determine the literal and nonliteral meanings of words and phrases in a text, as the 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 self-created word web, independently</i>, to determine the literal and nonliteral meanings of words and phrases in a text, as the 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 on a T-chart</i> to differentiate between literal and nonliteral language</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a T-chart</i> to differentiate between literal and nonliteral language</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed T-chart</i> to differentiate between literal and nonliteral language</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a T-chart, after teacher modeling</i>, to differentiate between literal and nonliteral language</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a self-created T-chart, independently</i>, to differentiate between literal and nonliteral language</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that explain the differences between literal and nonliteral language, when speaking about text in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that explain the differences between literal and nonliteral language, when speaking about text in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to explain the differences between literal and nonliteral language, when speaking about text in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to explain the differences between literal and nonliteral language, when speaking about text in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to explain the differences between literal and nonliteral language, when speaking about text in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete a cloze paragraph</i> that explains the meanings of words and phrases in a text and describes the difference between literal and nonliteral language</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that explain the meanings of words and phrases in a text and describe the difference between literal and nonliteral language</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that explains the meanings of words and phrases in a text and describes the difference between literal and nonliteral language</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that explains the meanings of words and phrases in a text and describes the difference between literal and nonliteral language</p>	<p><b>Writing-Centered Activity:</b> Use <i>information to develop a multiple paragraph essay, independently</i>, that explains the meanings of words and phrases in a text and describes the difference between literal and nonliteral language</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (RL.3.4):** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**Grade Level Academic Demand**  
*Determine the Meaning of Words and Phrases in Text,  
 Differentiating between Literal and Nonliteral  
 Language*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify words and phrases that have literal meanings (a defined, everyday meaning; e.g., cold—meaning chilly)
- Identify words and phrases that have a nonliteral meaning (or a multiple meaning; e.g., cold—meaning aggressive and/or distant).

### Examples to Address the Linguistic Demands

#### Text Excerpt

Once upon a time, in a *gloomy castle* on a *lonely hill*, where there were thirteen clocks that wouldn't go, there lived a *cold aggressive Duke*, and his niece, the Princess Saralinda. She was *warm in every wind and weather*, but he was *always cold*. His hands *were as cold as his smile and almost as cold as his heart*. He **wore** gloves when he was asleep, and he **wore** gloves when he was **awake**, which made it difficult for him to pick up pins or coins or kernels of nuts, or to tear the wings from nightingales. He was six feet four, and forty-six, *and even colder than he thought he was*.

Thurber, J. (2008). *The thirteen clocks*. [M. Simont, Illus.]. New York: New York Review Children's Collection. (From Appendix B, CCSS, p. 46.)

#### Teacher Directions

In a mini lesson and small group/whole class conversations, discuss the difference between words and phrases that are used literally and nonliterally:

- Identify words and phrases (**bold**) that have literal meanings (a defined, everyday meaning) (e.g., **wore**).
- Identify words and phrases (*italics*) that have a nonliteral meaning (or multiple meanings) (e.g., *gloomy castle*/or a sad castle; on a *lonely hill*/the only hill, in an isolated place; *cold, aggressive Duke*/with no feelings; She was *warm in every wind and weather*, but he was *always cold*\*/she was always nice and sweet but he was always aggressive; His hands *were as cold as his smile and almost as cold as his heart*/he had no feelings or empathy for others).

\*Note that some phrases such as "*cold Duke*" and "*She was warm in every wind and weather*" are meant both literally and nonliterally.

<p><b>Common Core Anchor Standard (RL.5):</b> Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.</p>	<p><b>Main Academic Demand</b> <i>Analyze Relationship of Linguistic and Text Structures</i></p>
<p><b>MCCRS (RL.3.5):</b> Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as <i>chapter</i>, <i>scene</i> and <i>stanza</i>; describe how each successive part builds on earlier sections.</p>	<p><b>Grade Level Academic Demand</b> <i>Refer to Parts of Text Using Appropriate Terminology and Describe How Successive Parts of Text Build on Earlier Sections</i></p>

WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 text structure graphic organizer</i> to identify the structure of a text, as text is read 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 text structure graphic organizer</i> to identify the structure of a text, as text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed text structure graphic organizer</i> to identify the structure of a text, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>sentences on a text structure graphic organizer</i> to identify the structure of a text, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a self-created text structure graphic organizer, independently</i>, to identify the structure of a text, as text is read in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a flow chart</i> to describe how successive parts of text build on earlier sections</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a flow chart</i> to describe how successive parts of text build on earlier sections</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed flow chart</i> to describe how successive parts of text build on earlier sections</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a flow chart, after teacher modeling</i>, to describe how successive parts of text build on earlier sections</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a flow chart, independently</i>, to describe how successive parts of text build on earlier sections</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<p><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 describe how successive parts of text build on earlier sections, using appropriate terminology, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 describe how successive parts of text build on earlier sections, using appropriate terminology, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe how successive parts of text build on earlier sections, using appropriate terminology, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to describe how successive parts of text build on earlier sections, using appropriate terminology, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to describe how successive parts of text build on earlier sections, using appropriate terminology, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete a cloze paragraph</i> that analyzes how successive parts of text build on earlier sections, using appropriate terminology</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze how successive parts of text build on earlier sections, using appropriate terminology</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and <i>previously completed graphic organizers to develop a short essay</i> that analyzes how successive parts of text build on earlier sections, using appropriate terminology</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes how successive parts of text build on earlier sections, using appropriate terminology</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that analyzes how successive parts of text build on earlier sections, using appropriate terminology</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (RL.3.5):** Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as *chapter*, *scene* and *stanza*; describe how each successive part builds on earlier sections.

**Grade Level Academic Demand**  
*Refer to Parts of Text Using Appropriate Terminology  
 and Describe How Successive Parts of Text Build on  
 Earlier Sections*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Use sentence structures (e.g., In this stanza \_\_\_\_\_) to refer to a stanza in a poem.
- Use sentence structures (e.g., In this chapter I found \_\_\_\_\_/it says \_\_\_\_\_) to refer to chapters in a book.
- Use sentence structures (e.g., In this scene I found that \_\_\_\_\_) to refer to a scene in a play.
- Use sequencing words and phrases (e.g., in the first part, then, in the beginning, in the end) to describe how successive parts build on earlier sections.

### Example to Address the Linguistic Demands

#### Text Excerpt

**Waiter, There's a Dog in My Soup**

There's a doggy in my soup dish.  
 There's a canine in my cup.  
 The waiter brought a bowl out  
 And I found this grubby pup.  
  
 His fur is simply sopping.  
 He's wet from head to toes.  
 He's got some peas under his paws  
 and noodles on his nose.  
  
 He doesn't look too happy.  
 His eyes are filled with tears.  
 Or maybe that is just chicken soup  
 That's dripping from his ears.

Nesbitt, K. (2014). *Waiter, there's a dog in my soup*. Retrieved from [www.poetry4kids.com/poem-672.html#.UurrfHnzbwI](http://www.poetry4kids.com/poem-672.html#.UurrfHnzbwI)

#### Teacher Directions

In a small group or whole class setting, refer to parts of a poem or book when writing or speaking:

- Identify the stanzas in the poem (group of lines in a poem). For example, in the poem, *Waiter, There's a Dog in My Soup*, there are three different stanzas.
- Use sentence structures (e.g., In this stanza \_\_\_\_\_) to refer to a stanza in a poem.
- Use sentence structures (e.g., In this chapter I found \_\_\_\_\_/it says \_\_\_\_\_) to refer to chapters in a book.
- Use sentence structures (e.g., In this scene I found that \_\_\_\_\_) to refer to a scene in a play.
- Use sequencing words and phrases (e.g., in the first part, then, in the beginning, in the end) to describe how successive parts build on earlier sections.

<p><b>Common Core Anchor Standard (RL.6):</b> Assess how point of view or purpose shapes the content and style of a text.</p>		<p><b>Main Academic Demand</b> <i>Assess Impact of Author’s Point of View</i></p>				
<p><b>MCCRS (RL.3.6):</b> Distinguish their own point of view from that of the narrator or those of the characters.</p>		<p><b>Grade Level Academic Demand</b> <i>Distinguish Personal Perspective from Perspectives of Narrator and Story Characters</i></p>				
<p>WIDA Levels of Language Development</p>	<p><b>Entering (Level 1)</b></p>	<p><b>Emerging (Level 2)</b></p>	<p><b>Developing (Level 3)</b></p>	<p><b>Expanding (Levels 4-5)</b></p>	<p><b>Bridging (Proficient)</b></p>	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a point-of-view graphic organizer</i> to identify the points of view of the narrator and story characters, as text is read 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 point-of-view graphic organizer</i> to identify the points of view of the narrator and story characters, as text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed point-of-view graphic organizer</i> to identify the points of view of the narrator and story characters, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>sentences on a point-of-view graphic organizer</i> to identify the points of view of the narrator and story characters, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a self-created point-of-view graphic organizer, independently</i>, to identify the points of view of the narrator and story characters, as text is read in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a T-chart</i> to identify and distinguish among personal, narrator’s and characters’ points of view</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a T-chart</i> to identify and distinguish among personal, narrator’s and characters’ points of view</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed T-chart</i> to identify and distinguish among personal, narrator’s and characters’ points of view</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a T-chart, after teacher modeling</i>, to identify and distinguish among personal, narrator’s and characters’ points of view</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a self-created cause and effect graphic organizer, independently</i>, to identify and distinguish among personal, narrator’s and characters’ points of view</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>



WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 describe the differences among personal points of view and the narrator's and/or characters', 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 describe the differences among personal points of view and the narrator's and/or characters', when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe the differences among personal points of view and the narrator's and/or characters', when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>previously completed graphic organizers</i> to describe the differences among personal points of view and the narrator's and/or characters', when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to describe the differences among personal points of view and the narrator's and/or characters', 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 a cloze paragraph</i> that analyzes how personal points of view differ from the points of view of the narrator and characters	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze how personal points of view differ from the points of view of the narrator and characters	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and <i>previously completed graphic organizers to develop a short essay</i> that analyzes how personal points of view differ from the points of view of the narrator and characters	<b>Writing-Centered Activity:</b> Use <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes how personal points of view differ from the points of view of the narrator and characters	<b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that analyzes how personal points of view differ from the points of view of the narrator and characters
		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> .

**MCCRS (RL.3.6):** Distinguish their own point of view from that of the narrator or those of the characters.

**Grade Level Academic Demand**  
*Distinguish Personal Perspective from Perspectives of  
Narrator and Story Characters*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify pronouns that convey the author’s point of view or those of the characters (e.g., the boy/he; the mother/she).
- Identify verbs that signal a point of view of a character (e.g., *did not mind*, *thought*, *knew*).
- Use compare-and-contrast words and phrases to distinguish the student’s own point of view from the narrator’s and the characters’ (e.g., *like*, *same*, *but*, *whereas*).

### Example to Address the Linguistic Demands

#### Text Excerpt

There once was a poor **woman** who had only one child, a **son**. **He** was a good **boy**, always willing to help **his** mother out in any way **he** could. It was not an easy life, but **they** had each other, so the **boy** *did not mind* that **his** clothes were torn and **he** had few toys.

The **boy** had a secret wish. **He** had always wanted a drum.

One day when **his** mother was going to the village to sell some grain, **she** asked, “Is there anything you would like from the market?”

The **boy** *thought* and then said, “All I would really like, Mother, is a drum. I know you cannot get me one, but that is what I want most of all.”

The **boy** was right. **His** mother *knew* **she** could not buy a drum. The grain that **they** grew and harvested to sell left only enough money to buy the few things **she** and her son could not make or grow **themselves**.

Cleveland, T. (2006). *The drum. A folktale from India* [T. Wrenn, Illus.]. Atlanta, GA: August House.

#### Teacher Directions

In a small group or whole class setting distinguish the student’s own point of view from the narrator’s and the characters’:

- Identify pronouns (**bold**) (e.g., **the boy/he**, **the mother/she**, **they**, **themselves**) that convey the author’s point of view or those of the characters.
- Identify verbs (*italics*) (e.g., *did not mind*, *thought*, *knew*) that signal a point of view of a character.
- Use compare-and-contrast words and phrases (e.g., *like*, *same*, *but*, *whereas*) to distinguish the student’s own point of view from the narrator’s and the characters’.

<p><b>Common Core Anchor Standard (RL.7):</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p><b>Main Academic Demand</b> <i>Compare and Contrast Information Presented in Different Formats</i></p>
<p><b>MCCRS (RL.3.7):</b> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p><b>Grade Level Academic Demand</b> <i>Describe Contributions of Text’s Illustrations in Conveying Meaning of Story</i></p>

WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 main idea graphic organizer</i> to identify the meaning of the story, as text is read 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 main idea graphic organizer</i> to identify the meaning of the story, as text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main idea graphic organizer</i> to identify the meaning of the story, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>sentences on a main idea graphic organizer</i> to identify the meaning of the story, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a self-created main idea graphic organizer, independently</i>, to identify the meaning of the story, setting or plot, as text is read in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a Venn diagram</i> to identify details and descriptions about the characters and setting in both the text and illustrations</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a Venn diagram</i> to identify details and descriptions about the characters and setting in both the text and illustrations</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed Venn diagram</i> to identify details and descriptions about the characters and setting in both the text and illustrations</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a Venn diagram, after teacher modeling</i>, to identify details and descriptions about the characters and setting in both the text and illustrations</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a self-created Venn diagram, independently</i>, to identify details and descriptions about the characters and setting in both the text and illustrations</p>
		<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and, occasionally, in the home language.</i></p>	<p>in the <i>new language.</i></p>	<p>in the <i>new language.</i></p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 describe how illustrations contribute to the meaning of the story, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 describe how illustrations contribute to the meaning of the story, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe how illustrations contribute to the meaning of the story, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to describe how illustrations contribute to the meaning of the story, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to describe how illustrations contribute to the meaning of the story, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete a cloze paragraph</i> that analyzes how aspects of a text's illustrations contribute to the meaning of a story</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze how aspects of a text's illustrations contribute to the meaning of a story</p>	<p><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 how aspects of a text's illustrations contribute to the meaning of a story</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes how aspects of a text's illustrations contribute to the meaning of a story</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently</i>, to develop a <i>multiple paragraph essay</i> that analyzes how aspects of a text's illustrations contribute to the meaning of a story</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (RL.3.7):** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting.)

**Grade Level Academic Demand**  
*Describe Contributions of Text’s Illustrations in Conveying Meaning of Story*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify/use specific sections (sentences) in a text that match the illustrations.
- Identify/use adverbs and verbs (e.g., every day, ate) to explain the mood, character or setting that the illustration and text create.
- Use sentence structures to explain how aspects of the illustrations and the text contribute to the mood, settings or aspects of a character (e.g., The illustrations and the text show \_\_\_\_; the mood the illustrations and text create is \_\_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpt

*Every day* when Henry woke up, he saw Mudge’s big head. And every day when Mudge woke up, he saw Henry’s small face.

**They ate breakfast at the same time; they ate supper at the same time.**



Rylant, C. (1987/1996). *Henry and Mudge: The first book of their adventure* [S. Stevenson, Illus.]. New York: Atheneum. (From Appendix B, CCSS, p. 39.)

#### Teacher Directions

In a mini lesson and small group/whole class conversations, explain how a specific aspect of a text’s illustrations contribute to the text:

- Identify/use specific sections (sentences) in a text that match the illustrations (**bold**) (e.g., **They ate breakfast at the same time; they ate supper at the same time**).
- Identify/use adverbs and verbs (*italics*) (e.g., *every day, ate*) to explain the mood, character or setting that the illustration and text create.
- Use sentence structures to explain how aspects of the illustrations and the text contribute to the mood, settings or aspects of a character (e.g., The illustrations and the text show \_\_\_\_; the mood the illustrations and text create is \_\_\_\_). In this case, the text and the illustration contribute to the story’s mood and emphasize the close relationship of the characters (e.g., Henry and Mudge were very close. They always *ate* at the same time.).

<p><b>Common Core Anchor Standard (RL.9):</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		<p><b>Main Academic Demand</b> <i>Compare and Contrast Similar Texts and Stories</i></p>				
<p><b>MCCRS (RL.3.9):</b> Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>		<p><b>Grade Level Academic Demand</b> <i>Compare and Contrast Themes, Settings and Plots of Multiple Stories by an Author about the Same or Similar Characters</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a compare-and-contrast matrix</i> to identify themes, settings, plots and/or characters of multiple stories by an author, as the 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 compare-and-contrast matrix</i> to identify themes, settings, plots and/or characters of multiple stories by an author, as the 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 compare-and-contrast matrix</i> to identify themes, settings, plots and/or characters of multiple stories by an author, as the text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>sentences on a compare-and-contrast matrix</i> to identify themes, settings, plots, and/or characters of multiple stories by an author, as the 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 on a three-circle Venn diagram</i> to compare and contrast themes, settings, plots and/or characters of multiple stories</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a three-circle Venn diagram</i> to compare and contrast themes, settings, plots, and/or characters of multiple stories</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially-completed three-circle Venn diagram</i> to compare and contrast themes, settings, plots and/or characters of multiple stories</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a three-circle Venn diagram</i> to compare and contrast themes, settings, plots and/or characters of multiple stories</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information independently, on a three-circle Venn diagram</i>, to compare and contrast themes, settings, plots and/or characters of multiple stories</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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 diagrams to complete sentence starters</i> that compare and contrast themes, settings, plots and/or characters of multiple stories by the same author, 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 diagrams to complete sentence starters</i> that compare and contrast themes, settings, plots and/or characters of multiple stories by the same author, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to participate in a discussion that compares and contrasts themes, settings, plots and/or characters of multiple stories by the same author, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed diagrams</i> to participate in a discussion that compares and contrasts themes, settings, plots and/or characters of multiple stories by the same author, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed diagrams, independently</i> , to lead a discussion that compares and contrasts themes, settings, plots and/or characters of multiple stories by the same author, when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete a cloze paragraph</i> that compares and contrasts themes, settings, plots and characters of multiple stories by the same author	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that compare and contrast themes, settings, plots and characters of multiple stories by the same author	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that compares and contrasts themes, settings, plots and characters of multiple stories by the same author	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that compares and contrasts themes, settings, plots and characters of multiple stories by the same author	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers, independently</i> , to <i>develop a multiple paragraph essay</i> that compares and contrasts themes, settings, plots and characters of multiple stories by the same author
		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> .

**MCCRS (RL.3.9):** Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

**Grade Level Academic Demand**  
*Compare and Contrast Themes, Settings and Plots of Multiple Stories by an Author about the Same or Similar Characters*

**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 developing), students can approach the standards in their new and/or home language.

- Use words and phrases (nouns and associated pronouns) to identify the subjects (e.g., Mudge, Henry, their).
- Use words and phrases (verbs) (e.g., remembered, called, sniffed) to identify the plot (main events in the story).
- Use transitional words and phrases (e.g., so, because) to identify how the plot develops.
- Use words and phrases to identify the theme (what the story is about) (usually an abstract noun or concept, e.g., friendship, love, sacrifice).
- Use sentence structures to compare and contrast themes, settings and/or plot (e.g., The stories are the same in that \_\_\_ and are different in that \_\_\_; both stories develop the theme of \_\_\_ but differ in that \_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpts

Text 1  
*Every day* when **Henry** woke up, **he** saw **Mudge’s** big head. And *every day* when **Mudge** woke up, **he** saw **Henry’s** small face.

**They** ate breakfast *at the same time*; **they** ate supper *at the same time*. And when **Henry** was *at school*, **Mudge** just lay around and waited.

**Mudge** never went for a walk without **Henry** again. And **Henry** never *worried* that **Mudge** would leave.

Because *sometimes, in their dreams*, **they** saw *long silent roads, big wide fields, deep streams, and pine trees*. In those *dreams*, **Mudge** was alone and Henry was alone. So when **Mudge** woke up and knew **Henry** was with him, **he** remembered the dream and stayed closer.

Text 2  
*When the snow melted and Spring came*, **Henry** and **his** big dog **Mudge** stayed *outside all the time*.

**Henry** had missed riding **his** bike. **Mudge** had missed chewing on sticks. **They** were glad it was warmer.

*One day* when **Henry and Mudge** were in **their** yard, **Henry** saw something blue *on the ground*. **He** got closer to it. “Mudge!” **he** called. “It’s a flower!” Mudge slowly walked over and sniffed the blue flower.

#### Teacher Directions

In a small group or whole class setting, model how to compare and contrast themes, settings and plots written by the same author:

- Identify the subjects (nouns and associated pronouns) (**bold**). In both texts the subjects are the same (e.g., **Henry, Mudge, he, his, their**).
- Identify the settings (place and time frame within a story) (*italics*) (e.g., Text 1: *Every day, at the same time, in their dreams, long silent roads*; Text 2: *When the snow melted and Spring came; outside, yard, ground*).
- Identify the plot (main events) (underline) (verbs) (e.g., remembered, leave, called, sniffed).
- Identify transitional words and phrases that support the development of the plot (wavy underline) (e.g., because, so).
- Identify the theme (what the story is about) (usually an abstract concept, e.g., in these excerpts, the theme is friendship).
- Use sentence structures to compare and contrast themes, settings and/or plot (e.g., The stories are the same in that \_\_\_ and are different in that \_\_\_; both stories develop the theme of \_\_\_ but differ in that \_\_\_).



Text 1

Rylant, C. (1987/1996). *Henry and Mudge: The first book of their adventures*. [S. Stevenson, Illus.] New York: Atheneum. (From Appendix B, CCSS, p. 39.)

Text 2

# English Language Development Progressions METS

## Reading Literature 10

<b>Common Core Anchor Standard (RL.10):</b> Read and comprehend complex literary and informational texts, independently and proficiently.		MAIN ACADEMIC DEMAND <i>Build Comprehension of Grade Level Texts</i>				
<b>MCCRS (RL.3-5.10):</b> (by the end of grades 3, 4 and 5 respectively) Read and comprehend literature, including stories, dramas, and poems, in the grade complexity band proficiently, with scaffolding as needed at the high end of the range.		GRADE LEVEL ACADEMIC DEMAND <i>Build Comprehension of Grade-Appropriate Texts</i>				
WIDA Language Development	<b>Entering</b>	<b>Emerging</b>	<b>Developing</b>	<b>Expanding</b>	<b>Bridging</b>	
<b>When acquiring a new language, using <u>grade level</u> texts and appropriate supports, students are able to:</b>						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	Comprehend <i>at least one</i> high interest, grade-appropriate text when teacher has built background knowledge, pre-taught vocabulary, provided a context for the text, and read aloud in class <i>in the new and/or home language.</i>	Comprehend <i>two or more</i> high interest, grade-appropriate texts when teacher has built background knowledge, provided pre-identified words and phrases, provided a context for the text, and read the text aloud in class <i>in the new and/or home language.</i>	Comprehend <i>multiple</i> high-interest, grade-appropriate texts when teacher has built background knowledge, provided a bank of phrases and sentences, and provided a context for the text <i>in the new and, occasionally, in the home language.</i>	Comprehend <i>multiple</i> grade or above grade-level texts when teacher has provided a glossary of new vocabulary, and provided a context for the text <i>in the new language.</i>	Comprehend <i>multiple</i> grade or above grade-level texts when teacher has glossed new vocabulary <i>in the new language.</i>

**Building Background Knowledge:** Background knowledge (or prior knowledge) is a frame of reference that encompasses the information and concepts the learner brings to the learning task. Background knowledge reflects the learner’s prior experiences and both formal and informal learning. It provides the foundation for approaching, processing, interpreting, and retaining new learning, and is indispensable to the learner’s making sense and understanding how the world works. When students are reading fiction they develop a framework for understanding the overarching structure of the story (i.e. setting, characters, conflict and resolution). The process of inferencing and interpreting the text is facilitated by the knowledge of this framework. The more a student knows about a topic, the more difficult the texts a student can approach. Students' background knowledge, including developmental, experiential, and cognitive factors, influences their ability to understand the explicit and inferential qualities of a text.

The following are some strategies to build background knowledge:

- Pre-reading discussions to build background knowledge and open-ended questions during a read aloud can increase the students’ reliance on the text and the information they are integrating.
- Background knowledge can be enriched by providing students with texts they can read independently that match their reading levels and that are aligned with the grade-level text/topic being developed in class.
- Students who can read and comprehend grade level text in their home language can build background knowledge by independently reading higher level text aligned with the text/topic being developed in class.
- Pairing fiction and nonfiction books that address the same topic.

**Note:** Text structures and oral language development play an important role in building a student’s ability to comprehend grade-appropriate texts. (See RL Standards 5, 6 and 7 for standards that target text structures and Standards 1 and 2, which addresses comprehension strategies.) Also, in order to engage in grade-appropriate texts, students must have mastered the phonemic and phonological characteristics of the home and/or new language as well as fluency. (See Foundations of Reading, which addresses the development of these skills.)

**Examples of Text to Build Background Knowledge Literature:** The following books develop and expand knowledge of stories (including fairy/folk tales and myths). An effort has been made to incorporate as many cultural perspectives as possible.

English Texts			
Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> and 3 <sup>rd</sup> grade	4 <sup>th</sup> and 5 <sup>th</sup> grade
<p><b>Lexile Levels:</b> no lexiles for Kindergarten  <b>BR:</b> means <i>Beginning Reading</i></p>	<p><b>Lexile Levels:</b>  <b>1<sup>st</sup> grade:</b> up to 300 L  <b>AD:</b> means <i>Adult Directed</i>, as an adult reading to the child</p>	<p><b>Lexile Levels:</b>  <b>2<sup>nd</sup> grade:</b> 140 to 500 L  <b>3<sup>rd</sup> grade:</b> from 330 to 700 L  <b>AD:</b> means <i>Adult Directed</i>, as an adult reading to the child</p>	<p><b>Lexile Levels:</b>  <b>4<sup>th</sup> grade:</b> 445 to 810 L  <b>5<sup>th</sup> grade:</b> 565 L to 910 L</p>
<p><i>Crocodile and Hen: A Bakongo Folktale</i> by Joan Lexau (2001), 120L</p> <p><i>His Majesty the King</i> by Ruth Corrin (1996), 130L</p> <p><i>Anansi and the Magic Stick</i> by Eric Kimmel (2002), AD170L</p> <p><i>Jacky and the Giant</i> by Diane Muldrow (1999), 180L</p>	<p><i>The Cow in the House</i> by Harriet Ziefert and Emily Bolam (2000), 60L</p> <p><i>Three Goats. Norwegian Fairy Tale</i> (no author listed, 2012), 290L</p> <p><i>Cinderella</i> by Hara Lewis and Barbara Lanza (2000), 310L</p>	<p><i>Twenty Heartbeats</i> by Dennis Haseley and Ed Young (2008), AD 500L</p> <p><i>Dear Petter Rabbit</i>, by Alma Flor Ada and F. Isabel Campoy (2000), AD780L</p> <p><i>Three Goats. Norwegian Fairy Tale</i> (no author listed, 2012), 290L</p> <p><i>Cinderella</i> by Hara Lewis and Barbara Lanza (2000), 310L</p>	<p><i>Borreguita and the Coyote</i> by Veena Aardena (1991), 560L</p> <p><i>American Indian Trickster Tales</i> by Richard Erdos and Alfonso Ortiz (1999), 580L</p> <p><i>King Puck</i> by Michael Garland (2007), AD670L</p> <p><i>Medio Pollito- Half Chicken</i> by Alma</p>

		<p><i>Folklore and Fairy Tale Funnies</i> by Art Spiegeman (1999), 360L</p> <p><i>The Great-Great Grandmother of La Cucarachita Martina</i> by Alma Flor Ada (1993), 460L</p> <p><i>The Teacher's Secret and Other Folktales</i> by Joyce Hannam (2004), 440L</p>	<p>Flor Ada and Kim Howard (2003), 680L</p> <p><i>The Irish Cinderland</i> by Shirley Climo (1996), AD 730L</p> <p><i>Forest Tales From Far and Wide</i> by Marleen Vermeulen and Rosslyn Moran (2001), 740L</p>
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**Chinese Texts**

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> and 3 <sup>rd</sup> grade	4 <sup>th</sup> and 5 <sup>th</sup> grade
<p>龜兔賽跑[The Tortoise and the Hare] published by Gui Taihua (2011)</p> <p>伊索寓言世界[The World of Aesop's Fables] by Huang Shuping (2008)</p> <p>世界童話故事[Fairy Tales From Around the World] by Chen Li Yu (2011)</p>	<p>龜兔賽跑[The Tortoise and the Hare] published by Gui Taihua (2011)</p> <p>伊索寓言世界[The World of Aesop's Fables] by Huang Shuping (2008)</p> <p>世界童話故事[Fairy Tales From Around the World] by Chen Li Yu (2011)</p>	<p>會痛的小魚[The Fish That Felt Hurt] Retold by Li Xin Yuan and Meng Ning (2004)</p> <p>孩子的伊索寓言[<i>Aesop's Fables</i>] by Jerry Pinkney Translated by Kong Fan Lu (2012)</p> <p>熊的宴會：世界的語言精選 [Bear's Banquet: A Fable From Around the World] by Ivan Krylov, translated by Wei Wei (2010)</p>	<p>一生必讀的希臘神話故事 [The Best of Greek Mythology] by Enoch (2011)</p> <p>烏鴉和護理：克雷洛夫語言 [The Crow and the Fox: A Krylov Fable] by Ivan Krylov, translated by Xin Wei Ai (2009)</p> <p>中國經典語言的智慧 [Classical Chinese Fables] by Wang Zhu Yu (2006)</p>

**Spanish Texts**

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> and 3 <sup>rd</sup> grade	4 <sup>th</sup> and 5 <sup>th</sup> grade
<p><i>Cuentos de hadas ilustrados: El gato con botas, Caperucita Roja, La bella Durmiente, Barba Azul</i>, por Charles Perrault, Marie Michelle Joy y Walter Crane (2014) AD</p> <p><i>La canción del coquí y otros cuentos de Puerto Rico</i> por Nicholasa Mohr y Antonio Martoreli (1995) AD</p> <p><i>La bella durmiente. Versión del cuento de los hermanos Grimm</i> por Todd Ouren y Patricia Abello (2006) AD</p> <p><i>Mitos griegos contados para niños</i>, por</p>	<p><i>Reina y el coquí: Cuentos boricueños</i> por Daisy Torres Petrovich (2009) AD</p> <p><i>Cuentos de hadas ilustrados: El gato con botas, Caperucita Roja, La bella Durmiente, Barba Azul</i>, por Charles Perrault, Marie Michelle Joy y Walter Crane (2014) AD</p> <p><i>Cuentos para niños</i>, por Susaeta Publishing, Editor (2011) AD</p>	<p><i>Cuentos que contaban nuestras abuelas</i> por Alma Flor Ada, F. Isabel Campoy (2006)</p> <p><i>Blanca Nieves. Versión del cuento de los hermanos Grimm</i>, por Eric Blair, Claudia Wolf y Patricia Abello (2006)</p> <p><i>Cuentos, Mitos y Leyendas para niños</i> por Editorial Ekare y Norma (2006)</p> <p><i>Canto al Cemí (leyendas y mitos taínos)</i> por Sadí Orsini Luigi (1996)</p> <p><i>Mitología Mexicana para niños</i> por</p>	<p><i>De oro y esmeraldas: mitos, leyendas y cuentos populares de América Latina</i> por Lulú Delacre (1998)</p> <p><i>Mitos y Leyendas de México</i>, por Libro Móvil (2011)</p> <p><i>Leyendas del Sureste</i>, por Guadalupe Appendini, Gabriel Vargas y Ernesto de la Torre (2014)</p> <p>Sinfonía de Puerto Rico. Mitos y Leyendas por Ester Feliciano Mendoza (1979)</p>

Diego Remussi y Fernando Martinez Ruppei (2013) AD		Nélida Galván y Alberto Flandes (2004)	
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Multilingual book distributors (in alphabetical order):

**Attanasio Publishers** ([www.attanasio-edu.com](http://www.attanasio-edu.com))

**Hexagramm** (<http://hexagrammbooks.com>)

**Lectorum** (<http://www.librerialectorum.com>)

**Scholastic** (<http://www.scholastic.com/aboutscholastic/espanol.htm>)

Useful websites for books in Arabic and Haitian Creole:

**Arabic** (<http://www.alkitab.com>)

**Haitian Creole** (<http://www.haitianbookcentre.com>)

<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>MCCRS (RL.3.11):</b> 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.</p>		<p><b>Grade Level Academic Demand</b> <i>Recognize and Make Connections between Narratives, Poetry, Drama and Other Texts, Perspectives and Experiences</i> <i>Self-Select Based on Personal Preferences</i></p>				
<p><b>WIDA Levels of Language Development</b></p>	<p><b>Entering (Level 1)</b></p>	<p><b>Emerging (Level 2)</b></p>	<p><b>Developing (Level 3)</b></p>	<p><b>Expanding (Levels 4-5)</b></p>	<p><b>Bridging (Proficient)</b></p>	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a making connections graphic organizer</i> to identify connections between literary texts from a variety of genres, perspectives 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 graphic organizer</i> to identify connections between literary texts from a variety of genres, perspectives 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 graphic organizer</i> to identify connections between literary texts from a variety of genres, perspectives 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>sentences on a making connections graphic organizer</i> to identify connections between literary texts from a variety of genres, perspectives 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 on a matrix</i> to recognize and make connections between literary texts from a variety of genres, perspectives and experiences</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a matrix</i> to recognize and make connections between literary texts from a variety of genres, perspectives and experiences</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed matrix</i> to recognize and make connections between literary texts from a variety of genres, perspectives and experiences</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a matrix, after teacher modeling</i>, to recognize and make connections between literary texts from a variety of genres, perspectives and experiences</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a self-created matrix, independently</i>, to recognize and make connections between literary texts from a variety of genres, perspectives and experiences</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 describe the connections between a self-selected narrative, drama or poem and other texts, perspectives and experiences, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 describe the connections between a self-selected narrative, drama or poem and other texts, perspectives and experiences when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe the connections between a self-selected narrative, drama or poem and other texts, perspectives and experiences, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to describe the connections between a self-selected narrative, drama or poem and other texts, perspectives and experiences, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to describe the connections between a self-selected narrative, drama or poem and other texts, perspectives and experiences, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to write two or more paragraphs</i> that analyze the connections between literary texts from a variety of genres, perspectives and experiences</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to complete cloze paragraphs</i> that analyze the connections between literary texts from a variety of genres, perspectives and experiences</p>	<p><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 the connections between literary texts from a variety of genres, perspectives and experiences</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes the connections between literary texts from a variety of genres, perspectives and experiences</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that analyzes the connections between literary texts from a variety of genres, perspectives and experiences</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (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 developing), 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**

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](http://www.2pageplays.com/pdfs/fables/japanese_cinderella.pdf)

**Teacher Directions**

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\_\_\_).



<p><b>Common Core Anchor Standard (RI.1):</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>		<p><b>Main Academic Demand</b> <i>Draw Inferences Using Evidence from the Text</i></p>				
<p><b>MCCRS (RI.3.1):</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>		<p><b>Grade Level Academic Demand</b> <i>Ask and Answer Questions, Referring Explicitly to the Text</i></p>				
WIDA Levels Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a main-idea-and-supporting-details graphic organizer</i>, as the 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 main-idea-and-supporting-details graphic organizer</i>, as the 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 main-idea-and-supporting-details graphic organizer</i>, as the text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>sentences on a main-idea-and-supporting-details graphic organizer</i>, as the 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 self-created main-idea-and-supporting-details graphic organizer, independently</i>, as the 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 on a cluster map</i> to identify key details from the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a cluster map</i> to identify key details from the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially-completed cluster map</i> to identify key details from the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a cluster map, after teacher modeling</i>, to identify key details from the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a self-created cluster map, independently</i>, to identify key details from the text</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Developing (High Intermediate)	Expanding (Advanced)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases to complete sentence starters</i> that ask and answer questions referring explicitly to a text, when speaking in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases to complete sentence starters</i> that ask and answer questions referring explicitly to a text, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to ask and answer questions referring explicitly to a text, 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 ask and answer questions referring explicitly to a text, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the text, independently</i> , to ask and answer questions referring explicitly to a text, 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 a cloze paragraph</i> that addresses –wh and how questions, referring explicitly to a text	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that address –wh and how questions, referring explicitly to a text	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to develop a <i>short essay</i> that addresses –wh and how questions, referring explicitly to a text	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models</i> to develop an <i>essay</i> that addresses –wh and how questions, referring explicitly to a text	<b>Writing-Centered Activity:</b> Use <i>knowledge of the text, independently, to develop a multiple paragraph essay</i> that addresses –wh and how questions, referring explicitly to a text
		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> .

**MCCRS (RI.3.1):** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Grade Level Academic Demand  
Ask and Answer Questions,  
Referring Explicitly to the Text

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Use who, what, where, why and how question forms based on the text.
  - *WHO* questions and answers target the subject(s) who were involved in an event.
  - *WHERE* questions and answers refer to the place (or even circumstances) where an event takes place.
  - *WHY* refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference.
- *WHAT* questions and answers refer to the event that took place.
- *HOW* question and answers refer to the sequence that leads to the main event (e.g., timelines, cycles, procedures can be part of explaining the *HOW* of an event). *HOW* can also be covered by *WHAT*, *WHERE* and *WHEN*.
- Use introductory phrases to refer explicitly to the text (e.g., According to the author \_\_\_\_\_; the author says \_\_\_\_\_; here it states \_\_\_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpt

When **George Washington Carver** was born **he** had many things against him. **He** was a sick, weak, little baby. **His** father had just died, and **his mother** was left alone to care for **him** and for **his** brother James. And even worse, **he** was the son of slaves. There was no hope for the future. But **George Washington Carver** was no ordinary man. **He** was a man who turned evil into good, despair into hope and hatred into love. **He** was a man who devoted **his** whole life to helping **his** people and the world around **him**. This is **his** story.

**George Washington Carver** was born in *Missouri* in 1860-more than a hundred years ago.

**George** remained small and weak. But as **he** grew, they saw that **he** was an unusual child.

Aliki (1965). *A weed is a flower: The life of George Washington Carver*. New York: Prentice Hall.

#### Teacher Directions

In small group/whole class discussion, demonstrate understanding of key details in a text by asking and answering questions:

- *WHO* questions and answers target the subject(s) who were involved in an event (e.g. nouns and associated pronouns) (**bold**) (e.g., **George Washington Carver, he, his, him**) and by asking who questions (e.g., Who was Washington Carver?).
- *WHERE* questions and answers refer to the place (or even circumstances) where an event takes place (*italics*) (e.g., *Missouri*) and by asking where questions (e.g., Where was Carver born?).
- *WHY* refers to the cause/reason that triggers an event (transitional words) (underline) (e.g., but) and asking why questions (e.g., Why was George Washington Carver an unusual man?).
- *WHAT* questions and answers refer to the event that took place (verbs) (wavy underline) (e.g., born, helping, know, ask) and by asking what questions (e.g. What kind of child was George Washington Carver?).
- *WHEN* question and answers refer to the sequence that lead to the main event (chronological markers) (double underline) (e.g., when, in 1860; more than a hundred years ago) and by asking when questions (e.g., When was George Washington Carver born?).
- Use introductory phrases to refer explicitly to the text (e.g., According to the author \_\_\_\_\_; the author says \_\_\_\_\_; here it states \_\_\_\_\_).

<b>Common Core Anchor Standard (RI.2):</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		<b>Main Academic Demand</b> <i>Summarize Text by Determining Main Idea and Supporting Details</i>				
<b>MCCRS (RI.3.2):</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.		<b>GradeLevel Academic Demand</b> <i>Determine Main Idea and Key Details and Explain How They Support the Main Idea</i>				
<b>5 Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a main idea web</i> to determine the main idea of a text, as the text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a main idea web</i> to determine the main idea of a text, as the text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main idea web</i> to determine the main idea of a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>sentences on a main idea web</i> to determine the main idea of a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a self-created main idea web, independently</i> , to determine the main idea of a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a main-idea-and-details graphic organizer</i> to identify the main idea and key details of a text	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a main-idea-and-details graphic organizer</i> to identify the main idea and key details of a text	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main-idea-and-details graphic organizer</i> to identify the main idea and key details of a text	<b>Reading-Centered Activity:</b> Organize <i>sentences on a main-idea-and-details graphic organizer, after teacher modeling</i> , to identify the main idea and key details of a text	<b>Reading-Centered Activity:</b> Organize <i>information on a self-created main-idea-and-details graphic organizer, independently</i> , to identify the main idea and key details of a text
		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 (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 explain how the key details of a text support the main idea, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 explain how the key details of a text support the main idea, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to explain how the key details of a text support the main idea, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to explain how the key details of a text support the main idea, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to explain how the key details of a text support the main idea, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete a cloze paragraph</i> that determines the main idea of a text and explains how it is supported by key details</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that determine the main idea of a text and explain how it is supported by key details</p>	<p><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 determines the main idea of a text and explains how it is supported by key details</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that determines the main idea of a text and explains how it is supported by key details</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that determines the main idea of a text and explains how it is supported by key details</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (RI.3.2):** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**GradeLevel Academic Demand**  
*Determine Main Idea and Key Details and Explain How They Support the Main Idea*

**Linguistic Demands:** The following are some 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.

- Identify words that appear throughout the text (e.g., nouns and related pronouns and/or verbs) to identify the main topic.
- Identify/use words transitional words (e.g., sequencing words—when, then, after, most) to recount and explain key details.
- Use adjectives that provide details about the text.
- Use own words to recount, following the same sequence as the text presents.

**Examples to Address the Linguistic Demands**

Text Excerpt	Teacher Directions
<p>Why is the ocean <b>salty</b>?  <u>Much</u> of the <b>salt</b> in the <i>ocean water</i> comes from <b>rocks</b>. <b>Rocks</b> have <b>salt</b> in them. <u>When</u> <b>rocks</b> are <i>worn down by water</i>, the <b>salt</b> goes <i>into the water</i>.  <u>Most</u> of the <b>salt</b> in the <i>ocean</i> is the same kind that we put on food.</p> <p>Cole, J., &amp; Degen, B. (1994). <i>The magic school bus on the ocean floor</i>. New York: Scholastic.</p>	<p>In small group/whole class discussion, model how to</p> <ul style="list-style-type: none"> <li>• Identify related nouns (<b>bold</b>) (e.g., <b>salt, rocks, water</b>) that appear frequently.</li> <li>• Identify nouns, their associated pronouns and phrases (<i>italics</i>) (e.g., <i>ocean, worn down by water, goes into water</i>) that also appear frequently throughout the text.</li> <li>• Identify transition words (adverbs in this case) (<u>underline</u>) (e.g., <u>much, when, most</u>) that introduce details in the text.</li> <li>• Use own words to recount, following the same sequence as the text presents.</li> </ul>



<b>Common Core Anchor Standard (RI.3):</b> Analyze how and why individuals, events and ideas develop and interact over the course of a text.				<b>Main Academic Demand</b> <i>Analyze Cause/Effect and Interactions between Text Elements</i>		
<b>MCCRS (RI.3.3):</b> Describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect.				<b>Grade Level Academic Demand</b> <i>Describe Relationships between Text Elements, Using Time, Sequence and Cause/Effect Language</i>		
<b>5 Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a cause-and-effect graphic organizer</i> to identify relationships between text elements, as a teacher reads aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a cause-and-effect graphic organizer</i> to identify relationships between text elements, as a teacher reads aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and short sentences from a bank on a cause-and-effect graphic organizer</i> to identify relationships between text elements, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information, using a glossary, on a cause-and-effect graphic organizer</i> to identify relationships between text elements, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	
		<b>Reading-Centered Activity:</b> Highlight <i>pretaught words and phrases</i> in the text to identify time, sequence and cause/effect language	<b>Reading-Centered Activity:</b> Highlight <i>preidentified words and phrases</i> in the text to identify time, sequence and cause/effect language	<b>Reading-Centered Activity:</b> Highlight <i>phrases and short sentences from a bank</i> in the text to identify time, sequence and cause/effect language	<b>Reading-Centered Activity:</b> Highlight <i>language, using a glossary,</i> in the text to identify time, sequence and cause/effect language	<b>Reading-Centered Activity:</b> Highlight <i>language, independently,</i> in the text to identify time, sequence and cause/effect language
		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 (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that describe relationships between text elements, using time, sequence and cause/effect language, in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that describe relationships between text elements, using time, sequence and cause/effect language, in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers</i> to describe relationships between text elements, using time, sequence and cause/effect language, in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to describe relationships between text elements, using time, sequence and cause/effect language, in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to <i>independently</i> describe relationships between text elements, using time, sequence and cause/effect language, in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete a cloze paragraph</i> that describes relationships between text elements, using time, sequence and cause/effect language</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>complete cloze paragraphs</i> that describe relationships between text elements, using time, sequence and cause/effect language</p>	<p><b>Writing-Centered Activity:</b> Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers</i> to <i>write a short essay</i> that describes relationships between text elements, using time, sequence and cause/effect language</p>	<p><b>Writing-Centered Activity:</b> Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to <i>write an essay</i> that describes relationships between text elements, using time, sequence and cause/effect language</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to <i>independently write an essay</i> that describes relationships between text elements, using time, sequence and cause/effect language</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	



**MCCRS (RI.3.3):** Describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect.

**Grade Level Academic Demand**  
*Describe Relationships between Text Elements, Using Time, Sequence and Cause/Effect Language*

**Linguistic Demands:** The following examples are in English but 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.

- Identify/use words and phrases (e.g., nouns and associated pronouns) that appear throughout the text.
- Identify/use words and phrases that signal sequence (e.g., before, long ago, currently, first, secondly, then, next, last, finally).
- Use cause and effect signal words (e.g., because, so, but) to describe relationships in a text.
- Identify/use words and word endings that signal comparison (e.g., like, though, while, -est/-er).

**Example to Address the Linguistic Demands**

Text Excerpt	Teacher Directions
<p>The <i>beginning</i> was happy for <b>Helen</b>. <b>She</b> laughed and loved and grew like any other baby. <i>First she</i> crawled, <i>then she</i> walked, and <b>she</b> was learning to talk. <i>Each day</i> was full of adventures.</p> <p><i>Then</i> everything stopped. <i>One day Helen</i> laughed and played as usual. <i>The next day she</i> lay tossing and turning in bed. <b>She</b> was very, very sick. The doctor was called. <u>But</u> he could do little to help. A strange fever was burning <b>her</b> up.</p> <p>Probably <b>Helen</b> had scarlet fever. <i>Today</i> there are medicines that would have made <b>her</b> well. <u>But Helen</u> was born <i>almost</i> a hundred years ago – <i>before</i> these medicines were discovered.</p> <p>So, <i>day after day Helen</i> grew weaker.</p> <p>Davidson, M. (1989). <i>Helen Keller</i>. New York: Scholastic Biography.</p>	<p>In a mini lesson, small group or whole class discussion, model how to present a series of information found in a text:</p> <ul style="list-style-type: none"> <li>• Identify words and phrases (<b>bold</b>) that signal the main concepts such as events, ideas, and steps (e.g., <b>Helen, she</b>).</li> <li>• Identify words and phrases (<i>italics</i>) that signal sequence (e.g., <i>beginning, first, then, one day, next day, today, almost, day after day</i>).</li> <li>• Identify cause-and-effect signal words (<u>underline</u>) to describe relationships in the text (e.g., <u>but</u>).</li> <li>• Identify word endings (<u>wavy underline</u>) that signal comparison (e.g., -er/-est; weaker) to describe relationships in the text.</li> </ul>

<p><b>Common Core Anchor Standard (RI.4):</b> Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>		<p><b>Main Academic Demand</b> <i>Analyze the Meaning and Impact of Word Choice</i></p>				
<p><b>MCCRS (RI.3.4):</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>		<p><b>Grade Level Academic Demand</b> <i>Determine Meaning of Academic and Domain-Specific Words and Phrases in Text</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Connect <i>pretaught words with cognates (if possible), images and/or synonyms on a semantic web</i> to determine the meaning of academic and domain-specific words, as a teacher reads aloud in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Connect <i>preidentified words and phrases with cognates (if possible) and/or synonyms on a semantic web</i> to determine the meaning of academic and domain-specific words and phrases, as a teacher reads aloud in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Connect <i>words and phrases from a bank with cognates (if possible), synonyms and/or antonyms on a partially completed semantic web</i> to determine the meaning of academic and domain-specific words and phrases, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Connect <i>words and phrases from a bank with cognates (if possible), synonyms and/or antonyms on a semantic web</i> to determine the meaning of academic and domain-specific words and phrases, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Connect <i>words and phrases from a bank with cognates (if possible), synonyms and/or antonyms, independently, on a self-created semantic web</i>, to determine the meaning of academic and domain-specific words and phrases, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Highlight <i>pretaught words</i> in a text and <i>associate them with cognates (if possible), images and/or synonyms</i>, to determine the meaning of academic and domain-specific words in a text</p>	<p><b>Reading-Centered Activity:</b> Highlight <i>preidentified words and phrases</i> in a text and <i>associate them with cognates (if possible) and/or short definitions</i>, to determine the meaning of academic and domain-specific words and phrases in a text</p>	<p><b>Reading-Centered Activity:</b> Highlight <i>words and phrases from a bank</i> in a text and <i>associate them with cognates (if possible) and/or create short definitions</i>, to determine the meaning of academic and domain-specific words and phrases in a text</p>	<p><b>Reading-Centered Activity:</b> Highlight <i>unfamiliar words and phrases</i> in a text and <i>create a glossary, after teacher modeling</i>, to determine the meaning of academic and domain-specific words and phrases in a text</p>	<p><b>Reading-Centered Activity:</b> Highlight <i>unfamiliar words and phrases</i> in a text and <i>independently create a glossary</i>, to determine the meaning of academic and domain-specific words and phrases in a text</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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Level 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Speaking-Centered Activity:</b> Use <i>pretaught words to complete sentence starters</i> that make use of new words from the text, in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases to complete sentence starters</i> that make use of new words and phrases from the text, in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>bank of words and phrases</i> and the <i>previously completed semantic web</i> to make use of new words and phrases from the text, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed semantic web</i> to make use of new words and phrases from the text, <i>after teacher modeling, in partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed semantic web</i> to <i>independently</i> make use of new words and phrases from the text, in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words to complete a cloze paragraph</i> where new words from the text are used appropriately	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to complete cloze paragraphs</i> where new words and phrases from the text are used appropriately	<b>Writing-Centered Activity:</b> Use a <i>bank of words and phrases</i> and <i>sentence starters</i> to develop a <i>short essay</i> where new words and phrases from the text are used appropriately	<b>Writing-Centered Activity:</b> Use the <i>previously completed semantic web</i> to develop an <i>essay, based on a teacher-provided sample</i> , where new words and phrases from the text are used appropriately	<b>Writing-Centered Activity:</b> Use the <i>previously completed semantic web</i> to <i>independently develop an essay</i> where new words and phrases from the text are used appropriately
	<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>	

**MCCRS (RI.3.4):** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

**Grade Level Academic Demand**  
*Determine Meaning of Academic and Domain-Specific Words and Phrases in Text*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify tier 1 (words found in everyday conversations; e.g., your, animals), tier 2 (words found in writing but seldom in conversations and that can have multiple meanings; e.g., nurse) and tier 3 (technical words; e.g., mammals) words in a text.

### Example to Address the Linguistic Demands

#### Text Excerpt

A bat is a mammal. Mammals are **animals** that *nurse* **their** *young*, have hair and are warm blooded. Humans, dogs and whales are all mammals. But bats have a special ability. **They** can fly!

There are about 1,200 types of bats in the world. Most of them eat insects. Insect eating bats are usually **small** in size. There are **more** than 150 types of fruit bats. These bats are usually **larger** and search for sweet fruits and other plants. Some **people** think all bats suck **your** blood. This is not **true**. **Only** three kinds of bats drink blood. This **group** is known as vampire bats. **They** mostly feed on the blood of animals like cows and deer—not humans.

Carney, E. (2010). Bats. *National Geographic Readers*, 3, 6 and 8.

#### Teacher Directions

- In a mini lesson and small group or whole class conversations, analyze the meanings of words and phrases in the text:
- Tier 1 words (**bold**): words found in everyday conversations (e.g., **animals, they, small, larger, people, true, only, group**).
  - Tier 2 word (*italics*): words found in writing but seldom in conversations and that can have multiple meanings (e.g., *nurse*—in this case it is a verb meaning to take care of and, specifically, to feed milk to; *young*—in this case it is a noun meaning offspring or babies).
  - Tier 3 words (underline): technical words (e.g., mammals, warm blooded).

<p><b>Common Core Anchor Standard (RI.5):</b> Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.</p>		<p><b>Main Academic Demand</b> <i>Analyze the Relationship of Linguistic and Text Structures</i></p>				
<p><b>MCCRS (RI.3.5):</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>		<p><b>Grade Level Academic Demand</b> <i>Use Text Features and Search Tools to Locate Information Efficiently</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a matrix</i> to identify and connect text features and information relevant to the topic, as 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 matrix</i> to identify and connect text features and information relevant to the topic, as 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 matrix</i> to identify and connect text features and information relevant to the topic, as text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>sentences on a matrix</i> to identify and connect text features and information relevant to the topic, as 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 on a double column graphic organizer</i> to identify and connect search tools with information relevant to the topic</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a double column graphic organizer</i> to identify and connect search tools with information relevant to the topic</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed double column graphic organizer</i> to identify and connect search tools with information relevant to the topic</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a double column graphic organizer, after teacher modeling</i>, to identify and connect search tools with information relevant to the topic</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a self-created double column graphic organizer, independently</i>, to identify and connect search tools with information relevant to the topic</p>
		<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and, occasionally, in the home language.</i></p>	<p>in the <i>new language.</i></p>	<p>in the <i>new language.</i></p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that explain how they used text features and search tools to locate information efficiently, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that explain how they used text features and search tools to locate information efficiently, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to explain how they used text features and search tools to locate information efficiently, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> that explain how they used text features and search tools to locate information efficiently, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, that explain how they used text features and search tools to locate information efficiently, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete a cloze paragraph</i> that analyzes how text features and search tools can be used to locate information efficiently</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze how text features and search tools can be used to locate information efficiently</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that analyzes how text features and search tools can be used to locate information efficiently</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that analyzes how text features and search tools can be used to locate information efficiently</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently</i>, to <i>develop a multiple paragraph essay</i> that analyzes how text features and search tools can be used to locate information efficiently</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (RI.3.5):** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently

**Grade Level Academic Demand**  
*Use Text Features and Search Tools to Locate Information Efficiently*

**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 developing), students can approach these linguistic demands in the new and/or home language.

Use words and phrases to identify text features and search tools (e.g., key words target a main idea; sidebars provide more information about a topic; hyperlinks join two topics by clicking on a highlighted word).

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires that students know appropriate vocabulary to refer to books and locate information in text. For examples of text excerpts, refer to the Reading for Information and Reading Literature standards for 3rd grade.

<p><b>Common Core Anchor Standard (RI.6):</b> Assess how point of view or purpose shapes the content and style of a text.</p>		<p><b>Main Academic Demand</b> <i>Assess Author's Point of View</i></p>				
<p><b>MCCRS (RI.3.6):</b> Distinguish their own point of view from that of the author of a text.</p>		<p><b>Grade Level Academic Demand</b> <i>Distinguish between the Reader's and the Author's Point of View</i></p>				
<p>WIDA Levels of Language Development</p>	<p><b>Entering (Level 1)</b></p>	<p><b>Emerging (Level 2)</b></p>	<p><b>Developing (Level 3)</b></p>	<p><b>Expanding (Levels 4-5)</b></p>	<p><b>Bridging (Proficient)</b></p>	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a point-of-view graphic organizer</i> to identify the author's point of view, as text is read 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 point-of-view graphic organizer</i> to identify the author's point of view, as text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed point-of-view graphic organizer</i> to identify the author's point of view, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>sentences on a point-of-view graphic organizer</i> to identify the author's point of view, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a self-created point-of-view graphic organizer, independently</i>, to identify the author's point of view, as text is read in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a T-chart</i> to determine the differences between their points of view and the author's point of view</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a T-chart</i> to determine the differences between their points of view and the author's point of view</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed T-chart</i> to determine the differences between their points of view and the author's point of view</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a T-chart, after teacher modeling</i>, to determine the differences between their points of view and the author's point of view</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a self-created T-chart, independently</i>, to determine the differences between their points of view and the author's point of view</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>



WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 describe the differences between their points of view and the author’s point of view, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 describe the differences between their points of view and the author’s point of view, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe the differences between their points of view and the author’s point of view, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to describe the differences between their points of view and the author’s point of view, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to describe the differences between their points of view and the author’s point of view, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete a cloze paragraph</i> that distinguishes between their points of view and the author’s point of view</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that distinguish between their points of view and the author’s point of view</p>	<p><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 distinguishes between their points of view and the author’s point of view</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that distinguishes between their points of view and the author’s point of view</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that distinguishes between their points of view and the author’s point of view</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (RI.3.6):** Distinguish their own point of view from that of the author of a text.

**Grade Level Academic Demand**  
*Distinguish between the Reader's and the Author's Point of View*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify nouns and associate pronouns that signal the author's perspective (e.g., I).
- Use sentence structures to distinguish between the author's and the reader's point of view (e.g., The author thinks \_\_\_\_, but I think \_\_\_\_; The author says \_\_\_\_ and I also think \_\_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpt

On Halloween **I** wore a skeleton costume. **I** used to think skeletons were made up just to scare people. Now **I** know that skeletons are real. **They** are not scary. **I** would not be me without a skeleton. **You** would not be **you**.

**Skeletons** are made up of many bones. **Bones** give you shape.

Balestrino, P., & Kelly, T. (1989). *The skeleton inside you*. New York: Harper Trophy Book.

#### Teacher Directions

In a small group or whole class discussion, distinguish the student's own point of view from that of the author of a text:

- Identify nouns and associate pronouns (**bold**) that signal the author's perspective (e.g., **I, they, skeletons, bones**). In this case the author wants to present what he thought and what he currently thinks about skeletons.
- Use sentence structures to distinguish between the author's and the reader's point of view (e.g., The author thinks \_\_\_\_, but I think \_\_\_\_; The author says \_\_\_\_ and I also think \_\_\_\_).

<p><b>Common Core Anchor Standard (RI.7):</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, and in words.</p>			<p><b>Main Academic Demand</b> <i>Synthesize and Evaluate Content Presented in Various Formats</i></p>			
<p><b>MCCRS (RI.3.7):</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).</p>			<p><b>Grade Level Academic Demand</b> <i>Demonstrate Understanding of Information from Words and Illustrations in a Text</i></p>			
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a web</i> to identify key details that demonstrate an understanding of the text, as text is read <i>in partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a web</i> to identify key details that demonstrate an understanding of the text, as text is read <i>in partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed web</i> to identify key details that demonstrate an understanding of the text, as text is read <i>in partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>sentences on a web</i> to identify key details that demonstrate an understanding of the text, as text is read <i>in partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a 5W + 1H graphic organizer</i> to identify when, where, why and how key events occur from illustrations and words in a text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a 5W + 1H graphic organizer</i> to identify when, where, why and how key events occur from illustrations and words in a text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed 5W + 1H graphic organizer</i> to identify when, where, why and how key events occur from illustrations and words in a text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a 5W + 1H graphic organizer, after teacher modeling</i>, to identify when, where, why and how key events occur from illustrations and words in a text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a self-created 5W + 1H graphic organizer, independently</i>, to identify when, where, why and how key events occur from illustrations and words in a text</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that explain how they used illustrations and words in a text to determine when, where, why and how key events occur, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that explain how they used illustrations and words in a text to determine when, where, why and how key events occur, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to explain how they used illustrations and words in a text to determine when, where, why and how key events occur, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to explain how they used illustrations and words in a text to determine when, where, why and how key events occur, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to explain how they used illustrations and words in a text to determine when, where, why and how key events occur, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete a cloze paragraph</i> that analyzes information such as when, where, why and how key events occur, from words and illustrations in a text</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze information such as when, where, why and how key events occur, from words and illustrations in a text</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that analyzes information such as when, where, why and how key events occur, from words and illustrations in a text</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that analyzes information such as when, where, why and how key events occur, from words and illustrations in a text</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently</i>, to <i>develop a multiple paragraph essay</i> that analyzes information such as when, where, why and how key events occur, from words and illustrations in a text</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**MCCRS (RI.3.7):** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why and how key events occur).

**Grade Level Academic Demand**  
*Demonstrate Understanding of Information from Words and Illustrations in a Text*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify the nouns and associated pronouns (e.g., pets, these) that indicate the subject of the illustrations and text.
- Identify the verbs (e.g., loves, own) that indicate key events that the illustrations and/or text depict.
- Identify words and phrases that indicate location (e.g., Nevada) to demonstrate an understanding of where the key events took place.
- Identify chronological markers (e.g., in recent years) that indicate when key events take place.
- Identify cause and effect words and phrases (e.g., but, whether) that indicate why key events take place (e.g., *but* these kinds of pets can be very dangerous).
- Use words and phrases to explain the information gained from the text and the illustration (e.g., The illustration shows \_\_\_ and the text says \_\_\_; the illustration adds information regarding \_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpt

Like many kids, **Major Tepper**, 15, *loves* loving pets. But **Major** doesn't have goldfish or hamsters. **He and his family** *own* lions and tigers in Nevada. "**They** are very loving, just like puppies," says Major.

But **these** kinds of pets can be very dangerous. Recent problems with wild **pets** have started a debate about whether owning them should be outlawed nationwide.

#### Teacher Directions

- Analyze in small group or whole class discussion how to demonstrate understanding of information from words and illustrations in a text:
- Identify the nouns and associated pronouns (**bold**) (e.g., **pets**, **these**) that indicate the subject of the illustrations and text.
  - Identify the verbs (*italics*) (e.g., *loves*, *own*) that indicate key events that the illustrations and/or the text depict.
  - Identify words and phrases that indicate location (underline) (e.g., Nevada) to demonstrate an understanding of where the key events took place.

# Wild Pets

Like many kids, Major Tepper, 15, loves having pets. But Major doesn't have goldfish or hamsters. He and his family own lions and tigers in Nevada. "They're very loving, just like puppies," says Major.

But these kinds of pets can be very dangerous. Recent problems with wild pets have started a debate about whether owning them should be outlawed nationwide.

## Problem Pets

Having a wild animal as a pet is not as strange as you might think. More than 18 million people in the U.S. own **exotic** pets—from pythons and monkeys to kangaroos.

### Words to Know

- W** **exotic:** something unusual from another place in the world
- W** **vary:** differ
- W** **illegal:** against the law



Major Tepper with one of his family's pet tigers

Click for a map of exotic pet laws by state

Laws about having wild pets **vary** from state to state.

In recent years, though, some of those rules have been changing. Last year, Ohio passed a law that makes it **illegal** to own large mammals like lions. The law was passed after a man set 56 of his exotic pets free—including tigers and bears. Police had to shoot most of the animals to protect people from being attacked.

Animal-rights groups say that kind of thing is all too common. One group, called Born Free USA, says there

have been more than 1,000 escapes, attacks, and other problems involving exotic pets since 1990.

## Handle With Care

Exotic-pet owners say that the animals aren't to blame for these problems—bad owners are.

"Most exotic-pet owners take special care to keep their animals and the people around them safe," says Susan Tepper, Major's mother. For example, Major and his siblings aren't allowed to get too close to their adult big cats. The Teppers' adult cats are trained for use in magic shows in Las Vegas, Nevada.

Still, many people say these animals belong in the wild.

"It doesn't matter how big or small they are, or how cute or scary," says Adam Roberts, who works for Born Free USA. "If it's a wild animal, it shouldn't be in people's homes."

Core Question



A python on the loose in Florida is captured.

- Identify chronological markers (wavy underline) (e.g., recent) that indicate when key events take place.
- Identify cause and effect words and phrases (double underline) (e.g., but) that indicate a different idea from the one previously presented.
- Use words and phrases to explain the information gained from the text and the illustration (e.g., The illustration shows \_\_\_\_\_ and the text says \_\_\_\_\_; the illustration adds information regarding \_\_\_\_\_).

Wild pets. (2013, March). *Scholastic*. Retrieved from [http://sni.scholastic.com/SN3/03\\_18\\_13\\_SN3/book#/2](http://sni.scholastic.com/SN3/03_18_13_SN3/book#/2). The article is also available in Spanish and includes graphic organizers in English and Spanish at [http://sni.scholastic.com/SN3/03\\_18\\_13\\_SN3/Printables](http://sni.scholastic.com/SN3/03_18_13_SN3/Printables)

<p><b>Common Core Anchor Standard (RI.8):</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence.</p>		<p><b>Main Academic Demand</b> <i>Evaluate Author’s Claims and Supporting Evidence</i></p>				
<p><b>MCCRS (RI.3.8):</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>		<p><b>Grade Level Academic Demand</b> <i>Describe Logical Connections between Sentences and Paragraphs in Text</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a flow chart</i> to identify how sentences or paragraphs relate to one another and build on the information provided, as text is read <i>in partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a flow chart</i> to identify how sentences or paragraphs relate to one another and build on the information provided, as text is read <i>in partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed flow chart</i> to identify how sentences or paragraphs relate to one another and build on the information provided, as text is read <i>in partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>sentences on a flow chart</i> to identify how sentences or paragraphs relate to one another and build on the information provided, as text is read <i>in partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a spider map</i> to identify examples that demonstrate the logical connections between sentences and paragraphs</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a spider map</i> to identify examples that demonstrate the logical connections between sentences and paragraphs</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed spider map</i> to identify examples that demonstrate the logical connections between sentences and paragraphs</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a spider map, after teacher modeling</i>, to identify examples that demonstrate the logical connections between sentences and paragraphs</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a self-created spider map, independently</i>, to identify examples that demonstrate the logical connections between sentences and paragraphs</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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 describe how sentences and paragraphs are connected in a text, 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 describe how sentences and paragraphs are connected in a text, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe how sentences and paragraphs are connected in a text, 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 describe how sentences and paragraphs are connected in a text, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to describe how sentences and paragraphs are connected in a text, 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 a cloze paragraph</i> that analyzes the connection between sentences and paragraphs in a text	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze the connection between sentences and paragraphs in a text	<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 the connection between sentences and paragraphs in a text	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes the connection between sentences and paragraphs in a text	<b>Writing-Centered Activity:</b> Use <i>information, independently</i> , to develop a <i>multiple paragraph essay</i> that analyzes the connection between sentences and paragraphs in a text
		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> .



**MCCRS (RI.3.8):** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**Grade Level Academic Demand**  
*Describe Logical Connections between Sentences and Paragraphs in Text*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases (e.g., just as, like) to identify comparisons.
- Identify words and sentences (e.g., but) that signal cause and effect.
- Identify chronological markers (e.g., long, long ago; after) that signal sequence.

### Example to Address the Linguistic Demands

#### Text Excerpt

Long, long ago, before people knew anything about dinosaurs, giant bones were found in China. Wise men who saw the bones tried to guess what sort of enormous animal they could have come from. After they studied the fossil bones, the ancient Chinese decided that they came from dragons. They thought these dragons must have been magic dragons to be so large.

Boy, were they wrong!

No one knows exactly what dinosaurs looked like. All that is left of them are fossil bones and a few other clues. *Now we think* that many of our own past guesses about dinosaurs were **just as** wrong **as** those of ancient China.

Some of our mistakes were little ones. When the first fossil bones of Iguanodon were found, one was shaped like a rhino's horn. Scientists guessed that the strange horn fit **like** a spike on Iguanodon's nose.

Boy, were we wrong about Iguanodon!

Some of our first drawings of dinosaurs showed them with their elbows and knees pointing out to the side, **like** a lizard's. With legs like that, big dinosaurs could only waddle clumsily on all fours or float underwater. *But* now we know that their legs were straight under them, **like** a horse's. Dinosaurs were not clumsy. The sizes and shapes of their leg bones seem to show that some **were as** fast and graceful **as** deer.

Kudlinski, K.V. (2005). *Boy, were we wrong about dinosaurs* [S.D. Schindler, Illus.]. New York: Dutton. (From Appendix B, CCSS, pp. 55–56.)

#### Teacher Directions

Analyze in a small group/whole class discussion how to describe logical connections between sentences and paragraphs in text:

- Use words and phrases (**bold**) (e.g., **just as, like**) to identify comparisons.
- Identify words and sentences (*italics*) (e.g., *but*) that signal cause and effect.
- Identify chronological markers (underline) (e.g., long, long ago; after) that signal sequence.

<p><b>Common Core Anchor Standard (RI.9):</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		<p><b>Main Academic Demand</b> <i>Compare and Contrast Similar Texts and Subjects</i></p>				
<p><b>MCCRS (RI.3.9):</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>		<p><b>Grade Level Academic Demand</b> <i>Compare and Contrast Key Points Presented in Two Texts on the Same Topic</i></p>				
<p>WIDA Levels of Language Development</p>	<p><b>Entering (Level 1)</b></p>	<p><b>Emerging (Level 2)</b></p>	<p><b>Developing (Level 3)</b></p>	<p><b>Expanding (Levels 4-5)</b></p>	<p><b>Bridging (Proficient)</b></p>	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a Venn diagram</i> to compare and contrast key points and details presented in two texts on the same topic, as the texts are 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 Venn diagram</i> to compare and contrast key points and details presented in two texts on the same topic, as the texts are 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 Venn diagram</i> to compare and contrast key points and details presented in two texts on the same topic, as the texts are read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>sentences on a Venn diagram</i> to compare and contrast key points and details presented in two texts on the same topic, as the texts are 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 Venn diagram, independently</i>, to compare and contrast key points and details presented in two texts on the same topic, as the texts are 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 on cluster maps</i> to identify key points and details presented by two texts</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on cluster maps</i> to identify key points and details presented by two texts</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on partially completed cluster maps</i> to identify key points and details presented by two texts</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on cluster maps</i> to identify key points and details presented by two texts</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on cluster maps, independently</i>, to identify key points and details presented by two texts</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed diagrams to complete sentence starters</i> that analyze text by comparing and contrasting two texts on the same topic, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed diagrams to complete sentence starters</i> that analyze text by comparing and contrasting two texts on the same topic, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed diagrams</i> to participate in a discussion that analyzes text by comparing and contrasting two texts on the same topic, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed diagrams</i> to participate in a discussion that analyzes text by comparing and contrasting two texts on the same topic, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed charts, independently</i>, to lead a discussion that analyzes text by comparing and contrasting two texts on the same topic, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete a cloze paragraph</i> that describes the similarities and differences between two texts that present the same topic</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that describe the similarities and differences between two texts that present the same topic</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed charts to develop a short essay</i> that describes the similarities and differences between two texts that present the same topic</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed charts and teacher-provided models to develop an essay</i> that describes the similarities and differences between two texts that present the same topic</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed charts, independently</i>, to develop an essay that describes the similarities and differences between two texts that present the same topic</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

**MCCRS (RI.3.9):** Compare and contrast the most important points and key details presented in two texts on the same topic.

**Grade Level Academic Demand**  
*Compare and Contrast Key Points Presented in Two Texts on the Same Topic*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Identify compare-and-contrast words and phrases (e.g., like, as well, however) in a text.
- Identify word endings (morphemes) that convey comparisons (e.g., *est* in *heaviest*).
- Use sentence structures to compare and contrast words and phrases to discuss similarities and differences between the texts (e.g., These two texts are the same in that\_\_\_but they differ in that\_\_\_; this text shows that\_\_\_, whereas this one shows\_\_\_).

**Example to Address the Linguistic Demands**

**Text Excerpts**

Text 1  
 The world of lizards is full of strange, scaly animals, but one lizard stands out from the rest. It is called the Komodo dragon. **Like** other lizards, Komodo dragons have scaly skin. They **also** lay eggs to have their young like other lizards. **However**, Komodo dragons are much bigger **than** other lizards. They can weigh up to three hundred pounds. The amount they eat is different **as well**. They can finish several wild pigs for lunch.

Reaching 10 feet (3 meters) in length and more than 300 pounds (136 kilograms), Komodo dragons are the *heaviest* lizards on Earth. They have long, flat heads with rounded snouts, scaly skin, bowed legs, and huge, muscular tails.

Text 2  
 The Komodo dragon, **also** known as the land crocodile, is the *largest* living lizard. They can reach lengths of more **than** ten feet and weigh over 300 pounds.

Text 1  
*The komodo dragon*. National Geographic for Kids. Retrieved from <http://kids.nationalgeographic.com/kids/animals/creaturefeature/>

Text 2  
 Wolff, B. (2012). *Komodo dragon!* Kids Look and Learn! Amazon Digital Services. Retrieved from [http://www.amazon.com/dp/B008UZY0ZO/ref=rdr\\_kindle\\_ext\\_tmb](http://www.amazon.com/dp/B008UZY0ZO/ref=rdr_kindle_ext_tmb)

**Teacher Directions**

Analyze in small group or whole class discussion how to compare and contrast key points in a text:

- Identify compare-and-contrast words and phrases (**bold**) (e.g. **like, as well, however**) in a text.
- Identify word endings (morphemes) that signal comparison (*italics*) (e.g. *est* in *heaviest*).
- Use sentence structures to compare and contrast words and phrases to discuss similarities and differences between the texts (e.g., These two texts are the same in that\_\_\_but they differ in that\_\_\_; this text shows that\_\_\_, whereas this one shows\_\_\_).

ENGLISH LANGUAGE DEVELOPMENT PROGRESSIONS for METS

Reading for Information 10

<b>Common Core Anchor Standard (RI.10):</b> Read and comprehend complex literary and informational texts independently and proficiently.		<b>MAIN ACADEMIC DEMAND</b> <i>Build Comprehension of Grade Level Texts</i>				
<b>MCCRS Reading for Information Standard 10:</b>						
<b>Grade 3</b> —By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.						
<b>Grade 4</b> —By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.						
<b>Grade 5</b> —By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.						
WIDA Levels of Language Development	<b>Entering</b>	<b>Emerging</b>	<b>Developing</b>	<b>Expanding</b>	<b>Bridging</b>	
<b>When acquiring a new language, student performance of the standard with proper supports at each level demonstrates that students are:</b>						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	Comprehend <i>at least one</i> high interest, grade-appropriate text when teacher has built background knowledge, pre-taught vocabulary, provided a context for the text, and read aloud in class <i>in the new and/or home language</i> .	Comprehend <i>two or more</i> high interest, grade-appropriate texts when teacher has built background knowledge, provided pre-identified words and phrases, provided a context for the text, and read the text aloud in class <i>in the new and/or home language</i> .	Comprehend <i>multiple</i> high-interest, grade-appropriate texts when teacher has built background knowledge, provided a bank of phrases and sentences, and provided a context for the text <i>in the new and, occasionally, in the home language</i> .	Comprehend <i>multiple</i> grade or above grade-level texts when teacher has provided a glossary of new vocabulary, and provided a context for the text <i>in the new language</i> .	Comprehend <i>multiple</i> grade or above grade-level texts when teacher has glossed new vocabulary <i>in the new language</i> .

**MCCRS Reading for Information Standard 10:**

**Grade 3**—By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

**Grade 4**—By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Grade 5**—By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

**Building Background Knowledge:** Background knowledge (or prior knowledge) is a frame of reference that encompasses the information and concepts that the learner brings to the learning task. Background knowledge reflects the learner’s prior experiences and both formal and informal learning. It provides the foundation for approaching, processing, interpreting, and retaining new learning, and is indispensable to the learner’s making sense and understanding how the world works. When children are reading nonfiction they need to have some background knowledge in order to understand the text. The more a student knows about a topic, the more difficult the texts a student can approach. Students' background knowledge, including developmental, experiential, and cognitive factors, influences their ability to understand the explicit and inferential qualities of a text.

The following are some strategies to build background knowledge:

- Pre-reading discussions to build background knowledge and open ended questions during read aloud can increase the students’ reliance on the text and the information they are integrating.
- Background knowledge can be enriched by providing students with texts they can read independently that match their reading level and that are aligned with the grade-level text/topic being developed in class.
- Students who are developing a new language and can read and comprehend grade level text in their home language can build background knowledge by independently reading higher level text aligned with the text/topic being developed in class.
- Pairing fiction and nonfiction books that address the same topic.

**Note:** Text structures and oral language development also play an important role in building a student’s ability to comprehend grade appropriate texts. *See* RI Standards 5, 6 and 7 for standards that target text structures and Standards 1 and 2, which addresses comprehension strategies. Also, in order to engage in grade appropriate texts students must have mastered the phonemic and phonological characteristics of the home and/or new language as well as fluency. *See* Foundations of Reading, which address these skills development.

**Examples of Text to Build Background Knowledge in METS Informational Text:** The following books develop and expand knowledge of the human body. The sequence from K to 5th grade is recommended in the Common Core State Standards (p.33).

English Texts			
Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> and 3 <sup>rd</sup> Grade	4 <sup>th</sup> and 5 <sup>th</sup> Grade
<u>Introduction to the senses</u> <ul style="list-style-type: none"> <li>• <i>My five senses</i> by Aliko (1986)</li> <li>• <i>Hearing</i> by Maria Rius (1985)</li> <li>• <i>Sight</i> by Maria Rius (1985)</li> <li>• <i>Smell</i> by Maria Rius (1985)</li> <li>• <i>Taste</i> by Maria Rius (1985)</li> <li>• <i>Touch</i> by Maria Rius (1985)</li> </ul>	<u>Introduction to the systems of the human body and associated body parts</u> <ul style="list-style-type: none"> <li>• <i>Under Your Skin: Your Amazing Body</i> by Manning (2007)</li> <li>• <i>Me and My Amazing Body</i> by Sweeney (1999)</li> <li>• <i>The Human Body</i> by Gallimard Jeunesse (2007)</li> </ul>	<u>The digestive and excretory systems</u> <ul style="list-style-type: none"> <li>• <i>What Happens to a Hamburger</i> by Paul Showers (1985)</li> <li>• <i>The Digestive System</i> by Christine Taylor-Butler (2008)</li> <li>• <i>The Digestive System</i> by Rebecca L. Johnson (2006)</li> <li>• <i>The Digestive System</i> by Kristin</li> </ul>	<u>The Respiratory system</u> <ul style="list-style-type: none"> <li>• <i>The Lungs</i> by Seymour Simon (2007)</li> <li>• <i>The Respiratory System</i> by Susan Glass (2004)</li> <li>• <i>The Respiratory System</i> by Kristin Petrie (2007)</li> <li>• <i>The Remarkable Respiratory System</i></li> </ul>

<p><u>Taking care of your body: Overview (hygiene, diet, exercise, rest)</u></p> <ul style="list-style-type: none"> <li>• <i>My Amazing Body: A First Look at Health &amp; Fitness</i> by Pat Thomas (2001)</li> <li>• <i>Get Up and Go!</i> by Nancy Carlson (2008)</li> <li>• <i>Go Wash Up</i> by Doering Tourville (2008)</li> <li>• <i>Sleep</i> by Paul Showers (1997)</li> <li>• <i>Fuel the Body</i> by Doering Tourville (2008)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Busy Body Book</i> by Lizzy Rockwell (2008)</li> <li>• <i>First Encyclopedia of the Human Body</i> by Chandler (2004)</li> </ul> <p><u>Taking care of your body: Germs, diseases, and preventing illness</u></p> <ul style="list-style-type: none"> <li>• <i>Germs Make Me Sick</i> by Marilyn Berger (1995)</li> <li>• <i>Tiny Life on Your Body</i> by Christine Taylor-Butler (2005)</li> <li>• <i>Germ Stories</i> by Arthur Kornberg (2007)</li> <li>• <i>All About Scabs</i> by Genichiro Yagu (1998)</li> </ul>	<p>Petrie (2007)</p> <p><u>Taking care of your body: Healthy eating and nutrition</u></p> <ul style="list-style-type: none"> <li>• <i>Good Enough to Eat</i> by Lizzy Rockwell (1999)</li> <li>• <i>Showdown at the Food Pyramid</i> by Rex Barron (2004)</li> </ul> <p><u>Muscular, skeletal, and nervous systems</u></p> <ul style="list-style-type: none"> <li>• <i>The Mighty Muscular and Skeletal Systems</i> Crabtree Publishing (2009)</li> <li>• <i>Muscles</i> by Seymour Simon (1998)</li> <li>• <i>Bones</i> by Seymour Simon (1998)</li> <li>• <i>The Astounding Nervous System</i> Crabtree Publishing (2009)</li> <li>• <i>The Nervous System</i> by Joelle Riley (2004)</li> </ul>	<p>by John Burstein (2009)</p>
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**Spanish Texts**

<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> and 3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> and 5<sup>th</sup> Grade</b>
<ul style="list-style-type: none"> <li>• <i>De la cabeza a los pies</i> por Eric Carle, (2003)</li> <li>• <i>Head Shoulders, Kees and Toes/ Cabeza, Hombros, Rodillas y Pies</i> por Annie Kubler (1999)</li> <li>• <i>Tengo diez deditos</i> por Annie Kubler (2009)</li> </ul>	<p><u>Introducción a los sentidos</u></p> <ul style="list-style-type: none"> <li>• <i>Mis cinco sentidos</i> por Alikei (2000)</li> <li>• <i>La vista</i> por María Rius (1993)</li> <li>• <i>El oído</i> por María Rius (1993)</li> <li>• <i>El olfato</i> por María Rius (1993)</li> <li>• <i>El tacto</i> por María Rius (1993)</li> <li>• <i>El gusto</i> por María Rius (1993)</li> </ul> <p><u>Cuidando tu cuerpo: Nutrición y cuidado del mismo</u></p> <ul style="list-style-type: none"> <li>• <i>Vamos a comer/Let's Eat</i> por Alan Benjamin y Hideo Shiroani (1992)</li> <li>• <i>Fruits and Vegetables/Frutas y Vegetales</i> por Gladys Rosa Mendoza y Linda Holtz (2002)</li> <li>• <i>Mi primera visita al dentista.</i> Equipo Todolibro (2010)</li> <li>• <i>Mi Cuerpo</i> por Gladys Rosa Mendoza y Chess Butler (2002)</li> </ul>	<p><u>Introducción a los sistemas del cuerpo humano</u></p> <ul style="list-style-type: none"> <li>• <i>El Cuerpo Humano</i> por Richard Ferguson y Peter Hall</li> <li>• <i>El Cuerpo Humano</i> por Andrew Haslam (2011)</li> </ul> <p><u>Cuidando tu cuerpo: Gérmenes y prevención de enfermedades</u></p> <ul style="list-style-type: none"> <li>• <i>Germs are not for sharing/Los gérmenes no son para compartir</i> por Elizabeth Verdick y Marieka Henlen (2011)</li> <li>• <i>Matar a los gérmenes</i> por Melanie Mitchell (2005)</li> </ul>	<p><u>El Cuerpo Humano y el sistema respiratorio</u></p> <ul style="list-style-type: none"> <li>• <i>El autobús mágico en el cuerpo humano</i> por Joanna Cole y Bruce Degan (1994)</li> <li>• <i>El aparato respiratorio</i> por Judith Jango Cohen (2006)</li> <li>• <i>El sistema respiratorio ¿Por qué me quedo sin aliento?</i> por Sue Barraclough (2006)</li> </ul>

**Chinese Texts**

**Note: Note:** In general, non-fiction books in Chinese are comprehensive and are not available by sub-topic (e.g. the respiratory system or the digestive system exclusively) presented in the grade sequence as in the books presented for English and Spanish samples. Below are sample texts about the human

body that are inclusive of sub-topics.

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> and 3 <sup>rd</sup> Grade	4 <sup>th</sup> and 5 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>• 人體百科 (上) [Human Encyclopedia volume 1] edited by DK books, translated by Yóu Zǐlíng, 2006</li> <li>• 人體百科 (下) [Human Encyclopedia volume 2] edited by DK books, translated by Yóu Zǐlíng, 2006</li> <li>• 人體神秘遊：魔法校車 [The Magic School Bus Inside the Human Body, 10th Anniversary edition] by Joanna Cole and Bruce Degen (2012)</li> <li>• 人體好好玩[The Way We Work: Getting to Know the Amazing Human Body] by David Macaulay (2009)</li> <li>• 元氣寶寶 <i>Vita</i> 運動和腦力 [Baby Vita: Exercise and Mental Health] By the Institute for Health and Medical Education Foundation (2014)</li> </ul>	<ul style="list-style-type: none"> <li>□ 人體神秘遊：魔法校車[The Magic School Bus Inside the Human Body, 10th Anniversary edition] by Joanna Cole and Bruce Degen (2012)</li> <li>□ 人體好好玩[The Way We Work: Getting to Know the Amazing Human Body] by David Macaulay (2009)</li> <li>□ 驚奇立體酷百科：揭開人體的奧秘 [The Amazing Life-like encyclopedia: uncovering the mystery of the human body] by Jack Guichard, (2013)</li> </ul>	<ul style="list-style-type: none"> <li>• 人體的一天：參觀你的身體每天24小時的工作實況 [A Day in the Life of your Body: An Around the Clock Guide to how your body works] by Beverly McMillan, translated by Lín Jiéyíng (2012)</li> <li>• 驚奇人體[The Surprises of the Human Body] by Zhu Jiaxing (2013)</li> <li>• 十萬個為什麼：身體奧秘 [10,000 Whys: The mystery of the body] by Wáng Yǒnghuì (2014)</li> </ul>	<ul style="list-style-type: none"> <li>• 人體與生活：新版兒童十萬個為什麼 [The human body and life: A new book of 10,000 whys] edited by the Windmill group (2013)</li> <li>• 奇妙的身體：不一樣的人體百科 [The Wonderful Body: Every body is different encyclopedia] by The Institute of the Human Body, translated by Lin Meihui (2013)</li> <li>• 人體結構圖解事典[The illustrated encyclopedia of human anatomy] by Yuán nèi yì hēng (2009)</li> <li>•</li> </ul>

Multilingual book distributors (in alphabetical order):

**Attanasio Publishers** ([www.attanasio-edu.com](http://www.attanasio-edu.com))

**Hexagramm** (<http://hexagrammbooks.com>) **Lectorum** (<http://www.librerialectorum.com>)

**Rosen Publishers** (<http://www.rosenpublishing.com>)

**Scholastic** (<http://www.scholastic.com/aboutscholastic/espanol.htm>)

Useful websites for books in Arabic and Haitian Creole:

**Arabic** (<http://www.alkitab.com>)

**Haitian Creole** (<http://www.haitianbookcentre.com>)

Unite for Literacy (<http://uniteforliteracy.com>) is a website that presents nonfiction books written in English but read in 15 different languages.



<p><b>Common Core Anchor Standard (SL.1):</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p><b>Main Academic Demand</b> <i>Prepare and Participate in Conversations, Expressing Their Points of View Clearly and Persuasively</i></p>
<p><b>MCCRS (SL.3.1):</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion; b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion); c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others; d. Explain their own ideas and understanding in light of the discussion; e. Seek to understand and communicate with individuals from different cultural backgrounds.</p>	<p><b>Grade Level Academic Demand</b> <i>Participate in Collaborative Conversations Follow Rules for Discussions Build on Others’ Talk by Linking Comments and Staying on Topic</i></p>

WIDA Levels Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Pro ficient)
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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 cluster web</i> to identify and build upon their partners’ ideas and their own, as students share information in collaborative conversations 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 cluster web</i> to identify and build upon their partners’ ideas and their own, as students share information in collaborative conversations in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed cluster web</i> to identify and build upon their partners’ ideas and their own, as students share information in collaborative conversations in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>sentences on a cluster web</i> to identify and build upon their partners’ ideas and their own, as students share information in collaborative conversations in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a self-created cluster web, independently</i>, to identify and build upon their partners’ ideas and their own, as students share information in collaborative conversations in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a discussion-preparation graphic organizer</i> to prepare for a discussion after reading and studying required material</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a discussion-preparation graphic organizer</i> to prepare for a discussion after reading and studying required material</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed discussion-preparation graphic organizer</i> to prepare for a discussion after reading and studying required material</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a discussion-preparation graphic organizer, after teacher modeling</i>, to prepare for a discussion after reading and studying required material</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a self-created discussion-preparation graphic organizer, independently</i>, to prepare for a discussion after reading and studying required material</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

5 Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 ask questions and link their comments to others' remarks, when following the rules in collaborative conversations 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 ask questions and link their comments to others' remarks, when following the rules in collaborative conversations in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to ask questions and link their comments to others' remarks, when following the rules in collaborative conversations in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to ask questions and link their comments to others' remarks, when following the rules in collaborative conversations in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic, independently</i> , to ask questions and link their comments to others' remarks, when following the rules in collaborative conversations in <i>partnership and/or small groups</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete a cloze paragraph</i> that summarizes each other's ideas	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that summarize each other's ideas	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that summarizes each other's ideas	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that summarizes each other's ideas	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers, independently</i> , to <i>develop a multiple paragraph essay</i> that summarizes each other's ideas
		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> .

**MCCRS (SL.3.1):** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion;
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion);
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others;
- d. Explain their own ideas and understanding in light of the discussion;
- e. Seek to understand and communicate with individuals from different cultural backgrounds.

**Grade Level Academic Demand**

*Participate in Collaborative Conversations  
Follow Rules for Discussions  
Build on Others' Talk by Linking Comments and  
Staying on Topic*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases to contribute to conversations (e.g., I want to add\_\_\_\_\_; I think that\_\_\_\_\_).
- Use question forms to elicit exchanges from peers or adults (e.g., What do you think? Don't you agree?).
- Use words and phrases that express an opinion (e.g, I do/don't agree).
- Use question forms to clarify information (Can you repeat that? What did you mean when you said\_\_\_\_\_?).
- Use sentence structures that facilitate linking comments (e.g., You/I said\_\_\_\_\_but s/he said\_\_\_\_\_. How is that different/similar?).
- Use words and phrases to explain (What I mean is\_\_\_\_\_; What you are saying is\_\_\_\_\_).

**Example to Address the Linguistic Demands**

Text Excerpt	Teacher Directions	
Sample texts appropriate for 3rd grade students can be found in the Reading for Information and Reading Literature standards.	Both whole class and small group settings provide an opportunity for the teacher to model skills and behaviors and for students to practice them with teacher guidance and support.  Anchor charts about rules and norms for productive conversations can be collaboratively developed and posted for ongoing reference and revision.  Prompts that can be used for productive conversations are:*	
	<b>Action</b>	<b>What it sounds like</b>
	Build on others' comments	I want to add_____; I think that_____; I agree with him but I also think_____; I think that's a good idea, and also_____; Yes, but I also feel_____
	Disagree constructively	What do you think? Do you agree/disagree? I don't really agree with that because_____; I don't think so because_____; That's not what I think it meant because_____
	Ask for clarification and link comments	Can you repeat that? What did you mean when you said_____? I don't understand the part where you said_____; What did you mean when you said that_____; I don't understand what you're saying. Tell me again. Can you explain that again? You/I said_____but s/he said_____; How is that different/similar?
	Explain your thinking	What I mean is_____; What you are saying is_____; Well, in the book it says_____; My family and I did something just like that when_____; I think so because_____; Well, that's not what I meant. What I meant was_____
*Adapted from Pearson, P. D. (2004). <i>Rich talk about text</i> . Retrieved from <a href="http://www.nlnw.nsw.edu.au/videos09/lo_Pearson/documents/Pearson.pdf">http://www.nlnw.nsw.edu.au/videos09/lo_Pearson/documents/Pearson.pdf</a>		



<p><b>Common Core Anchor Standard (SL.2):</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</p>			<p><b>Main Academic Demand</b> <i>Compare/Contrast and Evaluate the Credibility of Information Presented in Various Formats</i></p>			
<p><b>MCCRS (SL.3.2):</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.</p>			<p><b>Grade Level Academic Demand</b> <i>Determine Main Idea and Supporting Details of a Text Read Aloud</i></p>			
5 Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a main idea graphic organizer</i> to determine the main idea of a text read aloud or information presented orally, as text or another media source 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 main idea graphic organizer</i> to determine the main idea of a text read aloud or information presented orally, as text or another media source 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 main idea graphic organizer</i> to determine the main idea of a text read aloud or information presented orally, as text or another media source is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>sentences on a main idea graphic organizer</i> to determine the main idea of a text read aloud or information presented orally, as text or another media source 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 on a main-idea-and-supporting-details graphic organizer</i> to identify the main idea and supporting details of a text read aloud or other media source</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a main-idea-and-supporting-details graphic organizer</i> to identify the main idea and supporting details of a text read aloud or other media source</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main-idea-and-supporting-details graphic organizer</i> to identify the main idea and supporting details of a text read aloud or other media source</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a main-idea-and-supporting-details graphic organizer, after teacher modeling</i>, to identify the main idea and supporting details of a text read aloud or other media source</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a self-created main-idea-and-supporting-details graphic organizer, independently</i>, to identify the main idea and supporting details of a text read aloud or other media source</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

5 Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 analyze the main idea and supporting details of a text or information from diverse media and formats, 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 analyze the main idea and supporting details of a text or information from diverse media and formats, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to analyze the main idea and supporting details of a text or information from diverse media and formats, 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 analyze the main idea and supporting details of a text or information from diverse media and formats, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic, independently</i> , to analyze the main idea and supporting details of a text or information from diverse media and formats, 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 a cloze paragraph</i> that analyzes the main idea and supporting details of a text or information from diverse media and formats	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze the main idea and supporting details of a text or information from diverse media and formats	<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 the main idea and supporting details of a text or information from diverse media and formats	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes the main idea and supporting details of a text or information from diverse media and formats	<b>Writing-Centered Activity:</b> Use <i>knowledge of the topic, independently, to develop a multiple paragraph essay</i> that analyzes the main idea and supporting details of a text or information from diverse media and formats
		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>

**MCCRS (SL.3.2):** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

**Grade Level Academic Demand**  
*Determine Main Idea and Supporting Details  
of a Text Read Aloud*

**Linguistic Demands:** The following are some 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.

- Identify words that appear throughout the text (e.g., nouns and related pronouns and/or verbs) to identify the main topic.
- Use adjectives and adverbs that provide details about the text.

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires that students determine the main ideas from a text read aloud or information presented in diverse media and formats. For examples of text excerpts, please consult the Reading for Information and Reading Literature standard 2 for 3rd grade.



<b>Common Core Anchor Standard (SL.3):</b> Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric.		<b>Main Academic Demand</b> <i>Evaluate a Speaker’s Point of View</i>				
<b>MCCRS (SL.3.3):</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		<b>Grade Level Academic Demand</b> <i>Ask and Answer Questions with Appropriate Detail and Evidence</i>				
<b>5 Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a partially completed response-to-speaker graphic organizer</i> , with teacher prompting and support, to evaluate how a speaker supports a point of view, as text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a partially completed response-to-speaker graphic organizer</i> , with teacher prompting and support, to evaluate how a speaker supports a point of view, as text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>key information on a partially completed response-to-speaker graphic organizer</i> , with teacher prompting and support, to evaluate how a speaker supports a point of view, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a partially completed response-to-speaker graphic organizer</i> , after <i>teacher modeling</i> , to evaluate how a speaker supports a point of view, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a note-taking guide</i> , independently, to evaluate how a speaker supports a point of view, as text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a partially completed question-and-answer T-chart</i> to identify key details when reading	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a partially completed question-and-answer T-chart</i> to identify key details when reading	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed question-and-answer T-chart</i> to identify key details when reading	<b>Reading-Centered Activity:</b> Organize <i>information on a question-and-answer T-chart</i> , after <i>teacher modeling</i> , to identify key details when reading	<b>Reading-Centered Activity:</b> Organize <i>information on a question-and-answer T-chart</i> , independently, to identify key details when reading
		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 (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 ask and answer questions about elaboration and detail, when participating in collaborative conversations in <i>partnership and/or teacher-led small groups</i></p>	<p><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 ask and answer questions about elaboration and detail, when participating in collaborative conversations in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to participate in discourse asking and answering questions about elaboration and detail, when participating in collaborative conversations in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to initiate discourse asking and answering questions about elaboration and detail, when participating in collaborative conversations in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic</i> to, independently, lead discourse asking and answering questions about elaboration and detail, when participating in collaborative conversations in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Organize <i>pretaught words and phrases</i>, with prompting and support, <i>to complete a cloze paragraph</i> that evaluates information from a speaker, addressing details and evidence</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i>, with prompting and support, <i>to write two or more paragraphs</i> that evaluate information from a speaker, addressing details and evidence</p>	<p><b>Writing-Centered Activity:</b> Use <i>sentences and short phrases</i>, with teacher support, <i>to complete cloze paragraphs</i> that evaluate information from a speaker, addressing details and evidence</p>	<p><b>Writing-Centered Activity:</b> Use a <i>glossary</i>, with teacher support, <i>to develop a short essay</i> that evaluates information from a speaker, addressing details and evidence</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed note-taking guide</i>, independently, <i>to develop a multiple paragraph essay</i> that evaluates information from a speaker, addressing details and evidence</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	



**MCCRS (SL.3.3):** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Grade Level Academic Demand**  
*Ask and Answer Questions  
with Appropriate Detail and Evidence*

**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 question forms to gather information: *Can you tell me more about \_\_\_?*
- Use question forms to seek elaboration and detail: *Did you notice what \_\_\_ said? Would you like to add something? What exactly did \_\_\_ say? Who just said that? When did you say \_\_\_ happened? Where exactly? What time was it?*

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it refers to asking and answering questions. Sample text excerpts can be found in the Reading for Information and Reading Literature standard 3 for 3rd grade.

<p><b>Common Core Anchor Standard (SL.4):</b> Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.</p>				<p><b>Main Academic Demand</b> <i>Present Information Appropriate to Task, Purpose and Audience, with Coherent Reasoning and Evidence</i></p>		
<p><b>MCCRS (SL.3.4):</b> Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>				<p><b>Grade Level Academic Demand</b> <i>Report on a Topic, Tell a Story or Recount an Experience with Facts and Details</i></p>		
<p><b>WIDA Levels of Language Development</b></p>	<p><b>Entering (Level 1)</b></p>	<p><b>Emerging (Level 2)</b></p>	<p><b>Developing (Level 3)</b></p>	<p><b>Expanding (Levels 4-5)</b></p>	<p><b>Bridging (Proficient)</b></p>	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words on a story map</i> to identify the structure of a text, as a teacher reads 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 story map</i> to identify the structure of a text, as a teacher reads aloud in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize a <i>bank of phrases and short sentences on a partially completed story map</i> to identify the structure of a text, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize a <i>glossary of sentences on a story map</i> to identify the structure of a text, <i>after teacher modeling</i>, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words on the previously completed story map</i> to identify appropriate facts and relevant, descriptive details in a text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on the previously completed story map</i> to identify appropriate facts and relevant, descriptive details in a text</p>	<p><b>Reading-Centered Activity:</b> Organize a <i>bank of phrases and short sentences on the previously completed story map</i> to identify appropriate facts and relevant, descriptive details in a text</p>	<p><b>Reading-Centered Activity:</b> Organize a <i>glossary of sentences on the previously completed story map</i> to identify appropriate facts and relevant, descriptive details in a text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information independently on the previously completed story map</i> to identify appropriate facts and relevant, descriptive details in a text</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Speaking-Centered Activity:</b> Use <i>pretaught words to complete sentence starters</i> that report on a topic or text, tell a story or recount an experience, including <i>two or more</i> relevant, descriptive facts and details, in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases to complete sentence starters</i> that report on a topic or text, tell a story or recount an experience, including <i>two or more</i> relevant, descriptive facts and details, in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>bank of phrases and short sentences and the previously completed story map</i> to report on a topic or text, tell a story or recount an experience, including <i>multiple</i> relevant, descriptive facts and details, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>glossary of sentences and the previously completed story map</i> to report on a topic or text, tell a story or recount an experience, including <i>multiple</i> relevant, descriptive facts and details, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed story map</i> to independently report on a topic or text, tell a story or recount an experience, including <i>multiple</i> relevant, descriptive facts and details, in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words to complete a cloze paragraph</i> that reports on a topic or text, tells a story or recounts an experience, including <i>two or more</i> relevant, descriptive facts and details	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to complete cloze paragraphs</i> that report on a topic or text, tell a story or recount an experience, including <i>two or more</i> relevant, descriptive facts and details	<b>Writing-Centered Activity:</b> Use a <i>bank of phrases and short sentences to finish a partially completed short essay</i> that reports on a topic or text, tells a story or recounts an experience, including <i>multiple</i> relevant, descriptive facts and details	<b>Writing-Centered Activity:</b> Use a <i>glossary of sentences and the previously completed story map</i> to write an <i>essay</i> that reports on a topic or text, tells a story or recounts an experience, including <i>multiple</i> relevant, descriptive facts and details	<b>Writing-Centered Activity:</b> Use the <i>previously completed story map</i> to independently write an <i>essay</i> that reports on a topic or text, tells a story or recounts an experience, including <i>multiple</i> relevant, descriptive facts and details
		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>

**MCCRS (SL.3.4):** Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**Grade Level Academic Demand**  
*Report on a Topic, Tell a Story or Recount an Experience with Facts and Details*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Use adjectives (e.g., tallest, heaviest) and verbs (e.g., stands, weigh) to report on a topic with descriptive details.
- Identify the morphological endings of adjectives in a text that provide information (e.g., tallest, heaviest).
- Identify facts (information) (e.g., An ostrich stands up to 9 feet) to report on a topic.
- Use nouns and associated pronouns (e.g., ostrich /it) to describe the subject.

**Example to Address the Linguistic Demands**

**Text Excerpt**

Among birds, the ostrich *is* a record-breaker. It *is* the **tallest** and **heaviest** of all birds. An ostrich *stands* up to 9 feet (2.7 meters) tall. That *is* more than three feet one meter **taller** than the **average** man. And this bird *can weigh* as much as 350 pounds (159 kilograms).

While the **huge** ostrich *is* a bird—with wings and feathers—it *does not fly*, instead it *runs*.

Ostriches. *National Geographic Kids*. Retrieved from <http://kids.nationalgeographic.com/kids/animals/creaturefeature/ostrich/>

**Teacher Directions**

In a whole class, a small group or conversations with partners report on a topic adding facts and details:

- Use adjectives (**bold**) (e.g., **tallest**, **heaviest**) and verbs (*italics*) (e.g., *stands*, *weigh*) to report on a topic with descriptive details.
- Identify the morphological endings of adjectives in a text that provide information (e.g., tallest, heaviest).
- Identify facts (information) (underline) (e.g., An ostrich stands up to 9 feet [2.7 meters] tall) to report on a topic.
- Use nouns and associated pronouns (wavy underline) (e.g., ostrich/it) to describe the subject.

<b>Common Core Anchor Standard (SL.5):</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		<b>Main Academic Demand</b> <i>Make Strategic Use of Media and Visual Information to Enhance and Support Presentations</i>				
<b>MCCRS (SL.3.5):</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		<b>Grade Level Academic Demand</b> <i>Create Audio Recordings of Stories or Poems Read with Fluency and Appropriate Pace</i> <i>Add Visual Displays to Emphasize Facts and Details</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>preselected visuals on a partially completed visual planning chart, with prompting and support</i> , to enhance and support presentations, as different forms of media technology are presented in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preselected visuals on a partially completed visual planning chart</i> , to enhance and support presentations, as different forms of media technology are presented in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preselected visuals on a visual planning chart</i> to enhance and support presentations, as different forms of media technology are presented in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>self-selected visuals, after teacher modeling, on a visual planning chart</i> , to enhance and support presentations, as different forms of media technology are presented in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>self-selected visuals, independently</i> , to enhance and support presentations, as different forms of media technology are presented in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Use <i>cue cards and pretaught words and phrases</i> to build fluency and pace when reading and recording a story or poem with open source software	<b>Reading-Centered Activity:</b> Use <i>preidentified words and phrases</i> to build fluency and pace when reading and recording a story or poem with open source software	<b>Reading-Centered Activity:</b> Use <i>pretaught, short paragraphs or stanzas</i> to build fluency and pace when reading and recording a story or poem with open source software	<b>Reading-Centered Activity:</b> Use <i>pretaught multiple paragraphs or stanzas</i> to build fluency and pace when reading and recording a story or poem with open source software	<b>Reading-Centered Activity:</b> Use <i>multiple paragraphs or stanzas, independently</i> , to build fluency and pace when reading and recording a story or poem with open source software
		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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 visual planning chart</i> to complete <i>sentence starters</i> that emphasize facts and salient details when making a presentation 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 visual planning chart</i> to complete <i>sentence starters</i> that emphasize facts and salient details when making a presentation in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preselected information</i> and a <i>previously completed visual planning chart</i> to <i>participate in discourse</i> that emphasizes facts and salient details when making a presentation in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>key information</i> and a <i>previously completed visual planning chart</i> to <i>initiate discourse</i> that emphasizes facts and salient details when making a presentation in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>key information</i> and a <i>previously completed visual planning chart</i> , <i>independently</i> , to <i>lead discourse</i> that emphasizes facts and salient details when making a presentation in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to create a <i>multimedia presentation with illustrations and text</i> that emphasize or enhance certain facts or details	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to create a <i>multimedia presentation with illustrations and text</i> that emphasize or enhance certain facts or details	<b>Writing-Centered Activity:</b> Use <i>key sentences and short phrases</i> to create a <i>multimedia presentation with illustrations and text</i> that emphasize or enhance certain facts or details	<b>Writing-Centered Activity:</b> Use <i>key information, with prompting and support</i> , to create a <i>multimedia presentation with illustrations and text</i> that emphasize or enhance certain facts or details	<b>Writing-Centered Activity:</b> Use <i>key information</i> to <i>independently create a multimedia presentation with illustrations and text</i> that emphasize or enhance certain facts or details
	<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>	

**MCCRS (SL.3.5):** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**Grade Level Academic Demand**  
*Create Audio Recordings of Stories or Poems Read  
with Fluency and Appropriate Pace  
Add Visual Displays to Emphasize Facts and Details*

**Linguistic Demands:** This standard does not have a linguistic demand since it requires that students use digital and visual displays in their presentations.

<b>Common Core Anchor Standard (SL.6):</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		<b>Main Academic Demand</b> <i>Adapt Speech to a Variety of Contexts, Demonstrating Command of Formal English</i>				
<b>MCCRS (SL.3.6):</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 38 for specific expectations.)		<b>Grade Level Academic Demand</b> <i>Speak in Complete Sentences with Detail or Clarification Appropriate to Task and Situation</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Use <i>pretaught words and phrases</i> to identify details of a situation with complete sentences, when listening to an audio recording in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Use <i>preidentified words and phrases</i> to identify details of a situation with complete sentences, when listening to an audio recording in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Use a <i>bank of phrases and sentences</i> to identify details of a situation with complete sentences, when listening to an audio recording in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Use a <i>word bank</i> to identify details of a situation with complete sentences, when listening to an audio recording in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Use <i>information, independently</i> , to identify details of a situation with complete sentences, when listening to an audio recording in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a main-idea-and-supporting-details graphic organizer</i> to identify requested details when listening to the audio recording of a specific situation	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a main-idea-and-supporting-details graphic organizer</i> to identify requested details when listening to the audio recording of a specific situation	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a main-idea-and-supporting-details graphic organizer</i> to identify requested details when listening to the audio recording of a specific situation	<b>Reading-Centered Activity:</b> Organize <i>sentences on a main-idea-and-supporting-details graphic organizer</i> to identify requested details when listening to the audio recording of a specific situation	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to identify requested details when listening to the audio recording of a specific situation
		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> .



WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 provide details about a particular situation, 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 provide details about a particular situation, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to participate in a discussion about the details of a particular situation, 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 participate in a discussion about the details of a particular situation, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the topic, independently</i> , to initiate a discussion about the details of a particular situation, 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 a cloze paragraph</i> that clarifies a task or situation	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that clarify a task or situation	<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 clarifies a task or situation	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that clarifies a task or situation	<b>Writing-Centered Activity:</b> Use <i>previously completed graphic organizers, independently, to develop a multiple paragraph essay</i> that clarifies a task or situation
		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> .

**MCCRS (SL.3.6):** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 38 for specific expectations.)

**Grade Level Academic Demand**  
*Speak in Complete Sentences with Detail or Clarification Appropriate to Task and Situation*

**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 developing), students can approach the standards in the new and/or home language.

- Use a subject (who or what is doing the action) and a predicate (a sentence or clause containing a verb stating something about the subject) to produce complete sentences.
- Use adjectives (e.g., happy, sad, tall) and adverbs (e.g., quickly, slowly) to provide details or clarification in response to requests.

**Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires that students express thoughts, feelings and ideas.

**Text Excerpt**

Use sample texts as appropriate for METS and in adherence with their need for expedited language and literacy development. Use various texts as models.

**Teacher Directions**

In a small group and whole class setting, model how to express thoughts, feelings and ideas using whole sentences that include subjects and predicates: Model and modify the task (present different topics) and situation (e.g., familiar and unfamiliar, formal and informal) in order for the language to adapt to different circumstances. Students can use their home and new language as they adapt it to different tasks and situations.

<p><b>Common Core Anchor Standard (W.1):</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>Main Academic Demand</b> <i>Write Persuasively with Reasoning and Evidence</i></p>
<p><b>MCCRS (W.3.1):</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p><b>Grade Level Academic Demand</b> <i>Write Opinion Pieces Supporting a Point of View with Reasons and a Concluding Statement Use Linking Words</i></p>

WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 an opinion writing graphic organizer</i> to identify the introduction to a topic, an opinion and a conclusion, 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 an opinion writing graphic organizer</i> to identify the introduction to a topic, an opinion and a conclusion, 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>phrases and sentences on a partially completed opinion writing graphic organizer</i> to identify the introduction to a topic, an opinion and a conclusion, 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>sentences on an opinion writing graphic organizer</i> to identify the introduction to a topic, an opinion and a conclusion, 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, independently, on a self-created opinion writing graphic organizer</i> to identify the introduction to a topic, an opinion and a conclusion, 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 on a main-idea-and-supporting-reasons graphic organizer</i> to identify two or more reasons that support their opinion</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a main-idea-and-supporting-reasons graphic organizer</i> to identify two or more reasons that support their opinion</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main-idea-and-supporting-reasons graphic organizer</i> to identify two or more reasons that support their opinion</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a main-idea-and-supporting-reasons graphic organizer, after teacher modeling</i>, to identify multiple reasons that support their opinion</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information, independently, on a main-idea-and-supporting-reasons graphic organizer, independently</i>, to identify multiple reasons that support their opinion</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>

WIDA Levels Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 express their opinion and connect it with reasons using linking words, 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 express their opinion and connect it with reasons using linking words, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to express their opinion and connect it with reasons using linking words, 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 express their opinion and connect it with reasons using linking words, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to express their opinion and connect it with reasons using linking words, 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 a cloze paragraph</i> that introduces a topic or text, states an opinion that is connected to supporting reasons by linking words and provides a concluding statement	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that introduce a topic or text, state an opinion that is connected to supporting reasons by linking words and provide a concluding statement	<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 introduces a topic or text, states an opinion that is connected to supporting reasons by linking words and provides a concluding statement	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that introduces a topic or text, states an opinion that is connected to supporting reasons by linking words and provides a concluding statement	<b>Writing-Centered Activity:</b> Use <i>information, independently</i> , to develop a <i>multiple paragraph essay</i> that introduces a topic or text, states an opinion that is connected to supporting reasons by linking words and provides a concluding statement
		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> .

**MCCRS (W.3.1):** Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- Provide a concluding statement or section.

**Grade Level Academic Demand**  
*Write Opinion Pieces Supporting a Point of View with Reasons and a Concluding Statement*  
*Use Linking Words*

**Linguistic Demands:** The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and developing), students can approach these linguistic demands in the new and/or home language.

- Use introductory words and phrases to begin a topic or name a book (e.g., I read \_\_\_\_\_; I read a book about \_\_\_\_\_; My favorite book is \_\_\_\_\_).
- Use words and phrases to state an opinion (e.g., I think \_\_\_\_\_; I didn't like \_\_\_\_\_; I liked \_\_\_\_\_).
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons).
- Use concluding words and phrases (e.g., in summary, in conclusion) to complete a piece.

**Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires giving an opinion. For examples of text excerpts, refer to Reading for Information and Reading Literature standards for 3rd grade.

<p><b>Common Core Anchor Standard (W.2):</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.</p>	<p><b>Main Academic Demand</b> <i>Examine and Convey Complex Ideas and Information</i></p>
<p><b>MCCRS (W.3.2):</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p><b>Grade Level Academic Demand</b> <i>Write informative/Explanatory Texts to Examine a Topic Using Facts, Definitions, Details or Illustrations and Concluding Statement</i> <i>Use Linking Words</i></p>

5 Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 web</i> to identify the topic and details of an informative/explanatory text, 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 web</i> to identify the topic and details of an informative/explanatory text, 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 web</i> to identify the topic and details of an informative/explanatory text, 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>sentences on a web</i> to identify the topic and details of an informative/explanatory text, 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 self-created web, independently</i>, to identify the topic and details of an informative/explanatory text, 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 on an informational writing graphic organizer</i> to identify facts, definitions and details that develop the topic</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on an informational writing graphic organizer</i> to identify facts, definitions and details that develop the topic</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed informational writing graphic organizer</i> to identify facts, definitions and details that develop the topic</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on an informational writing graphic organizer, after teacher modeling</i>, to identify facts, definitions and details that develop the topic</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a self-created informational writing graphic organizer, independently</i>, to identify facts, definitions and details that develop the topic</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 (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><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 examine a topic, using facts, details and definitions, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><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 examine a topic, using facts, details and definitions, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to examine a topic, using facts, details and definitions, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to examine a topic, using facts, details and definitions, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the text, independently</i>, to examine a topic, using facts, details and definitions, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases, including linking words, to complete a cloze paragraph</i> that introduces, examines and concludes a topic, using facts, details and definitions to develop points</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases, including linking words and phrases, to write two or more paragraphs</i> that introduce, examine and conclude a topic, using facts, details and definitions to develop points</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank that includes linking words and phrases</i> and the <i>previously completed graphic organizers to develop a short essay</i> that introduces, examines and concludes a topic, using facts, details and definitions to develop points</p>	<p><b>Writing-Centered Activity:</b> Use a <i>glossary that includes linking words and phrases</i> and <i>teacher-provided models to develop an essay</i> that introduces, examines and concludes a topic, using facts, details and definitions to develop points</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the text and linking words and phrases, independently, to develop a multiple paragraphs essay</i> that introduces, examines and concludes a topic, using facts, details and definitions to develop points</p>
	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and, occasionally, in the home language.</i></p>	<p>in the <i>new language.</i></p>	<p>in the <i>new language.</i></p>	

**MCCRS (W.3.2):** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

**Grade Level Academic Demand**  
*Write informative/Explanatory Texts to Examine a Topic Using Facts, Definitions, Details or Illustrations and Concluding Statement*  
*Use Linking Words*

**Linguistic Demands:** The following are some 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 standards in their new and/or home language.

- Identify a topic.
- Identify facts, definitions and details related to the topic.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas.
- Use concluding words and phrases (e.g., in the end, finally) to provide an ending and restate the topic.

**Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because students are required to write an informative text. For examples of text excerpts, refer to Reading for Information standards for 3rd grade.





<p><b>Common Core Anchor Standard (W.3):</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	<p><b>Main Academic Demand</b> <i>Write Detailed Real or Imagined Narratives</i></p>
<p><b>MCCRS (W.3.3):</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p><b>Grade Level Academic Demand</b> <i>Write Real or Imagined Narratives by Introducing a Narrator/Character, Organizing an Event Sequence, Developing Experiences and Events and Providing a Sense of Closure</i></p>

5 Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 flow chart</i> to organize an event sequence, as text is read 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 flow chart</i> to organize an event sequence, as text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed flow chart</i> to organize an event sequence, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>sentences on a flow chart</i> to organize an event sequence, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a self-created flow chart, independently</i>, to organize an event sequence, as text is read in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a fishbone map</i> to develop experiences and events with descriptions of the characters' actions, thoughts, feelings and responses</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a fishbone map</i> to develop experiences and events with descriptions of the characters' actions, thoughts, feelings and responses</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed fishbone map</i> to develop experiences and events with descriptions of the characters' actions, thoughts, feelings and responses</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a fishbone map, after teacher modeling</i>, to develop experiences and events with descriptions of the characters' actions, thoughts, feelings and responses</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a self-created fishbone map, independently</i>, to develop experiences and events with descriptions of the characters' actions, thoughts, feelings and responses</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 (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases, including temporal words and phrases, and the previously completed graphic organizers to complete sentence starters</i> that describe real or imagined experiences, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases, including temporal words and phrases, and the previously completed graphic organizers to complete sentence starters</i> that describe real or imagined experiences, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank that includes temporal words and phrases</i> to describe real or imagined experiences, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>glossary that includes temporal words and phrases</i> to describe real or imagined experiences, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>temporal words and phrases, independently</i>, to describe real or imagined experiences, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases, including temporal words and phrases, to complete a cloze narrative paragraph</i> that uses descriptive details and dialogue to describe a character's thoughts, feelings and responses</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases, including temporal words and phrases, to write two or more narrative paragraphs</i> that use descriptive details and dialogue to describe a character's thoughts, feelings and responses</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank that includes temporal words and phrases and previously completed graphic organizers to develop a short narrative essay</i> that uses descriptive details and dialogue to describe a character's thoughts, feelings and responses</p>	<p><b>Writing-Centered Activity:</b> Use a <i>glossary that includes temporal words and phrases and teacher-provided models to develop a narrative essay</i> that uses descriptive details and dialogue to describe a character's thoughts, feelings and responses</p>	<p><b>Writing-Centered Activity:</b> Use <i>temporal words and phrases, independently, to develop a multiple paragraph narrative essay</i> that uses descriptive details and dialogue to describe a character's thoughts, feelings and responses</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>

**MCCRS (RW.3.3):** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

**Grade Level Academic Demand**

*Write Real or Imagined Narratives by Introducing a Narrator/Character, Organizing an Event Sequence, Developing Experiences and Events and Providing a Sense of Closure*

**Linguistic Demands:** The following examples are in English but 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 sequence words and phrases (e.g., first, then, after, in the end) to signal event order.
- Use words and phrases (verbs) to recount events or a short sequence of events.
- Use adjectives (e.g., big, happy, good) and adverbs (e.g., quickly, slowly, bravely) to describe actions, thoughts, and feelings.
- Use words and phrases (e.g., in the end) to provide closure.

**Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires the writing of narratives. Sample texts can be found in Reading Literature standard 3 for 3rd grade.



<b>Common Core Anchor Standard (W.4):</b> Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.		<b>Main Academic Demand</b> <i>Develop, Organize and Produce Writing Appropriate to Task, Purpose and Audience</i>				
<b>MCCRS (W.3.4):</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)		<b>Grade Level Academic Demand</b> <i>With Guidance and Support from Adults, Develop and Organize Writing according to Task and Purpose</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a text features graphic organizer</i> to identify the sections of an informational, narrative or opinion piece, as text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a text features graphic organizer</i> to identify the sections of an informational, narrative or opinion piece, as text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed text features graphic organizer</i> to identify the sections of an informational, narrative or opinion piece, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>sentences on a text features graphic organizer</i> to identify the sections of an informational, narrative or opinion piece, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a self-created text features graphic organizer, independently,</i> to identify the sections of an informational, narrative or opinion piece, as text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on an author’s purpose graphic organizer</i> to identify sections of a mentor text that address the task and purpose	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on an author’s purpose graphic organizer</i> to identify sections of a mentor text that address the task and purpose	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed author’s purpose graphic organizer</i> to identify sections of a mentor text that address the task and purpose	<b>Reading-Centered Activity:</b> Organize <i>sentences on an author’s purpose graphic organizer, after teacher modeling,</i> to identify sections of a mentor text that address the task and purpose	<b>Reading-Centered Activity:</b> Organize <i>information on a self-created author’s purpose graphic organizer, independently,</i> to identify sections of a mentor text that address the task and purpose
		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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 explain the task and purpose of a writing piece, 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 explain the task and purpose of a writing piece, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to explain the task and purpose of a writing piece, 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 explain the task and purpose of a writing piece, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to explain the task and purpose of a writing piece, 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 a cloze paragraph</i> that addresses the task and purpose	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that address the task and purpose	<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 addresses the task and purpose	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that addresses the task and purpose	<b>Writing-Centered Activity:</b> Use <i>information to develop a multiple paragraph essay, independently</i> , that addresses the task and purpose
	<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>	

**MCCRS (W.3.4):** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)

**Grade Level Academic Demand**  
*With Guidance and Support from Adults, Develop and Organize Writing according to Task and Purpose*

**Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires that students produce writing according to task, purpose and audience. For examples of text excerpts, refer to the Reading for Information, Reading Literature and Speaking and Listening standards for 3rd grade.

<b>Common Core Anchor Standard (W.5):</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.		<b>Main Academic Demand</b> <i>Strengthen Writing by Revising, Editing or Trying a New Approach</i>				
<b>MCCRS (W.3.5):</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 3.)		<b>Grade Level Academic Demand</b> <i>With Guidance and Support from Peers and Adults, Plan, Revise and Edit Writing</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a partially completed writing guide, with guidance and support</i> , to identify ideas for narrative writing, as text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a partially completed writing guide, with guidance and support</i> , to identify ideas for narrative writing, as text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a writing guide, with guidance and support</i> , to identify ideas for narrative writing, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>key ideas on a partially completed writing guide, with guidance and support</i> , to identify ideas for narrative writing, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information, independently, on a self-created writing guide</i> , to identify ideas for narrative writing, as text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a planning page, with guidance and support</i> , to revise and edit writing in need of revisions	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a planning page, with guidance and support</i> , to revise and edit writing in need of revisions	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a planning page, with guidance and support</i> , to revise and edit writing in need of revisions	<b>Reading-Centered Activity:</b> Organize <i>sentences on a planning page, with guidance and support</i> , to revise and edit writing in need of revisions	<b>Reading-Centered Activity:</b> Organize <i>information, independently, on a planning page</i> , to revise and edit writing in need of revisions
		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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 share and explain revisions to writing, 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 share and explain revisions to writing, in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to participate in a discussion focused on sharing and explaining revisions to writing, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed guides</i> to participate in a discussion focused on sharing and explaining revisions to writing, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to initiate a discussion focused on sharing and explaining revisions to writing, in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed planning page, with guidance and support, to revise and edit a short paragraph</i> to strengthen writing	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases, and the previously completed planning page, with guidance and support, to revise and edit two or more paragraphs</i> to strengthen writing	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed planning page, with guidance and support, to revise and edit an essay</i> to strengthen writing	<b>Writing-Centered Activity:</b> Use the <i>previously completed planning page, with guidance and support, to revise and edit an essay</i> to strengthen writing	<b>Writing-Centered Activity:</b> Use a <i>previously completed planning page, independently, to revise and edit an essay</i> to strengthen writing
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>



**MCCRS (W.3.5):** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 3.)

**Grade Level Academic Demand**  
*With Guidance and Support from Peers and Adults,  
Plan, Revise and Edit Writing*

**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 developing), students can approach these linguistic demands in the new and/or home language.

Use question forms for clarification and to ask for suggestions to and from peers (e.g., Can you explain this more clearly? Is this the right sequence of events? Why did you use that word? Do you think that \_\_\_\_\_? Can you help me with this section?).

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires that students ask and answer questions to strengthen their writing. For examples of text excerpts, refer to the Reading for Information and Reading Literature standards for 3rd grade.

<p><b>Common Core Anchor Standard (W.7):</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>		<p><b>Main Academic Demand</b> <i>Conduct Research Projects Based on Questions and Understanding</i></p>				
<p><b>MCCRS (W.3.7):</b> Conduct short research projects that build knowledge about a topic.</p>		<p><b>Grade Level Academic Demand</b> <i>Conduct Research Projects on a Topic</i></p>				
WIDA Levels of Language Development	Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (Proficient)	
<p>When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a research-project organizer</i> to identify a topic 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 research-project organizer</i> to identify a topic, 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>phrases and sentences on a partially completed research-project organizer</i> to identify a topic, 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>sentences on a research-project organizer</i> to identify a topic, 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, independently</i>, to identify a topic, 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 on a research-project organizer</i> to analyze information, when reading informational texts</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a research-project organizer</i> to analyze information, when reading informational texts</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed research-project organizer</i> to analyze information, when reading informational texts</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a research-project organizer</i> to analyze information, when reading informational texts</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information, independently, on a research-project organizer</i>, to analyze information, when reading informational texts</p>
		<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and, occasionally, in the home language.</i></p>	<p>in the <i>new language.</i></p>	<p>in the <i>new language.</i></p>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 research-project organizers to complete sentence starters</i> that explain research conducted about a given topic, 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 research-project organizers to complete sentence starters</i> that explain research conducted about a given topic, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to explain research conducted about a given topic, 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 explain research conducted about a given topic, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to explain research conducted about a given topic, 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 a cloze paragraph</i> that demonstrates understanding of the subject under investigation	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that demonstrate understanding of the subject under investigation	<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 demonstrates understanding of the subject under investigation	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that demonstrates understanding of the subject under investigation	<b>Writing-Centered Activity:</b> Use <i>information, independently, to develop a multiple paragraph essay</i> that demonstrates understanding of the subject under investigation
		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>

**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 developing), students can approach the standard in their new and/or home language.

- Use words and phrases to introduce the research topic (e.g., This research is about\_\_\_; it will explain that\_\_\_).
- Identify books and/or sources that deal with the same topic but use related words (e.g., for the water cycle, students can find the following titles that deal with this topic using associated words: *A Drop Around the World*, Barbara McKinney & Michael S. Maydak [1998] and the *Snowflake: A Water Cycle Story*, Neil Waldman [2003]).
- Use sentence structures to introduce different sources used in the research (e.g., We used the following trade books and websites\_\_\_).
- Use sequence words and phrases to introduce multiple steps (e.g., first, second, then, after) in a science observation (e.g., the water cycle).

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand since its purpose is to produce research projects based on focused questions. For examples of text excerpts, refer to the Reading for Information and Reading Literature standards for 3rd grade/METS.

<b>Common Core Anchor Standard (W.8):</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.		<b>Main Academic Demand</b> <i>Gather and Evaluate Information from Multiple Sources and Avoid Plagiarism</i>				
<b>MCCRS (W.3.8):</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		<b>Grade Level Academic Demand</b> <i>Recall and Gather Information Make Notes about the Different Sources and Categorize Evidence</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a concept map</i> to identify information from print and digital sources, as text is read in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a concept map</i> to identify information from print and digital sources, as text is read in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed concept map</i> to identify information from print and digital sources, as text is read in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>sentences on a concept map</i> to identify information from print and digital sources, as text is read in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a self-created concept map, independently</i> , to identify information from print and digital sources, as text is read in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a matrix</i> to sort and categorize evidence	<b>Reading-Centered Activity:</b> Organize <i>pre-identified words and phrases on a matrix</i> to sort and categorize evidence	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed matrix</i> to sort and categorize evidence	<b>Reading-Centered Activity:</b> Organize <i>sentences on a matrix, after teacher modeling</i> , to sort and categorize evidence	<b>Reading-Centered Activity:</b> Organize <i>information on a self-created matrix, independently</i> , to sort and categorize evidence
		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> .

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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</i> to complete sentence starters to retell information from experiences, 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</i> to complete sentence starters to retell information from experiences, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to retell information from experiences, 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 retell information from experiences, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to retell information from experiences, when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to complete a cloze paragraph that incorporates evidence and information from different sources	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to write two or more paragraphs that incorporate evidence and information from different sources	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to develop a <i>short essay</i> that incorporates evidence and information from different sources	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to develop an essay that incorporates evidence and information from different sources	<b>Writing-Centered Activity:</b> Use <i>information, independently</i> , to develop a <i>multiple paragraph essay</i> that incorporates evidence and information from different sources
		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> .

**MCCRS (W.3.8):** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Grade Level Academic Demand**  
*Recall and Gather Information*  
*Make Notes about the Different Sources and*  
*Categorize Evidence*

**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 developing), students can approach these linguistic demands in the new and/or home language.

- Use question and answer forms to recall information from experience (e.g., Has something like this happened to you before? What does this remind you of? This reminds me of \_\_\_\_; I learned that \_\_\_\_).
- Use question and answer forms that focus on gathering information from print and digital sources (e.g., Where did you find that information? Where did you learn that? What books have you used for \_\_\_\_? I used the following books \_\_\_\_; I used the following sources \_\_\_\_).
- Use words and phrases to describe information gathered from print or digital sources (e.g., I used the following books/chapters/articles/website/browser/database \_\_\_\_).
- Use sentence structures that target sorting evidence into categories (e.g., This information can be organized by \_\_\_\_; the facts can be arranged by \_\_\_\_).

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires recalling information from experience or provided sources. Use METS texts in adherence with Reading for Information standards.

<p><b>Common Core Anchor Standard (W.10):</b> Writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences. (Starts in Grade 3 )</p>	<p><b>MAIN ACADEMIC DEMAND:</b> <i>Write for a range of tasks, purposes and audiences</i></p>
<p><b>MCCRS Grade Level Standard:</b> Same as the Common Core Anchor Standard</p>	<p><b>GRADE LEVEL ACADEMIC DEMAND:</b> <i>Write for a range of tasks, purposes and audiences</i></p>
<p>Allowing students to use their <b>home language during language development during instruction/practice</b> will emphasize that <b>writing is process- driven</b> and not a product-driven approach.</p>	<p><b>Students are:</b> composing texts in their <b>new</b> and/or <b>home</b> languages. Some texts can be written independently, some with a partner and some within a small group. Writing makes bilingual students aware of language in a way that reading and oral language do not. When writing, students can slow down and analyze the way the sentence patterns, word choices and organization affect the writing and reading of the text. By comparing and contrasting the similarities and differences of texts produced in both languages, students will develop meta-linguistic knowledge of how the language(s) work.</p> <p><b>Connecting reading and writing in both languages and across texts:</b> Writing is a cyclical process that is enriched by conversations around ideas, organization, and linguistic decisions (e.g. word and sentence choices), as well as decisions pertaining to the presentation of information (e.g. how is the text going to be organized, who is the audience). Analyzing texts through a reader’s or a writer’s eyes contributes to the success of both reading and writing. Students can read a text in the <b>home</b> language and discuss in the <b>new</b> language; or conversely, read in the <b>new</b> language and discuss in the <b>home</b> language.</p> <p><b>Brainstorming can take place in the home and/or new language in order to:</b></p> <ul style="list-style-type: none"> <li>• Clarify meaning and expand the ideas. This stage involves pre-writing or taking notes and analyzing texts that present similar topics that a student wants to explore.</li> <li>• Stimulate and enlarges the writer’s thoughts</li> <li>• Move writers from the stage of thinking about a writing task to the act of writing</li> </ul> <p><b>Revising can take place in the home and/or new language in order to:</b></p> <ul style="list-style-type: none"> <li>• Improve the composition so that the product is more interesting and understandable to the reader. It can also involve comparing and contrasting the writer’s text to another published text.</li> <li>• Clarify meaning and expands ideas using more complex sentences and more sophisticated vocabulary.</li> <li>• Provide time for practice, response, and reflection</li> </ul> <p><b>Editing can take place in the home or new language:</b> Spelling and grammar knowledge are contextualized in the task, purpose and audience. It can also involve comparing and contrasting the writer’s text to another published text. Comparisons across languages (e.g. one piece written in the <b>new</b></p>





	<p>language and the other in the <b>home</b> language) can strengthen the understanding of the editing process. Using rubrics in the <b>home</b> and/or <b>new</b> language that are appropriate for the grade level and specific background knowledge of the student can support the bilingual student in the application of editing rules and conventions. Peer editing efforts support the bilingual student in gaining further understanding of the conventions of written language. These conversations can take place in the <b>home</b> and/or <b>new</b> language while focusing on a piece written in either the <b>home</b> or <b>new</b> language.</p> <p><b>Presenting and Publishing can take place in the <b>home</b> and/or <b>new</b> language with the ultimate goal of English Proficiency:</b></p> <p>Considering an audience is a key aspect of the writing process. Oral presentations support the student in gaining mastery of oral academic language that will impact writing and, in turn; writing will impact oral academic language. Oral presentations can be done in the <b>home</b> language, about a piece written in the <b>new</b> language. A piece written in the home language can also be discussed in the new language. Students can also present and publish in the <b>new</b> or <b>home</b> language exclusively. Through conversations and presentations in the <b>home</b> and/or <b>new</b> language (e.g. self-standing descriptions, explanations) discourse patterns, audience, context, and tone are exercised and mastered). This practice will allow the student to focus on the communication of meaning to a real and genuine audience, thus giving a purpose for the writing efforts.</p>				
<p><b>WIDA Language Levels of Development for ESOL Students</b></p>	<p><b>Entering (Level 1)</b></p> <p>Cloze texts or outlines can be produced with support of pre-taught words (frontloaded words), and the student’s <b>home</b> language resources, in the <b>new</b> language. More extensive written pieces can be produced in the <b>home</b> language.</p>	<p><b>Emerging (Level 2)</b></p> <p>More extensive cloze texts can be produced with support of pre-identified words (previously frontloaded and recognized), and the student’s <b>home</b> language resources, in the <b>new</b> language. More extensive written pieces can be produced in the <b>home</b> language.</p>	<p><b>Developing (Level 3)</b></p> <p>Production of short essays in the <b>new</b> language with support from word banks and the student’s <b>home</b> language.</p>	<p><b>Expanding (Levels 4-5)</b></p> <p>Production of essays in the <b>new</b> language with support of previously used graphic organizers and teacher provided models.</p>	<p><b>Bridging (Proficient)</b></p> <p>Production of multi-paragraph essays in the <b>new</b> language with quality, length, style and variety of sentences and vocabulary can be expected</p>



<b>Common Core Anchor Standard (W.11):</b> Develop personal, cultural, textual and thematic connections within and across genres as they respond to texts through written, digital and oral presentations, employing a variety of media and genres.		<b>Main Academic Demand</b> <i>Develop Connections within and across Genres as They Respond to Texts through Written, Digital and Oral Presentations</i>				
<b>MCCRS (W.3.11):</b> Create and present a poem, narrative, play, art work or personal response to a particular author or theme studied in class.		<b>Grade Level Academic Demand</b> <i>Create a Personal Response to a Particular Author or Theme</i>				
<b>WIDA Levels of Language Development</b>	<b>Entering (Level 1)</b>	<b>Emerging (Level 2)</b>	<b>Developing (Level 3)</b>	<b>Expanding (Levels 4-5)</b>	<b>Bridging (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a partially completed personal response graphic organizer</i> to identify and generate ideas for a personal response to an author or theme, as a text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a partially completed personal response graphic organizer</i> to identify and generate ideas for a personal response to an author or theme, as a text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed personal response graphic organizer</i> to identify and generate ideas for a personal response to an author or theme, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>sentences on a personal response graphic organizer</i> to identify and generate ideas for a personal response to an author or theme, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information, independently, on a self-created personal response graphic organizer</i> to identify and generate ideas for a personal response to an author or theme, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a personal connections matrix</i> to establish personal connections to a particular author or theme	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a personal connections matrix</i> to establish personal connections to a particular author or theme	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed personal connections matrix</i> to establish personal connections to a particular author or theme	<b>Reading-Centered Activity:</b> Organize <i>sentences on a personal connections matrix</i> to establish personal connections to a particular author or theme	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently, to establish personal connections to a particular author or theme</i>
		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>

WIDA Levels of Language Development		Entering (Level 1)	Emerging (Level 2)	Developing (Level 3)	Expanding (Levels 4-5)	Bridging (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 express a personal response to an author or theme, 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 express a personal response to an author or theme, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to participate in a presentation that expresses personal responses to an author or theme, 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 participate in a presentation that expresses personal responses to an author or theme, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to lead a presentation that expresses personal responses to an author or theme, 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 a cloze paragraph</i> that describes and justifies a personal response to a particular author or theme studied	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that describe and justify a personal response to a particular author or theme studied	<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 describes and justifies a personal response to a particular author or theme studied	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that describes and justifies a personal response to a particular author or theme studied	<b>Writing-Centered Activity:</b> Use <i>information, independently</i> , to develop a <i>multiple paragraph essay</i> that describes and justifies a personal response to a particular author or theme studied
		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> .

**MCCRS (W.3.11):** Create and present a poem, narrative, play, art work or personal response to a particular author or theme studied in class.

**Grade Level Academic Demand**  
*Create a Personal Response to a Particular Author or Theme*

**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 developing) students can approach the standard in the new and/or home language.

Use introductory words and phrases to present a poem, dramatization, art work, author or theme (e.g., I wrote about \_\_\_\_; I will present \_\_\_\_; I want to show what I wrote about \_\_\_\_; my presentation is about \_\_\_\_).

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because its purpose is to have students present a personal response to a poem, drama or art work. For examples of text excerpts, please refer to the Reading Literature standards for 3rd grade for METS.

