Common Core Anchor Standard (RI.3): Analyze how and why individuals, events and ideas develop and interact over the course of a text.		MAIN ACADEMIC DEMAND *Analyze Cause/Effect and Interactions between Text Elements*
Common Core Grade 9–10 Standard (RI.9–10.3): Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.		GRADE LEVEL ACADEMIC DEMAND *Analyze Author's Sequence and Connections of Ideas or Events to Develop Points*

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
		When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:				
RECEPTIVE	**Oracy and Literacy Links**	**Listening-Centered Activity:** Organize *pretaught words and phrases on a story map* to identify a series of ideas or events, as text is read aloud in *partnership and/or teacher-led small group settings*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a story map* to identify a series of ideas or events, as text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed story map* to identify a series of ideas or events, as text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a story map* to identify a series of ideas or events, as text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information in a note-taking guide, independently,* to identify a series of ideas or events, as text is read aloud in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on a matrix* to identify two or more examples of text that introduce, develop or connect causes and effects	**Reading-Centered Activity:** Organize *preidentified words and phrases on a matrix* to identify two or more examples of text that introduce, develop or connect causes and effects	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed matrix* to identify two or more examples of text that introduce, develop or connect causes and effects	**Reading-Centered Activity:** Organize *information on a matrix, after teacher modeling,* to identify two or more examples of text that introduce, develop or connect causes and effects	**Reading-Centered Activity:** Organize *information in a note-taking guide, independently,* to identify two or more examples of text that introduce, develop or connect causes and effects
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and occasionally, in the home language.*	in the *new language.*	in the *new language.*

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	**Oracy and Literacy Links**	**Speaking-Centered Activity:** Use *pretaught words and phrases* and the *previously completed graphic organizers to complete sentence starters* that describe how an author sequences and connects ideas or events to develop points, when speaking in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* that describe how an author sequences and connects ideas or events to develop points, when speaking in *partnership and/or small group settings*	**Speaking-Centered Activity:** Use a *word bank* to describe how an author sequences and connects ideas or events to develop points, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to describe how an author sequences and connects ideas or events to develop points, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to describe how an author sequences and connects ideas or events to develop points, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to complete cloze paragraphs* that analyze how an author sequences and connects ideas or events to develop points	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that analyze how an author sequences and connects ideas or events to develop points	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to compose a short essay* that analyzes how an author sequences and connects ideas or events to develop points	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to compose an essay* that analyzes how an author sequences and connects ideas or events to develop points	**Writing-Centered Activity:** Use *information, independently, to compose a multiple page essay* that analyzes how an author sequences and connects ideas or events to develop points
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

Common Core Grade 9–10 Standard (RI.9–10.3): Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.	GRADE LEVEL ACADEMIC DEMAND *Analyze Author's Sequence and Connections of Ideas or Events to Develop Points*

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

- Identify words and phrases (e.g., nouns and associated pronouns) that appear throughout the text to analyze ideas or events.
- Identify related verbs that signal how events evolve.
- Identify/use words that signal cause-and-effect connections (e.g., though, while, but, because, so, as a result).
- Identify words and word endings that signal comparison (e.g., like, though, while, but, -est/-er).
- Use words and phrases that signal temporal markers (e.g., when, after, during, still).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
When the Beagle set sail, **Darwin** was fully *convinced* that species were **immutable**. <u>Indeed</u>, it was <u>not</u> *until* two or three years after **his** return that **he** *began to consider* seriously the possibility that they could change. <u>Nevertheless</u>, during **his** five years on the ship, **Darwin** *observed* a number of phenomena that were of central importance to **him** in *reaching* **his ultimate conclusion**. For example, in the rich fossil beds of southern South America, **he** *observed* fossils of extinct armadillos <u>similar to</u> the armadillos that still lived in the same area. Berra, T. (2008). *Charles Darwin. The concise history of an extraordinary man*. Baltimore: Johns Hopkins University Press.	In a mini lesson and small group/whole class conversations, analyze how an author unfolds and develops an idea: - Identify words and phrases (**bold**) that appear throughout the text that indicate ideas or events (e.g., **Darwin**, **him, immutable**, **ultimate conclusion**). - Identify related verbs (*italics*) that signal how events evolve (e.g., *convinced, return, observed, reaching*). - Identify words (<u>underline</u>) that signal cause and effect connections (e.g., <u>Indeed, nevertheless</u>). - Identify words and word endings (<u>wavy underline</u>) that signal comparison (e.g., <u>similar to</u>). - Use words and phrases that signal temporal markers (e.g., when, after, during, still) to provide analysis of how the author develops an idea.