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 11–12 Standard (RL.11–12.3): 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).	GRADE LEVEL ACADEMIC DEMAND *Analyze Author's Choices on How to Develop and Relate Elements of the Story/Drama*

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 on a story map* to identify the elements of a story or drama, as a text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified, phrases and short sentences on a story map* to identify the elements of a story or drama, as a text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *information on a partially completed story map* to identify the elements of a story or drama, as a text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a story map* after teacher modeling to identify the elements of a story or drama, as a 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 the elements of a story or drama, as a text is read aloud in *partnership, small group and/or whole class settings*
	Reading-Centered Activity: Arrange *pretaught words on a cause-and-effect graphic organizer* to analyze the relationships and interactions among key story elements	**Reading-Centered Activity:** Arrange *preidentified, phrases and sentences on a cause-and-effect graphic organizer* to analyze the relationships and interactions among key story elements	**Reading-Centered Activity:** Arrange *information on a partially completed cause-and-effect graphic organizer* to analyze the relationships and interactions among key story elements	**Reading-Centered Activity:** Arrange *information on a cause-and-effect graphic organizer* after teacher modeling to analyze the relationships and interactions among key story elements	**Reading-Centered Activity:** Arrange *information in a note-taking guide, independently,* to analyze the interactions and relationships between key story elements
	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 the *previously completed graphic organizers to complete sentence starters* that analyze the author's choices on how to develop and relate elements of a story or drama, when speaking in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *words and phrases* and the *previously completed graphic organizers to complete sentence starters* that analyze the author's choices on how to develop and relate elements of a story or drama, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to analyze the author's choices on how to develop and relate elements of a story or drama, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use a *glossary* to analyze the author's choices on how to develop and relate elements of a story or drama, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *knowledge of the text, independently,* to analyze the author's choices on how to develop and relate elements of a story or drama, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words* to complete *two or more cloze paragraphs* that explain the impact of the author's choices on how to develop and relate elements of the story or drama	**Writing-Centered Activity:** Use *preidentified words and phrases* to *develop a short paragraph* that explains the impact of the author's choices on how to develop and relate elements of the story or drama	**Writing-Centered Activity:** Use a *bank of words and sentences* to *develop a short essay* that explains the impact of the author's choices on how to develop and relate elements of the story or drama	**Writing-Centered Activity:** Use *teacher-provided samples after teacher modeling to develop a multiple paragraph essay* that explains the impact of the author's choices on how to develop and relate elements of the story or drama	**Writing-Centered Activity:** Use *knowledge of the text to develop a multiple paragraph essay, independently,* that explains the impact of the author's choices on how to develop and relate elements of the story or drama
		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 11–12 Standard (RL.11–12.3): 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).	GRADE LEVEL ACADEMIC DEMAND *Analyze Author's Choices on How to Develop and Relate Elements of the 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 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).

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Example to Address the Linguistic Demands

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Text Excerpt	Teacher Directions
Two days before the inauguration of **Marcus Tullius Cicero** as consul of *Rome*, the body of a child was pulled from the *River Tiber*, close to the boat sheds of the republican war fleet. Such a discovery though tragic, would not normally have warranted the attention of a **consul-elect.** But there was something so grotesque about this particular corpse, and so threatening to civic peace, that the **magistrate** responsible for keeping order in the city, **Gaius Ocatvius**, sent word to **Cicero** asking **him** to come at once. **Cicero** at first, was reluctant to go, pleading pressure of work. But **I** knew there was more to it than that**. He** had an unusual squeamishness about death. Even the killing of animals in the games disturbed **him**, and **his** weakness- for alas, in politics a soft heart is always perceived as a weakness – had started to be noticed. Harris, R. (2010). *Conspirata. A novel of ancient Rome*. New York: Simon and Schuster.	In a mini lesson in small group work, analyze how a text is structured and ordered and how the characters are introduced and developed. - Identify/use words and phrases (nouns and associated pronouns) (**bold**) (e.g., **Marcus Tullius Cicero**, **him**, **Cicero**, **his**) to identify characters in a text. - Identify/use words and phrases to describe the setting (*italics*) (where a story or drama takes place or when) (e.g., *two days before the inauguration, Rome, River Tiber*). - Identify/use words and phrases to describe the events (verbs) (underline) in the story or drama (e.g., was pulled, have warranted, had started to be noticed). - Identify/use adjectives that describe characters (wavy underline), in this case, Cicero (e.g., weakness, unusual squeamishness). - Identify/use transitional words and phrases (double underline) that signal change of direction in a plot (e.g., but, even, for alas, meaning after all).