

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 <i>Analyze Cause/Effect and Interactions between Text Elements</i>				
Common Core Prekindergarten Standard (RI.PK.3): With prompting and support, describe the connection between two events or pieces of information in a text.		GRADE LEVEL ACADEMIC DEMAND <i>Describe Connection between Two Events or Pieces of Information</i>				
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	Organize <i>illustrated, pretaught words on a sequence-of-events chart</i> to identify connections between two events or pieces of information, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words on a sequence-of-events chart</i> to identify connections between two events or pieces of information, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases on a sequence-of-events chart</i> to identify connections between two events or pieces of information, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated words and phrases from a bank on a partially completed sequence-of-events chart</i> to identify connections between two events or pieces of information, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated words and phrases from a bank on a sequence-of-events chart after teacher prompting</i> , to identify connections between two events or pieces of information, during/after a teacher read aloud, shared reading or independent reading time
		Use <i>illustrated, pretaught words to complete sentence starters</i> that describe connections between two events or pieces of information, when speaking, dictating to the teacher and/or drawing/writing	Use <i>illustrated, preidentified words to complete sentence starters</i> that describe connections between two events or pieces of information, when speaking, dictating to the teacher and/or drawing/writing	Use <i>illustrated, preidentified words and phrases using sentence starters and a bank</i> to describe connections between two events or pieces of information, when speaking, dictating to the teacher and/or drawing/writing	Use <i>illustrated words and phrases from a bank and the previously completed chart</i> to describe connections between two events or pieces of information, when speaking, dictating to the teacher and/or drawing/writing	Use <i>illustrated words and phrases from a bank</i> to describe connections between two events or pieces of information, when speaking, dictating to the teacher and/or drawing/writing
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 Prekindergarten Standard (RI.PK.3): With prompting and support, describe the connection between two events or pieces of information in a text.

GRADE LEVEL ACADEMIC DEMAND
Describe Connection between Two Events or Pieces of Information

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/use words and phrases (e.g., nouns and associated pronouns) that appear throughout the text to describe events and information in the text.
- Identify the events (verbs) in the text.
- Use cause-and-effect signal words (e.g., but, so, then) to describe connections in a text.
- Use words that signal a comparison or contrast (e.g., like).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Through the darkness, clickety-clack. Coming closer, down the track. <u>Hold</u> your breath so you can <i>hear</i> <i>Huffing, chuffing, growing</i> near</p> <p>A whistle <i>blares</i> Out in the night: A mighty engine- Wondrous sight!</p> <p>The smokestack <i>puffs</i>, the big wheels <i>grind</i>. The trusty tender’s close behind. <i>Cling! Clang!</i> The bell <i>rings</i> out on top. <i>Hissing</i> steam. Brakes <i>squeal</i>. Then <u>STOP!</u></p> <p>Rinker, D., Lichtenheld, S., & Lichtenheld, T. (2013). <i>Steam train, dream train</i>. San Francisco: Chronicle Books.</p>	<p>In a mini lesson, small group work or whole class discussion, analyze the events (verbs) that are presented in a text:</p> <ul style="list-style-type: none"> • Identify the words that appear throughout the text (bold) (e.g., track, engine). • Identify the events indicated by the verbs; in this case, there are two different categories: <ul style="list-style-type: none"> ◦ Verbs or events that are related to the sounds (<i>italics</i>) (e.g., <i>huffing, puffs, grind</i>) ◦ Verbs or events that do not refer to the sounds (<u>underline</u>) (e.g., <u>coming, hold, STOP</u>) • Use cause-and-effect signal words (e.g., but, so, then) to describe connections in a text. • Use words that signal a comparison or contrast (e.g., like) to describe connections found in the text.