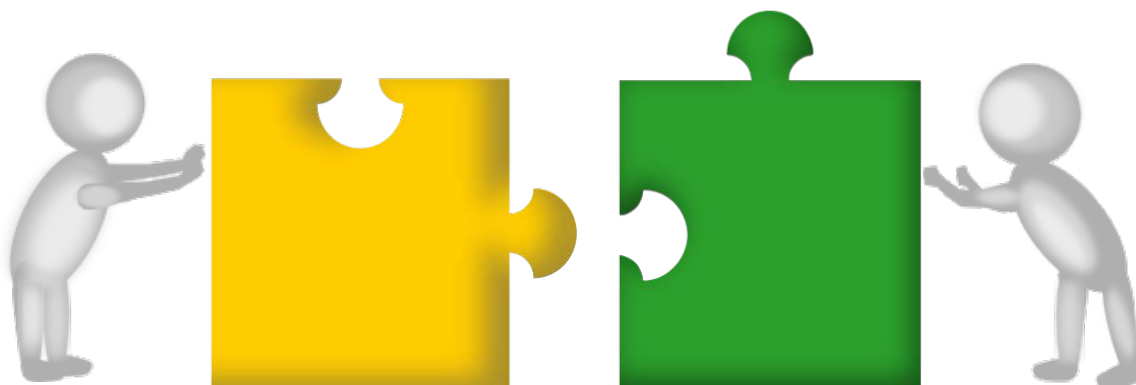


Bilingual Common Core Initiative
Language Arts Progressions:
Guide to Academic and Linguistic Demands
Reading for Literature

<http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>



Compiled by Long Island RBE-RN

Foreword

It is with great pleasure that we share with you a series of new publications that our Long Island RBE-RN staff has developed, entitled *Bilingual Common Core Initiative Language Arts Progressions: Guide to Academic and Linguistic Demands*. Each publication compiles information on the NYS Common Core Learning Standards (NYS CCLS) and incorporates salient information from the Bilingual Common Core Initiative (BCCI) Progression documents. The *Guides* have been organized and published, as follows:

1. Reading Standards for Information – K to 12
2. Reading Standards for Literature – K to 12
3. Writing Standards – K to 12
4. Speaking and Listening – K-12

The information presented in these *Guides* was taken directly from the NYS Common Core Learning Standards and from the BCCI Progression documents available on the EngageNY website at: <http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>. These *Guides* are not intended to replace the BCCI Progression documents; rather they are designed to be ancillary resources to help teachers quickly identify the grade-level NYS Common Core Learning Standards, as well as the academic and linguistic demands targeted for instruction in the BCCI Progressions. The documents are intended to assist ESOL and Bilingual teachers in incorporating both the NYS CCLS and BCCI Progressions into instruction, to assist ESOL teachers in collaborative planning with their ELA Co-Teachers, as well as to be used as a tool in professional development for content area teachers.

As stated in the NYSED Blueprint for English Language Learners' (ELLs') Success, "*All teachers are teachers of English Language Learners and need to plan accordingly*," we believe that these documents can be a valuable resource in planning instruction that is grade-appropriate, academically rigorous, and aligned with the New York State Common Core Learning Standards.

These documents were the result of many hours of arduous teamwork here at the Long Island RBE-RN. We gratefully acknowledge the contributions of Christa Stevenson, Porfirio Lopez, and Gaetano Vaccaro, our enthusiastic and talented Bilingual Resource Specialists, whose steadfast dedication to enhancing the education of our ELL population is immeasurable.

Terri Brady-Méndez, Director
Long Island RBE-RN

Bilingual Common Core Initiative ~ Language Arts Progressions

Reading for Literature

Guide to Academic and Linguistic Demands

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Table of Contents

Anchor Standard 1.....	2
Anchor Standard 2.....	5
Anchor Standard 3.....	8
Anchor Standard 4.....	11
Anchor Standard 5.....	14
Anchor Standard 6.....	17
Anchor Standard 7.....	20
Anchor Standard 8.....	n/a
Anchor Standard 9.....	23
Anchor Standard 10.....	26
Anchor Standard 11.....	28



**Bilingual Common Core Initiative – New Language Arts Progressions
Compendium of Academic & Linguistic Demands**

Reading for Literature Anchor Standard 1

Reading for Literature Anchor Standard 1	Main Academic Demand
<i>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.</i>	<p><i>Draw Inferences Using Evidence from Text</i></p> <p>Note: Main Academic Demand for Kindergarten differs slightly: Read Closely, Make Inferences and Cite Evidence</p>

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
<p>Kindergarten (RL.K.1) With prompting and support, ask and answer questions about key details in a text.</p>	<p><i>Inquire and Recall Key Details</i></p> <p>Note: Main Academic Demand for Kindergarten differs slightly: Read Closely, Make Inferences and Cite Evidence</p>	<p>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).</p> <ul style="list-style-type: none"> • <i>WHO questions and answers target the subject(s) who were involved in an event.</i> • <i>WHERE questions and answers refer to the place (or even circumstances) where an event takes place.</i> • <i>WHY refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference.</i> • <i>WHAT questions and answers refer to the event that took place.</i> • <i>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.</i> <p>(Note: Not all question forms have to be mastered by the students.)</p>
<p>Grade 1 (RL.1.1) Ask and answer questions about key details in a text.</p>	<p><i>Ask and Answer Questions about Key Details in a Text</i></p>	<ul style="list-style-type: none"> • <i>WHO questions and answers target the subject(s) who were involved in an event.</i> • <i>WHERE questions and answers refer to the place (or even circumstances) where an event takes place.</i> • <i>WHY refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference.</i> • <i>WHAT questions and answers refer to the event that took place.</i> • <i>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.</i> <p>(Note: Not all question forms have to be mastered by the students.)</p>

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 2 (RL.2.1) Ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in a text.	<i>Understand Key Details by Asking Questions</i>	Use who, what, where, why and how question forms based on the text. <ul style="list-style-type: none"> • <i>WHO</i> questions and answers target the subject(s) who were involved in an event. • <i>WHERE</i> questions and answers refer to the place (or even circumstances) where an event takes place. • <i>WHY</i> refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference. • <i>WHAT</i> questions and answers refer to the event that took place. • <i>HOW</i> 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 <i>HOW</i> of an event). <i>HOW</i> can also be covered by <i>WHAT, WHERE</i> and <i>WHEN</i>.
Grade 3 (RL.3.1) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<i>Ask and Answer Questions, Referring Explicitly to the Text</i>	<ul style="list-style-type: none"> • 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.) <ul style="list-style-type: none"> ◦ <i>WHO</i> questions and answers target the subject(s) who were involved in an event. ◦ <i>WHERE</i> questions and answers refer to the place (or even circumstances) where an event takes place. ◦ <i>WHY</i> refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference. ◦ <i>WHAT</i> questions and answers refer to the event that took place. ◦ <i>HOW</i> 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 <i>HOW</i> of an event). <i>HOW</i> can also be covered by <i>WHAT, WHERE</i> and <i>WHEN</i>. • Use introductory phrases to refer explicitly to the text (e.g., according to the author, the author says, here it states).
Grade 4 (RL.4.1) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<i>Refer to Text Details to Explain and Draw Inferences</i>	<ul style="list-style-type: none"> • Identify key details in the text by focusing on the subject (nouns and associated pronouns), descriptions (adjectives), location (nouns and prepositions) and actions (verbs). • Use introductory phrases (e.g., for example, for instance, as an example, such as) to refer to examples.
Grade 5 (RL.5.1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<i>Quote from Text to Explain and Draw Inferences</i>	<ul style="list-style-type: none"> • Use words and phrases to reference a quote from a text (e.g., The author [name] states, “[quotation]” [and cite author]). • Use words and 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).
Grade 6 (RL.6.1) Cite textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	<i>Cite Textual Evidence to Explain and Draw Inferences</i>	<ul style="list-style-type: none"> • 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).

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 7 (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.	<i>Cite Textual Evidence to Support Analysis of Text and Draw Inferences</i>	<ul style="list-style-type: none"> • 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).
Grade 8 (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.	<i>Cite Textual Evidence and Draw Inferences That Most Support Analysis of Text</i>	<ul style="list-style-type: none"> • 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).
Grade 9-10 (RL.9-10.1) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	<i>Cite Strong and Thorough Textual Evidence to Support Analysis and Inferences</i>	<ul style="list-style-type: none"> • 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).
Grade 11-12 (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.	<i>Thoroughly Cite and Infer from the Strongest Evidence to Support Analysis</i>	<ul style="list-style-type: none"> • 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).

**Bilingual Common Core Initiative – New Language Arts Progressions
Compendium of Academic & Linguistic Demands**

Reading for Literature Anchor Standard 2

Reading for Literature Anchor Standard 2	Main Academic Demand
<i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>	<i>Summarize Text by Determining Main Ideas and Supporting Details</i>

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Kindergarten (RL.K.2) With prompting and support, ask and answer questions about key details in a text.	<i>Identify Main Topic and Retell Key Details</i>	<ul style="list-style-type: none"> • Use own words to retell familiar stories. • Use nouns (including pronouns) and action words (verbs) to retell familiar stories. • Use adjectives and transition words (e.g., sequencing words—next, after, then) to retell familiar stories.
Grade 1 (RL.1.2) Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<i>Identify Main Topic and Retell Key Details</i>	<ul style="list-style-type: none"> • Use own words to retell stories. • Use nouns (including pronouns) and action words (verbs) to retell stories. • Use adjectives and transition words (e.g., sequencing words—what is next, then).
Grade 2 (RL.2.2) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.	<i>Identify Main Idea of Overall Texts and Individual Paragraphs</i>	<ul style="list-style-type: none"> • Use own words to recount, following the same sequence of the text. • Use nouns (including pronouns) and action words (verbs) to recount stories. Use adjectives and transition words (e.g., sequencing words—what is next, then). • Identify the central message, lesson or moral in a story by using abstract nouns (e.g., fear, friendship, love).
Grade 3 (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.	<i>Recount Multicultural Texts Determine the Main Idea of Each and Explain How It Is Conveyed by Key Details of Text</i>	<ul style="list-style-type: none"> • 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).
Grade 4 (RL.4.2) Determine a theme of a story, drama or poem from details in the text; summarize the text.	<i>Identify Main Idea and Supporting Details and Summarize the Text</i>	<ul style="list-style-type: none"> • Identify nouns and related pronouns (e.g., Aaron/he) that appear throughout the text to determine the theme. • Identify transitional words (e.g., so, in fact, most, after) that introduce details. • Use words and phrases to summarize the text (e.g., in summary, in sum, in conclusion, to conclude, in any case, in short, to summarize).

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 5 (RL.5.2) Determine a theme of a story, drama or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<i>Determine Theme of Text Using Details</i> <i>Describe Response of Story Characters to Challenge and Summarize Text</i>	<ul style="list-style-type: none"> Identify words and phrases, including nouns and related pronouns that appear throughout the text to determine the theme. Identify transitional words (e.g., so, in fact, most, after) that introduce details. In a poem the line break can introduce a different tone or feeling. Identify words (nouns, verbs, adjectives and/or adverbs) that describe how a character responds to challenges (e.g., fire, ablaze). Use concluding words and phrases to summarize the text (e.g., in summary, in sum, in conclusion).
Grade 6 (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.	<i>Summarize Text and Determine Central Idea and Its Supporting Details</i>	<ul style="list-style-type: none"> 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).
Grade 7 (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.	<i>Summarize Text and Analyze Development of Central Idea</i>	<ul style="list-style-type: none"> 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).
Grade 8 (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.	<i>Summarize Text and Analyze Development of Central Idea, Including Character, Setting and Plot</i>	<ul style="list-style-type: none"> 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).

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 9-10 (RL.9-10.2) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<i>Summarize Text and Analyze Development of a Central Idea, Including Use of Specific Details</i>	<ul style="list-style-type: none"> • Identify words and phrases that have the same meaning and are repeated throughout the text to determine the theme or central idea. • Identify transitional words (e.g., but, besides) and sequencing words that signal the development and refinement of an idea. • 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).
Grade 11-12 (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.	<i>Summarize the Text and Determine the Development and Interaction of Central Ideas</i>	<ul style="list-style-type: none"> • 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.

Bilingual Common Core Initiative – New Language Arts Progressions
Compendium of Academic & Linguistic Demands

Reading for Literature Anchor Standard 3

Reading for Literature Anchor Standard 3	Main Academic Demand
<i>Analyze how and why individuals, events and ideas develop and interact over the course of a text.</i>	<i>Analyze Cause and Effect Interactions between Key Text Elements</i>

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Kindergarten (RL.K.3) With prompting and support, identify characters, settings and major events in a story.	<i>Identify Characters, Settings and Major Events</i>	<ul style="list-style-type: none"> • Use words and phrases (places) to identify the setting. • Use words and phrases (verbs) to identify the major events in the story. • Use words and phrases to identify characters (nouns and associated pronouns).
Grade 1 (RL.1.3) Describe characters, settings and major events in a story, using key details.	<i>Describe Story Elements Using Key Details</i>	<ul style="list-style-type: none"> • Identify/use words and phrases (nouns and related pronouns) to identify characters. • Identify/use words and phrases (places and when an event took place) to describe the setting. • Identify/use words and phrases (verbs) to describe the events in the story. • Identify/use adjectives that describe the character.
Grade 2 (RL.2.3) Describe how characters in a story respond to major events and challenges.	<i>Describe Character Responses to Major Events and Challenges</i>	<ul style="list-style-type: none"> • Use nouns and associated pronouns to identify the characters in a story. • Use words and phrases (verbs) to describe the events in a story. • Use verbs and adverbs to describe actions taken by characters. • Use words and phrases to describe how a character responds (e.g., answers/reacts) to challenges.
Grade 3 (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.	<i>Describe Characters and Explain How Their Actions Contribute to Story Sequence</i>	<ul style="list-style-type: none"> • 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.
Grade 4 (RL.4.3) Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words or actions).	<i>Describe a Character, Setting or Event, Using Specific Details</i>	<ul style="list-style-type: none"> • Use nouns and associated pronouns to identify the characters in a story. • Identify/use the subject (nouns and associated pronouns) in a story. • Identify/use verbs to describe the events in the story. • Identify/use adjectives (e.g., white, quiet) that describe the character's feelings and thoughts. • Use sequencing words and phrases (e.g., then, after, in the end) to describe the sequence of events.

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 5 (RL.5.3) Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<i>Compare and Contrast Two or More Characters, Settings or Events, Using Specific Details</i>	<ul style="list-style-type: none"> • Use nouns and associated pronouns to identify the characters in a story. • Use words and phrases to compare and contrast characters (e.g., like, unlike, though, while). • Identify words and phrases that signal an outcome or result (e.g., so, as a result).
Grade 6 (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.	<i>Describe How Episodes Develop and Characters Respond or Change over the Course of a Story/Drama</i>	<ul style="list-style-type: none"> • 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.
Grade 7 (RL.7.3) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<i>Analyze Cause and Effect Interactions between Particular Elements of a Story/Drama</i>	<ul style="list-style-type: none"> • 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.
Grade 8 (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.	<i>Analyze How Dialogue or Incidents Propel Action, Reveal Aspects of a Character or Lead to a Decision</i>	<ul style="list-style-type: none"> • 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).
Grade 9-10 (RL.9-10.3) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters and advance the plot or develop the theme.	<i>Analyze Complex Characters and How They Develop, Interact with Others and Advance the Plot or Theme</i>	<ul style="list-style-type: none"> • Use words and phrases (nouns and associated pronouns) to identify characters in a text. • Identify verbs, adjectives and adverbs that reveal aspects of a character. • Identify transitional words and phrases that signal change of direction in a plot (e.g., but, while, yet, as a result, even, though).

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 11-12 (RL11-12.3) 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).	<i>Analyze Author's Choices on How to Develop and Relate Elements of the Story/Drama</i>	<ul style="list-style-type: none"> • 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).

**Bilingual Common Core Initiative – New Language Arts Progressions
Compendium of Academic & Linguistic Demands**

Reading for Literature Anchor Standard 4

Reading for Literature Anchor Standard 4	Main Academic Demand
<i>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.</i>	<i>Interpret Meaning of Words and Phrases</i>

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Kindergarten (RL.K.4) Ask and answer questions about unknown words in a text.	<i>Ask and Answer Questions about Unknown Words in Text</i>	Use words and phrases (e.g., What does ____ mean? What is ____?) to ask questions about unknown words. <ul style="list-style-type: none"> • Use sentence structures that use context clues (e.g., I think it can mean ____) to find the meaning of words.
Grade 1 (RL.1.4) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<i>Identify Emotive Words and Phrases in Stories or Poems</i>	Identify verbs and adjectives that suggest feelings or appeal to the senses (e.g., mad, surprised, stomped).
Grade 2 (RL.2.4) Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.	<i>Describe How Characteristics of Words and Phrases in a Story Create Rhythm and Meaning</i>	<ul style="list-style-type: none"> • Identify words and phrases that add rhythm in a text (e.g., and the looking/ and the calling/ and the fear). • Identify repeated lines in a text (e.g., They ate breakfast at the same time; They ate supper at the same time). • Identify regular beats in a text (e.g., Hey diddle, diddle/The cat and the fiddle), • Identify alliterations in a text (repetition of initial sounds) (e.g., cat/cow).
Grade 3 (RL.3.4) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<i>Determine the Meaning of Words and Phrases in Text, Differentiating between Literal and Nonliteral Language</i>	<ul style="list-style-type: none"> • 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).
Grade 4 (RL.4.4) Determine the meanings of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	<i>Determine the Meanings of Words and Phrases in Text, Including Allusions to Mythological Characters</i>	Identify adjectives that allude to mythological characters and associate them with related adjectives (e.g., colossus means big, enormous).
Grade 5 (RL.5.4) Determine the meanings of words and phrases as they are used in a text, including figurative language such as	<i>Determine the Meanings of Words and Phrases in Text, Including Figurative Language</i>	<ul style="list-style-type: none"> • Identify similes based on sentence structure (use of like or as; e.g., The lagoon water moved like sparkling crescents). • Identify metaphors (descriptive phrases that convey a comparison not using like or as) and determine the meaning (e.g., Only the sweet call of a solitary white-throated sparrow pierced the cool of the woods beyond).

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
metaphors and similes.		
Grade 6 (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.	<i>Determine Figurative and Connotative Word Meanings and Their Impact on Tone</i>	<ul style="list-style-type: none"> • 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).
Grade 7 (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.	<i>Determine Meaning of Words and Phrases and the Impact of Rhyme and Repetition on Verses or Sections of a Story</i>	<ul style="list-style-type: none"> • 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).
Grade 8 (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.	<i>Determine Meanings of Words and Phrases and Analyze Analogies or Allusions to Other Texts</i>	<ul style="list-style-type: none"> • 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).
Grade 9-10 (RL.9-10.4) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	<i>Determine Meaning of Words and Phrases and Analyze Cumulative Impact of Specific Word Choices</i>	<ul style="list-style-type: none"> • Identify words and phrases that have a figurative meaning in the text (words that produce an image in the reader's mind; e.g., until one's cheeks burned—meaning that the character was ashamed). • Identify words and phrases that have a connotative meaning in a text (words that have multiple meanings within the text; e.g., bulldozing—meaning pressing). • Identify the cumulative meanings of phrases (e.g., one dollar and eighty seven cents is repeated throughout the excerpt, conveying a sense of urgency).

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
<p>Grade 11-12 (RL11-12.4) 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.)</p>	<p><i>Determine Connotative, Figurative, and Multiple Meanings of Words and Analyze Beautiful and Engaging Language</i></p>	<ul style="list-style-type: none"> • 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).

**Bilingual Common Core Initiative – New Language Arts Progressions
Compendium of Academic & Linguistic Demands**

Reading for Literature Anchor Standard 5

Reading for Literature Anchor Standard 5	Main Academic Demand
<i>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.</i>	<i>Analyze Relationship of Linguistic and Text Structures</i>

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Kindergarten (RL.K.5) Recognize common types of texts (e.g., storybooks, poems).	<i>Identify and Correctly Use Common Types of Text</i>	<ul style="list-style-type: none"> • Identify characteristics of stories (e.g., has characters, tells a story). • Identify characteristics of poems (e.g., short story with rhyming words).
Grade 1 (RL.1.5) Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<i>Describe Differences between Fiction and Informational Texts</i>	<ul style="list-style-type: none"> • Use words and phrases associated with fiction (e.g., imaginary, characters, setting, problem) and nonfiction texts (e.g., information, real) to describe each type of text. • Use comparison words (e.g., but, like, just as, different) to explain differences between types of books.
Grade 2 (RL.2.5) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<i>Describe Overall Story Structure and the Functions of Parts of the Story</i>	<ul style="list-style-type: none"> • Identify nouns and associated pronouns that introduce the setting (e.g., farm) and characters (e.g., Farmer Brown, he). • Use sequencing words and phrases (e.g., first, then) to describe the order of a story. • Use words and phrases (e.g., in the end) to conclude the action.
Grade 3 (RL.3.5) Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as <i>chapter, scene</i> and <i>stanza</i> ; describe how each successive part builds on earlier sections.	<i>Refer to Parts of Text Using Appropriate Terminology and Describe How Successive Parts of Text Build on Earlier Sections</i>	<ul style="list-style-type: none"> • 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.
Grade 4 (RL.4.5) Explain major differences between poems, drama and prose and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<i>Explain Major Differences among Poems, Drama and Prose and Refer to Structural Elements in Writing or Speaking about a Text</i>	<ul style="list-style-type: none"> • Identify verbs that signal stage directions (e.g., what to do, how to act). • Identify nouns that signal a cast of characters (e.g., the persons or subjects in the drama). • Identify verbs that signal dialogues (e.g., what the characters say to each other) and how they say it (e.g., say, whispered, shouted). • Use compare-and-contrast words and phrases to compare poems, drama, and prose (e.g., like, just as, while, whereas, as opposed to). • Use sentence structures to explain differences between poems, drama, and prose (e.g., The major difference between a

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
		poem and prose is ; A verse has rhythm and meter whereas prose has ; Drama requires , whereas prose).
Grade 5 (RL.5.5) Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama or poem.	<i>Explain How a Series of Chapters, Scenes or Stanzas Combine to Provide the Overall Structure of a Story, Drama or Poem</i>	<ul style="list-style-type: none"> • Identify settings and characters (e.g., Lincoln Elementary and Nick Allen) to signal the beginning in a chapter, scenes or stanzas. • Identify cause-and-effect words (e.g., but most of all, however, because) that indicate complication or rising action in a chapter, scenes or stanzas. • Identify conclusion or reversal of the conflict that stresses the effect more than the cause (e.g., so, became) to identify the ending in a chapter, scenes or stanzas. • Use sentence structures (e.g., These chapters connect ; The dialogues contribute to ; The scenes in this play are organized to show) to explain how the stanzas, chapter or scenes fit together.
Grade 6 (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.	<i>Analyze How a Section of a Text Contributes to the Overall Structure and Development of the Theme, Setting and Plot</i>	<ul style="list-style-type: none"> • 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 living room). • 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).
Grade 7 (RL.7.5) Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<i>Analyze How the Structure of a Poem or Drama Contributes to Overall Meaning</i>	<ul style="list-style-type: none"> • 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).
Grade 8 (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.	<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>	<ul style="list-style-type: none"> • 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.

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 9-10 (RL.9-10.5) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots) and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension or surprise.	<i>Analyze How Particular Text Structures or the Order of Events Create Different Effects</i>	<ul style="list-style-type: none"> • Identify nouns and associated pronouns that indicate the order in which an author introduces the subjects (e.g., My mother did not tell me they were coming. . . when I heard voices outside our front door—a woman's bright as polished brass, and a man's) that creates a feeling of tension. • Identify chronological markers that reflect how an author manipulates time (e.g., in the example <i>afterwards</i> is used before introducing the main event: <i>Afterwards</i> she said she did not want me to appear nervous). • Use sentence structures that analyze how an author structures text (e.g., The author made use of ; The author presents ; The author considered).
Grade 11-12 (RL11-12.5) 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.	<i>Analyze How an Author's Choices Contribute to the Overall Structure, Meaning and Aesthetic Impact of the Text</i>	<ul style="list-style-type: none"> • 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 <i>if</i> 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).

Bilingual Common Core Initiative – New Language Arts Progressions
Compendium of Academic & Linguistic Demands

Reading for Literature Anchor Standard 6

Reading for Literature Anchor Standard 6	Main Academic Demand
Assess how point of view or purpose shapes the content and style of a text.	<i>Assess Author's Point of View</i>

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Kindergarten (RL.K.6) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<i>Name and Differentiate the Role of an Author and Illustrator</i>	<ul style="list-style-type: none"> • Use words and phrases to associate the role of an author with writing (e.g., authors write). • Use words and phrases to associate the role of an illustrator with drawing pictures in a book (e.g., illustrators tell stories with pictures).
Grade 1 (RL.1.6) Identify who is telling the story at various points in a text.	<i>Identify Who Is Telling a Story across a Text</i>	<ul style="list-style-type: none"> • Identify nouns and associated pronouns that identify the subject in a text (e.g., the teacher, Sam, his). • Identify lines of dialogue in a text that signal who is telling the story (e.g., the teacher says, “Now take your seat!”).
Grade 2 (RL.2.6) Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<i>Identify and Represent the Perspectives of Different Characters in a Story</i>	<ul style="list-style-type: none"> • Identify pronouns that refer to the characters (e.g., Red Hen, herself, she). • Identify lines of dialogue in a text that signal point of view of the characters (e.g., “A grain of wheat!” signals that the Red Hen is excited and has a positive outlook on planting the grain of wheat, whereas the duck’s lines signal a negative point of view: “Not I!” said the duck). • Use compare-and-contrast words and phrases (e.g., like, same, but, whereas) to acknowledge differences in the points of view of characters.
Grade 3 (RL.3.6) Distinguish their own point of view from that of the narrator or those of the characters.	<i>Distinguish Personal Perspective from Perspectives of Narrator and Story Characters</i>	<ul style="list-style-type: none"> • 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).
Grade 4 (RL.4.6) Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<i>Compare and Contrast Perspectives from Which Different Stories Are Narrated, Differentiating between First- and Third-Party Narrations</i>	<ul style="list-style-type: none"> • Identify pronouns (e.g., my, I, our vs. they, she) that convey a first- or thirdhand point of view. • Use compare-and-contrast words and phrases (e.g., same, different, but, similar, whereas, however) to compare first- and third-person narrations.

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 5 (RL.5.6) Describe how a narrator's or speaker's point of view influences how events are described. a. Recognize and describe how an author's background and culture affect his or her perspective.	<i>Describe How Narrator's Point of View Affects Description of Events</i> <i>Recognize and Describe How Author's Perspective Is Affected by Personal Background and Culture</i>	<ul style="list-style-type: none"> • Identify firsthand account pronouns (e.g., my, I, our) versus thirdhand account pronouns (e.g., they, she, he) that convey a first- or thirdhand point of view. • Identify verbs that describe events (e.g., cut, carried, crushed). • Identify words and phrases that convey the author's background and culture (e.g., they were my people). • Use cause-and-effect sentence structures to describe how an author's culture affects his or her perspective (e.g., The author's background is ____; therefore __; The author describes ____ because ____).
Grade 6 (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	<i>Explain How an Author Conveys Point of View and How Culture and Location Affect Perspective</i>	<ul style="list-style-type: none"> • 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 ____).
Grade 7 (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	<i>Analyze How an Author Distinguishes the Points of View of His or Her Characters and Narrators</i>	<ul style="list-style-type: none"> • 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.
Grade 8 (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.	<i>Analyze How an Author Creates Different Points of View between the Characters and the Reader</i>	<ul style="list-style-type: none"> • 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 <i>themselves</i> 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 ____).

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 9-10 (RL.9-10.6) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	<i>Analyze Point of View or Cultural Experience from a Work Outside of the United States</i>	<ul style="list-style-type: none"> • Identify firsthand pronouns (e.g., my, I, our) vs. thirdhand pronouns (e.g., they, she, he) that convey a first- or thirdhand point of view (e.g., Juvenal Urbino/he; Jeremiah Saint Amour/his). • Identify/use adjectives that convey a different cultural environment (e.g., aromatic, bitter, Antillean). • Use sentence structures to analyze the point of view or cultural experience (e.g., The author shows ____; The cultural experience portrayed in the text is ____).
Grade 11-12 (RL11-12.6) 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).	<i>Analyze Point of View by Distinguishing What Is Stated in the Text from What Is Implied</i>	<ul style="list-style-type: none"> • 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”; <i>industry</i> means that Simon had many children).

Bilingual Common Core Initiative – New Language Arts Progressions
Compendium of Academic & Linguistic Demands

Reading for Literature Anchor Standard 7

Reading for Literature Anchor Standard 7	Main Academic Demand
Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	<p><i>Compare and Contrast Information Presented in Different Formats</i></p> <p>Note: Main Academic Demand for Kindergarten differs slightly: <i>Synthesize and Evaluate Content Presented in Various Formats</i></p>

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Kindergarten (RL.K.7) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<i>Make Connections between Illustrations and Text</i>	<ul style="list-style-type: none"> • Identify/use nouns (e.g., the boy) to describe the subject of the illustration and story. • Identify/use adjectives that describe what the character is feeling (e.g., nervous, sad, mad, happy) to address the relationship between the illustration and the story. • Use sentence structures to describe the relationship between illustrations and text (e.g., Here is a ____; he feels ____; the illustration shows ____).
Grade 1 (RL.1.7) Use illustrations and details in a story to describe its characters, setting or events.	<i>Describe Story Characters through Text Details and Illustrations</i>	<ul style="list-style-type: none"> • Identify/use nouns or associated pronouns (e.g., I) to describe the subject of the illustrations and story. • Identify/use verbs and adjectives (e.g., begged, woke, ate, refused, promised) to describe the characters in the illustrations and story. • Identify/use verbs to describe the events in the illustrations and story. • Identify/use location and chronological markers (e.g., at home, in the evening) to describe the setting in the illustrations and story.
Grade 2 (RL.2.7) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.	<i>Describe/Explain Story Characteristics, Setting or Plot by Using Information from Illustrations and Text</i>	<ul style="list-style-type: none"> • Identify/use nouns or associated pronouns (e.g., the hamster, it) to describe the subject in the illustrations and text. • Identify/use verbs and adjectives (e.g., running, fat and round) to describe the character in the illustrations and text. • Identify/use verbs (e.g., sat, was, looked) to describe the plot in the illustrations and text. • Identify/use location and chronological markers (e.g., at school, everyday) to describe the setting in the illustrations and text.
Grade 3 (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).	<i>Describe Contributions of Text's Illustrations in Conveying Meaning of Story</i>	<ul style="list-style-type: none"> • 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 ____).

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 4 (RL.4.7) Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<i>Compare and Contrast a Text with a Visual or Oral Presentation of It</i> <i>Identify Similarities and Differences in What Each Version Conveys</i>	<ul style="list-style-type: none"> • Identify specific sections (sentences) in a text that match the illustrations (e.g., the Rabbit actually took a watch out of its waistcoat-pocket and looked at it). • Identify specific sections (sentences) in a text that are not reflected in the illustration (e.g., to hear the Rabbit say to itself, 'Oh dear! Oh dear! I shall be late!'). • Use sentence structures to make connections between the text and the illustration (e.g., The text and picture correspond to each other because ____; the picture shows ____, whereas the text adds information about ____).
Grade 5 (RL.5.7) Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth and poem).	<i>Analyze the Contributions of Visual and Multimedia Elements to the Meaning, Tone or Beauty of a Text</i>	<ul style="list-style-type: none"> • Identify sections (sentences and paragraphs) in the text that correspond to the illustration (e.g., "I wasn't too happy about the situation, but at least I was warm on my way home" matches the illustration in the example). • Use sentence structures to analyze the visual elements in a graphic novel (e.g., The illustrations in this graphic novel show that ____, whereas the text clarifies ____; both media show ____).
Grade 6 (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.	<i>Compare and Contrast Information Presented in Different Formats</i>	<ul style="list-style-type: none"> • 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 ____).
Grade 7 (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).	<i>Compare and Contrast Portrayals of a Subject in a Text and in Other Media</i>	<ul style="list-style-type: none"> • 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 ____).

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 8 (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.	<i>Compare, Contrast and Evaluate a Filmed or Live Production of a Story to the Text or Script</i>	<ul style="list-style-type: none"> • 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 ____).
Grade 9-10 (RL.9-10.7) Analyze the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment (e.g., Auden’s Musée des Beaux Arts and Brueghel’s Landscape with the Fall of Icarus) a. Analyze works by authors or artists who represent diverse world cultures.	<i>Compare and Contrast the Representation of a Subject in Two Different Media</i>	Use compare and contrast words and phrases to analyze a subject presented in two different artistic media (e.g., The poem explains ____, whereas the painting shows ____; the colors used in the painting convey ____; both the painting and the poem reflect that ____; the poem is different from the painting in that ____).
Grade 11-12 (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.	<i>Analyze Different Interpretations of a Story, Drama or Poem</i>	Use sentence structures to analyze multiple versions of the same work (e.g., The source texts are Shakespeare’s <i>The Tempest</i> [1611], Field’s the <i>Ballad of the Tempest</i> [1881], and <i>The Tempest</i> [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 ____).

**Bilingual Common Core Initiative – New Language Arts Progressions
Compendium of Academic & Linguistic Demands**

Reading for Literature Anchor Standard 9

Reading for Literature Anchor Standard 9	Main Academic Demand
<i>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</i>	<i>Compare and Contrast Similar Texts and Subjects</i>

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Kindergarten (RL.K.9) With prompting and support compare and contrast the adventures and experiences of characters in familiar stories. a. With prompting and support, students will make cultural connections to text and self.	Compare and Contrast Experiences of Characters in Familiar Stories Make Cultural Connections to Text and Self	<ul style="list-style-type: none"> • Use words and phrases (e.g., nouns and associated pronouns) to identify the subject (e.g., characters in the stories). • Use words and phrases (e.g., verbs) to identify the experiences (e.g. played, win, beat, says) in the stories. • Use sentence structures to compare and contrast (e.g., The stories are the same in that ____ and are different in that ____). • Use sentence structures to make connections to text and self (e.g., I also know that ____; I have ____).
Grade 1 (RL.1.9) Compare and contrast the adventures and experiences of characters in stories. a. With prompting and support, students will make cultural connections to text and self.	Compare and Contrast Experiences of Characters in Stories Make Cultural Connections to Text and Self	<ul style="list-style-type: none"> • Use words and phrases (e.g., nouns and associated pronouns) to identify the subject (e.g., characters in the stories). • Use words and phrases (e.g., verbs) to identify the experiences (e.g., woke, loved, wiggled) in the stories. • Use sentence structures to compare and contrast (e.g., The stories are the same in that ____ and are different in that ____). • Use sentence structures to make connections to text and self (e.g., I also know ____; I read ____; this reminds me of ____).
Grade 2 (RL.2.9) Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Compare and Contrast Two Versions of a Story, Noting Cultural Influences	<ul style="list-style-type: none"> • Identify the subject (nouns and associated pronouns) (e.g., Wu, Chief Wu, Yeh-Shen, Rhodopis, she, her) of the two stories. • Use sentence structures to compare and contrast the two versions of the same story (e.g., The stories are the same in that ____ and are different in that ____).
Grade 3 (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).	Compare and Contrast Themes, Settings and Plots of Multiple Stories by an Author about the Same or Similar Characters	<ul style="list-style-type: none"> • 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 ____).

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 4 (RL.4.9) Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths and traditional literature from different cultures.	Compare and Contrast the Treatment of Similar Themes and Topics in Texts from Different Cultures	<ul style="list-style-type: none"> • Use words and phrases (nouns and associated pronouns) to identify the subject (e.g., Water Beetle, the beaver, the muskrat, he). • Use transitional words and phrases (e.g., afterward, at last, this is how) to identify how the topic develops. • Use words and phrases to identify the theme (what the story is about, usually an abstract concept) (e.g., creation myths). • Use sentence structures to compare and contrast themes (e.g., The stories develop the following themes ____ but differ in that ____).
Grade 5 (RL.5.9) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Compare and Contrast Stories in Same Genre on Approaches to Similar Themes and Topics	<ul style="list-style-type: none"> • Use words and phrases (nouns and associated pronouns) to identify the subject (e.g., I, myself). • Use transitional words and phrases (e.g. afterwards, at last, this is how) to identify how the topic develops. • Use words and phrases to identify the theme (what the story is about, usually an abstract concept) (e.g., disappearance). • 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 ____ but the other one develops it by ____).
Grade 6 (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.	Compare and Contrast Texts in Different Forms or Genres	<ul style="list-style-type: none"> • 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 ____).
Grade 7 (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.	Compare and Contrast a Fictional and a Historical Account of the Same Period	<ul style="list-style-type: none"> • 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 ____).

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 8 (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.	Analyze How Modern Works of Fiction Are Drawn from Traditional Stories, Myths or Religious Works	<ul style="list-style-type: none"> • 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 ____).
Grade 9-10 (RL.9-10.9) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the bible or how a later author draws on a play by Shakespeare).	Analyze How an Author Treats or Transforms a Previously Published Piece of Work	<ul style="list-style-type: none"> • Identify the common elements (e.g., the setting) in the two versions. • Identify the different elements (e.g., the subject and adjectives used in the introduction of the two texts) in the three versions. • Use sentence structures to support analysis of how Shakespeare treated and transformed a previously published work (e.g., Shakespeare transformed ____; the reinterpretation renders/considers ____).
Grade 11-12 (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.	Demonstrate Knowledge of Works of American Literature and How Texts from the Same Period Treat Similar Themes	<ul style="list-style-type: none"> • 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 ____).

**Bilingual Common Core Initiative – New Language Arts Progressions
Compendium of Academic & Linguistic Demands**

Reading for Literature Anchor Standard 10

Reading For Literature Anchor Standard 10	Main Academic Demand
<i>Read and comprehend complex literary and informational texts, independently and proficiently.</i>	<i>Build Comprehension of Grade Level Texts</i>

CCLS Grade Level Standard	Grade Level Academic Demand	Building Background Knowledge
Kindergarten-Grade 2 (RL.Pre-K-2.10) (by the end of grades Pre-K, K, 1 and 2 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.	Build Comprehension of Grade-Appropriate Texts	The following are some strategies to build background knowledge: <ul style="list-style-type: none"> • One of the best ways to develop background knowledge in the early primary grades is through read aloud and accountable talk, in this way you are exposing children to the text and allowing them to exchange views with others. • 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 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.
Grades 3-5 (RL.3-5.10) (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.	Build Comprehension of Grade-Appropriate Texts	The following are some strategies to build background knowledge: <ul style="list-style-type: none"> • 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.

CCLS Grade Level Standard	Grade Level Academic Demand	Building Background Knowledge
Grades 6-8 (RL.6-8.10) (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.	Build Comprehension of Grade-Appropriate Texts	The following are some strategies to build background knowledge: <ul style="list-style-type: none"> • 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.
Grades 9-12 (RL.9-12.10) (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.	Build Comprehension of Grade-Appropriate Texts	The following are some strategies to build background knowledge: <ul style="list-style-type: none"> • 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.

**Bilingual Common Core Initiative – New Language Arts Progressions
Compendium of Academic & Linguistic Demands**

Reading for Literature Anchor Standard 11

Reading for Literature Anchor Standard 11	Main Academic Demand
<i>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.</i>	<i>Respond to, Reflect on and Interpret American and World Culture Texts</i>

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Kindergarten (RL.K.11) With prompting and support, make connections between self, text and the world around them (text, media, social interaction).	Identify Connections between Self, Text, Media and Social Interaction	<ul style="list-style-type: none"> • Use sentence structures in social interactions, media and text to make connections between self and the text (e.g., I also like ____). • Use sentence structures in social interactions, media and text to make text-to text connections (e.g., In another book I saw ____). • Use sentence structures in social interactions, media and text to make self-to-the-world connections (e.g., This reminds me of ____).
Grade 1 (RI.1.11) Make connections between self, text and the world around them (text, media, social interaction).	Identify Connections between Self, Text and the World around Them	<ul style="list-style-type: none"> • Use sentence structures to make connections between self and the text (e.g., When I started first grade I also felt ____). • Use sentence structures to make text-to-text connections (e.g., In another book I saw ____; this is different from other books I have read because ____). • Use sentence structures to make self-to-the-world connections (e.g., This reminds me of ____).
Grade 2 (RL.2.11) Make connections between self, text and the world around them (text, media, social interaction).	Identify Connections between Self, Text, Media and Social Interaction	<ul style="list-style-type: none"> • Use sentence structures to make connections between self and the text (e.g., My grandpa also has/is ____). • Use sentence structures to make text-to-text connections (e.g., In another book I saw ____; this is different from other books I have read because ____; this reminds me of what I read about ____). • Use sentence structures to make self-to-the-world connections (e.g., Grandfathers are important because ____).
Grade 3 (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.	Recognize and Make Connections between Narratives, Poetry, Drama and Other Texts, Perspectives and Experiences Self-Select Based on Personal Preferences	<ul style="list-style-type: none"> • 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 ____).

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 4 (RL.4.11) Recognize, interpret 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.	Recognize, Interpret and Make Connections between Narratives, Poetry, Drama and Other Texts, Perspectives and Experiences Self-Select Texts Based on Personal Preferences	<ul style="list-style-type: none"> • Use words and phrases to identify the subjects (nouns and their associated pronouns) (e.g., Text 1: bird; Text 2: two cats, these cats) in the texts. • Use words and phrases to identify the location of the story (nouns) (e.g., Text 1: small village; Text 2: jungle in West Africa). • Use sentence structures to compare and contrast, make connections and analyze cultural perspectives and situations across texts (e.g., Both texts are alike in that ____ but different in that ____; just like Text 1, Text 2 also ____, however ____; both texts show different cultural perspectives in that ____). • Use sentence structures to self-select books (e.g., I like to read books about ____; I prefer ____).
Grade 5 (RL.5.11) Recognize, interpret and make connections in narratives, poetry and drama to other texts, ideas, cultural perspectives, eras, personal events and situations. a. Self-select text to develop personal preferences regarding favorite authors. b. Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the pieces.	Recognize, Interpret and Make Connections between Narratives, Poetry and Drama and Other Texts, Perspectives and Experiences Self-Select Texts Based on Personal Preferences Make Informal Judgments about Text Quality Using Established Criteria	<ul style="list-style-type: none"> • Use words and phrases to identify the subjects (nouns and their associated pronouns) in the texts (e.g., I, my). • Use words and phrases to identify the different situations of the story (abstract nouns and verbs) (e.g., Text 1: knowing a new teacher; Text 2: isolation). • Use sentence structures to compare and contrast, make connections and analyze cultural perspectives and situations across texts (e.g., Both texts are alike in that ____ but different in that ____; just like Text 1, Text 2 also ____, however ____; both texts show different cultural perspectives in that ____). • Use sentence structures to self-select books (e.g., I like to read books about ____; I prefer ____). • Use sentence structures to analyze established criteria (e.g., This book can be considered a classic because ____; the quality of illustrations is ____; the depiction of characters and/or situations is ____).
Grade 6 (RL.6.11) Recognize, interpret and make connections in narratives, poetry and drama, ethically and artistically, to other texts, ideas, cultural perspectives, eras, personal events and situations. a. Self-select text based on personal preferences. b. Use established criteria to classify, select and evaluate texts to make informed judgments about the quality of the pieces.	Recognize, Interpret, and Connect Self-Selected Texts, and Use Established Criteria to Evaluate Them	<ul style="list-style-type: none"> • Identify the subjects (nouns and their associated pronouns) (e.g., Text 1: my, I; Text 2: Nya, her) in the texts. • Identify the location (nouns) (e.g., Text 1: New York City; Text 2: Southern Sudan) of the story. • Use sentence structures to compare and contrast, recognize, interpret and make cultural connections across texts (e.g., Both texts are similar in that ____ but are different in that ____; just like Text 1, Text 2 is about ____ but the aspects that are different are ____). • Use phrases to self-select books (e.g., I like to read books about ____; I prefer ____; I don't like reading about ____; I enjoy ____). • Use introductory phrases to analyze established criteria (e.g., This book can be considered a classic because ____; the quality of illustrations is ____; the depiction of characters and/or situations is ____) to judge the quality of the books.

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 7 (RL.7.11) Recognize, interpret and make connections in narratives, poetry and drama, ethically and artistically, to other texts, ideas, cultural perspectives, eras, personal events and situations. a. Self-select texts based on personal preferences. b. Use established criteria to classify, select and evaluate texts to make informed judgments about the quality of the pieces.	Recognize, Interpret and Connect Self-Selected Texts and Use Established Criteria to Evaluate Cultural Perspectives, Events and Situations	<ul style="list-style-type: none"> • Use words and phrases to identify the subjects (nouns and their associated pronouns) (e.g., India Allen/she) in the texts. • Use words and phrases to identify the location (e.g., Ireland, Mexico) of the story. • Use sentence structures to compare and contrast, recognize, interpret and make cultural connections across texts (e.g., Both texts are similar in that ____ but are different in that ____; just like Text 1, Text 2 is about ____, whereas the aspects that are different are ____). • Use sentence structures to self-select books (e.g., I like to read books about ____; I prefer ____). • Use established criteria (e.g., This is a classic myth because ____; the quality of the text/illustrations shows ____; the depiction of characters and/or situations is ____) to judge the quality of the books.
Grade 8 (RL.8.11) Interpret, analyze and evaluate narratives, poetry and drama, artistically and ethically, by making connections to other texts, ideas, cultural perspectives, eras, personal events and situations. a. Self-select text to develop personal preferences. b. Establish and use criteria to classify, select and evaluate texts to make informed judgments about the quality of the pieces.	Evaluate Self-Selected Texts and Use Established Criteria to Evaluate Narratives, Poetry and Drama	<ul style="list-style-type: none"> • Use words and phrases to identify the subjects (nouns and their associated pronouns) (e.g., Noah/he). • Use words and phrases to identify the cultural perspectives of two texts (abstract nouns) (e.g., flood myths) • Use sentence structures to compare and contrast, recognize, interpret and make cultural connections across texts (e.g., Both texts develop the topic of ____ but are different in that ____; Text 1 presents ____ as opposed to ____). • Use sentence structures to self-select books (e.g., I like to read books about ____; I prefer ____; I don't like reading about ____; I enjoy ____). • Use established criteria to judge the quality of the books (e.g., This myth is known world-wide because ____; the quality of the text/illustrations shows ____; the depiction of characters and/or situations is ____).

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
<p>Grade 9-10 (RL.9-10.11) Interpret, analyze and evaluate narratives, poetry and drama, aesthetically and ethically, by making connections to other texts, ideas, cultural perspectives, eras, personal events and situations.</p> <p>a. Self-select text for response and develop innovative perspectives.</p> <p>b. Establish and use criteria to classify, select and evaluate texts to make informed judgments about the quality of the pieces.</p>	<p>Evaluate Self-Selected Texts and Use Established Criteria to Connect Narratives, Poetry and Drama, Based on Ideas, Culture, Personal Events or Situations</p>	<ul style="list-style-type: none"> • Use words and phrases to identify the subjects (nouns and their associated pronouns) (e.g., clouds, nature). • Use sentence structures to identify the cultural perspectives of two poems (e.g., a Haiku by Basho and a poem by Dickinson). • Use sentence structures to compare and contrast, recognize, interpret and make cultural connections across texts (e.g., Both poems develop the topic of ____ but are different in that ____; Just like Text 1, Text 2 is about ____, whereas ____; Text 1 presents ____ as opposed to ____). • Use phrases to self-select books (e.g., I like to read poems about ____; I prefer ____; I dislike ____; I enjoy ____). • Use established criteria to judge the quality of the poems (e.g., These are world known poems because ____; the quality of the poems show ____; the depiction of nature in both poems reflects ____; the aesthetic qualities of the poems show ____).
<p>Grade 11-12 (RL11-12.11) Interpret, analyze and evaluate narratives, poetry and drama, aesthetically and philosophically, by making connections to other texts, ideas, cultural perspectives, eras, personal events and situations.</p> <p>a. Self-select text; respond and develop innovative perspectives.</p> <p>b. Establish and use criteria to classify, select and evaluate texts to make informed judgments about the quality of the pieces.</p>	<p>Evaluate Self-Selected Texts and Use Established Criteria to Connect Narratives, Poetry and Drama, Based on Aesthetic and Philosophical Connections</p>	<ul style="list-style-type: none"> • Use words and phrases to identify the subjects (nouns and their associated pronouns) (e.g., Text 1: I; Text 2: Orhan, my). • Use words and phrases to identify the philosophical perspectives of two texts (abstract nouns) (e.g., both texts deal with loss). • Use sentence structures to compare and contrast, recognize, interpret and make cultural connections across texts (e.g., Both texts develop the topic of ____ but are different in that ____; just like Text 1, Text 2 is about ____, whereas ____; Text 1 presents ____ as opposed to ____). • Use sentence structures to self-select books (e.g., I like to read books about ____; I prefer ____; I dislike ____). • Use established criteria to judge the quality of the texts (e.g. These texts are by a famous author and his writing shows ____).