Common Core Anchor Standard (RL.3): Analyze how and why individuals, events and ideas develop and interact over the course of a text.	MAIN ACADEMIC DEMAND _Analyze Cause and Effect Interactions between Key Text Elements_
Common Core Grade 1 Standard (RL.1.3): Describe characters, settings and major events in a story, using key details.	GRADE LEVEL ACADEMIC DEMAND _Describe Story Elements Using Key Details_

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 _illustrated, pretaught words on a story map,_ to identify characters, settings and major events as a teacher reads aloud, in _partnership and/or teacher-led small groups_	**Listening-Centered Activity:** Organize _illustrated, preidentified words and phrases on a story map,_ to identify characters, settings and major events as a teacher reads aloud, in _partnership and/or small groups_	**Listening-Centered Activity:** Organize _story elements from a bank on a story map,_ to identify characters, settings and major events as a teacher reads aloud, in _partnership, small group and/or whole class settings_	**Listening-Centered Activity:** Organize _story elements on a partially completed story map,_ to identify characters, settings and major events as a teacher reads aloud, in _partnership, small group and/or whole class settings_	**Listening-Centered Activity:** Organize _story elements independently on a self-created story map,_ to identify characters, settings and major events as a teacher reads aloud, in _partnership, small group and/or whole class settings_
		Reading-Centered Activity: Organize _illustrated, pretaught words on the previously completed story map,_ to add _two or more_ key details	**Reading-Centered Activity:** Organize _illustrated, preidentified words and phrases on the previously completed story map,_ to add _two or more_ key details	**Reading-Centered Activity:** Organize _words and phrases from a bank on the previously completed story map,_ to add _multiple_ key details	**Reading-Centered Activity:** Organize _details on the previously completed story map, after teacher modeling,_ to add _multiple_ key details	**Reading-Centered Activity:** Organize _details independently on the previously created story map,_ to add _multiple_ key details
		in the _new and/or the home language._	in the _new and/or the home language._	in the _new and, occasionally, in the home language._	in the _new language._	in the _new language._

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 *illustrated, pretaught words* to role play and/or *complete sentence starters* that describe characters, settings and major events in a story in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *illustrated, preidentified phrases* to role play and/or *complete sentence starters* that describe characters, settings and major events in a story in *partnership and/or small groups*	**Speaking-Centered Activity:** Use *words and phrases from a bank* to role play and/or describe characters, settings and major events in a story in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use a *previously completed story map* to role play and/or describe characters, settings and major events in a story, *after teaching modeling, in partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use a *previously completed story map to independently* role play and/or describe characters, settings and major events in a story in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *illustrated, pretaught words* to *complete a cloze paragraph* that describes the characters, settings and major events, using *two or more* key details	**Writing-Centered Activity:** Use *illustrated, preidentified words and phrases* to complete a *cloze paragraph* that describes the characters, settings and major events, using *two or more* key details	**Writing-Centered Activity:** Use a *word bank to develop a short essay* that describes the characters, settings and major events, using *multiple* key details	**Writing-Centered Activity:** Use a *previously completed story map to develop an essay, based on a teacher-provided sample,* that describes the characters, settings and major events, using *multiple* key details	**Writing-Centered Activity:** Use a *previously completed story map to independently develop an essay* that describes the characters, settings and major events, using *multiple* key details
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

Common Core Grade 1 Standard (RL.1.3): Describe characters, settings and major events in a story, using key details.	GRADE LEVEL ACADEMIC DEMAND *Describe Story Elements Using Key Details*

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

- 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.

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
One night **Owl** <u>went</u> down to the *seashore*. **He** <u>sat</u> on *a large rock* and <u>looked</u> out *at the waves*. Everything <u>was</u> dark. Then a small tip of **the moon** <u>came</u> up *over the edge of the sea.* **Owl** <u>watched</u> the **moon**. **It** <u>climbed</u> higher and higher *into the sky. Soon* the <u>whole, round</u> **moon** <u>was shining</u>. **Owl** <u>sat</u> *on the rock* and <u>looked</u> up at the **moon** for *a long time.* "If **I** <u>am looking</u> at **you**, **moon**, then **you** must be <u>looking</u> back at **me**. **We** must <u>be</u> very <u>good</u> friends." The **moon** <u>did not answer</u>, but **Owl** said, "**I** will <u>come back</u> and <u>see</u> **you** again, **moon**. But now **I** must <u>go</u> *home.*" **Owl** <u>walked</u> down *the path.* **He** <u>looked</u> up at *the sky*. The **moon** <u>was</u> still *there*. **It** <u>was following</u> **him.** "No, no, **moon**," <u>said</u> **Owl.** "It is <u>kind</u> of **you** to <u>light</u> **my** way. But **you** must <u>stay</u> up *over the sea* where you <u>look</u> so <u>fine</u>." **Owl** <u>walked</u> on a little farther. **He** <u>looked</u> *at the sky* again. There <u>was</u> the **moon** <u>coming</u> right along with **him**. "Dear **moon**," <u>said</u> **Owl**, "**you** really <u>must</u> not <u>come</u> *home* with **me**. **My** *house* <u>is</u> small. **You** <u>would</u> not <u>fit</u> through the door. And **I** <u>have</u> nothing to <u>give</u> **you** for supper." Lobel, A. (1975). Owl at home. In *Owl and the moon*. New York: HarperCollins. (From Appendix B, CCSS., p. 16.)	Analyze in small group/whole class conversations how forms signal characters, settings and events in a story: - Use words and phrases (nouns and related pronouns) (**bold**) (e.g., for the Owl, **he**, **my**, **me**, **him**, **I**; for the Moon, **it**, **you**; and for both, **we**) to identify characters. - Use words and phrases (places and when an event took place) (*italics*) (e.g., *one night, the seashore, into the sky, a long time, home*) to describe the setting. - Use words and phrases (verbs) (<u>underline</u>) (e.g. , <u>went</u>, <u>was shining</u>, <u>walked</u>, <u>was following</u>) to describe the events in the story. - Identify/use adjectives (<u>wavy underline</u>) (e.g., <u>good</u>, <u>kind</u>) that describe the characters.