

<p>Common Core Anchor Standard (RL.5): Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.</p>		<p>MAIN ACADEMIC DEMAND <i>Analyze Relationship of Linguistic and Text Structures</i></p>				
<p>Common Core Grade 9–10 Standard (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.</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Analyze How Particular Text Structures or the Order of Events Create Different Effects</i></p>				
<p>5 Levels of Language Development</p>	<p>Entering (Beginner)</p>	<p>Emerging (Low Intermediate)</p>	<p>Transitioning (High Intermediate)</p>	<p>Expanding (Advanced)</p>	<p>Commanding (Proficient)</p>	
<p>When acquiring a new language, using grade level texts and appropriate supports, students are able to:</p>						
<p>RECEPTIVE</p>	<p>Oracy and Literacy Links</p>	<p>Listening-Centered Activity: Organize <i>pretaught words and phrases on a text structure graphic organizer</i> to identify how an author structures a text, orders events within it and manipulates time, as text is read in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a text structure graphic organizer</i> to identify how an author structures a text, orders events within it and manipulates time, as text is read in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed text structure graphic organizer</i> to identify how an author structures a text, orders events within it and manipulates time, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>information on a text structure graphic organizer</i> to identify how an author structures a text, orders events within it and manipulates time, as text is read in <i>partnership, small group and/or whole class settings</i></p>	
		<p>Reading-Centered Activity: Organize <i>pretaught words and phrases on a cluster web</i> to determine how text structures and the order of events create effects such as mystery, tension or surprise</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a cluster web</i> to determine how text structures and the order of events create effects such as mystery, tension or surprise</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed cluster web</i> to determine how text structures and the order of events create effects such as mystery, tension or surprise</p>	<p>Reading-Centered Activity: Organize <i>information on a cluster web, after teacher modeling</i>, to determine how text structures and the order of events create effects such as mystery, tension or surprise</p>	<p>Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i>, to determine how text structures and the order of events create effects such as mystery, tension or surprise</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<p>Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that explain how a particular text structure or order of events creates different effects, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p>Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that explain how a particular text structure or order of events creates different effects, when speaking in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank</i> to explain how a particular text structure or order of events creates different effects, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to explain how a particular text structure or order of events creates different effects, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use <i>information, independently</i>, to explain how a particular text structure or order of events creates different effects, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p>Writing-Centered Activity: Use <i>pretaught words and phrases to complete cloze paragraphs</i> that analyze how an author's choice of text structure or order of events creates different effects</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze how an author's choice of text structure or order of events creates different effects</p>	<p>Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that analyzes how an author's choice of text structure or order of events creates different effects</p>	<p>Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes how an author's choice of text structure or order of events creates different effects</p>	<p>Writing-Centered Activity: Use <i>information, independently, to develop a multiple paragraph essay</i> that analyzes how an author's choice of text structure or order of events creates different effects</p>
		<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and, occasionally, in the home language.</i></p>	<p>in the <i>new language.</i></p>	<p>in the <i>new language.</i></p>

Common Core Grade 9–10 Standard (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.

GRADE LEVEL ACADEMIC DEMAND
Analyze How Particular Text Structures or the Order of Events Create Different Effects

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

- Identify nouns and associated pronouns 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 *afterwards* is used before introducing the main event: *Afterwards* 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 ____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>My mother did not tell me they were coming. <i>Afterwards</i> she said she did not want me to appear nervous. I was surprised, for I thought she knew me well. Strangers would think I was calm. I did not cry as a baby. Only my mother would notice the tightness around my jaw, the widening of my already wide eyes.</p> <p>I was chopping vegetables in the kitchen <i>when</i> I heard voices outside our front door—a woman’s bright as polished brass, and a man’s, low and dark like the wood I was working on.</p> <p>Chevalier, T. (2003). <i>Girl with a pearl earring</i>. New York: Plume.</p>	<p>In a small group or whole class setting, analyze how an author structures text:</p> <ul style="list-style-type: none"> • Identify nouns and associated pronouns (bold) 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 (<i>italics</i>) 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 starters that analyze how an author structures text (e.g., The author made use of ____; The author presents ____; The author considered ____).