

<b>Common Core Anchor Standard (RL.3):</b> Analyze how and why individuals, events and ideas develop and interact over the course of a text.		<b>MAIN ACADEMIC DEMAND</b> <i>Analyze Cause and Effect Interactions between Key Text Elements</i>				
<b>Common Core Grade 6 Standard (RL.6.3):</b> Describe how a particular story’s or drama’s plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.		<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Describe How Episodes Develop and Characters Respond or Change over the Course of a Story/Drama</i>				
<b>5 Levels of Language Development</b>	<b>Entering (Beginner)</b>	<b>Emerging (Low Intermediate)</b>	<b>Transitioning (High Intermediate)</b>	<b>Expanding (Advanced)</b>	<b>Commanding (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words on a timeline</i> to identify how a series of episodes develop, as a teacher reads aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a timeline</i> to identify how a series of episodes develop, as a teacher reads aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize a <i>bank of phrases and short sentences on a timeline</i> to identify how a series of episodes develop, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information, using a glossary, on a timeline</i> to identify how a series of episodes develop, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information independently in a note-taking guide</i> to identify how a series of episodes develop, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words on a storyboard</i> to identify how characters respond or change over the course of a story or drama	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a storyboard</i> to identify how characters respond or change over the course of a story or drama	<b>Reading-Centered Activity:</b> Organize a <i>bank of phrases and short sentences on a storyboard</i> to identify how characters respond or change over the course of a story or drama	<b>Reading-Centered Activity:</b> Organize <i>information, using a glossary, on a storyboard</i> to identify how characters respond or change over the course of a story or drama	<b>Reading-Centered Activity:</b> Organize <i>information independently in a note-taking guide</i> to identify how characters respond or change over the course of a story or drama
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

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

**Common Core Grade 6 Standard (RL.6.3):** Describe how a particular story’s or drama’s plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.

**GRADE LEVEL ACADEMIC DEMAND**  
*Describe How Episodes Develop and Characters Respond or Change over the Course of a Story/Drama*

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

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

**Example to Address the Linguistic Demands**

**Text Excerpt**

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

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

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

**Teacher Directions**

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

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