Common Core Anchor Standard (RI.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.	MAIN ACADEMIC DEMAND *Analyze the Relationship of Linguistic and Text Structures*
Common Core Grade 9–10 Standard (RI.9–10.5): Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text (e.g., a section or chapter).	GRADE LEVEL ACADEMIC DEMAND *Analyze How Particular Linguistic Structures Develop and Refine Author's Ideas or Claims*

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 and phrases on a text structure graphic organizer* to identify the structure an author uses, as text is read in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a text structure graphic organizer* to identify the structure an author uses, as text is read in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed text structure graphic organizer* to identify the structure an author uses, as text is read in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a text structure graphic organizer* to identify the structure an author uses, as text is read in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information in a note-taking guide, independently,* to identify the structure an author uses, as text is read in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on a matrix* to identify how linguistic structures develop and refine an author's ideas or claims	**Reading-Centered Activity:** Organize *preidentified words and phrases on a matrix* to identify how linguistic structures develop and refine an author's ideas or claims	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed matrix* to identify how linguistic structures develop and refine an author's ideas or claims	**Reading-Centered Activity:** Organize *information on a matrix, after teacher modeling,* to identify how linguistic structures develop and refine an author's ideas or claims	**Reading-Centered Activity:** Organize *information in a note-taking guide, independently,* to identify how linguistic structures develop and refine an author's ideas or claims
		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 phrases* and the *previously completed graphic organizers to complete sentence starters* that explain how linguistic structures develop and refine an author's ideas or claims, when speaking in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* that explain how linguistic structures develop and refine an author's ideas or claims, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to explain how linguistic structures develop and refine an author's ideas or claims, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to explain how linguistic structures develop and refine an author's ideas or claims, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to explain how linguistic structures develop and refine an author's ideas or claims, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to complete cloze paragraphs* that analyze how particular linguistic structures develop and refine an author's ideas or claims	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that analyze how particular linguistic structures develop and refine an author's ideas or claims	**Writing-Centered Activity:** Use a *word bank* and *previously completed graphic organizers to develop a short essay* that analyzes how particular linguistic structures develop and refine an author's ideas or claims	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that analyzes how particular linguistic structures develop and refine an author's ideas or claims	**Writing-Centered Activity:** Use *information, independently, to develop a multiple paragraph essay* that analyzes how particular linguistic structures develop and refine an author's ideas or claims
		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 9–10 Standard (RI.9–10.5): Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	GRADE LEVEL ACADEMIC DEMAND *Analyze How Particular Linguistic Structures Develop and Refine Author's Ideas or Claims*

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 words and phrases that indicate the structure of particular sentences, paragraphs or larger portions of a text (e.g., structures that convey descriptions use adjectives [e.g., silver, respectful]; structures that present a sequence use chronological time markers [e.g., first, second, in 1995]; compare-and-contrast structures use transitional words [e.g., like, just as, similar, on the one hand, on the other, whereas]; cause-and-effect structures use transitional words [e.g., because, however, therefore, as a result] and problem-and-solution structures use nouns and verbs [e.g., issue, problem, result, resulted, solution]).

- Use sentence structures to describe how a particular sentence, paragraph or portion of a text develops and refines a key concept (e.g., This sentence adds information on _____; The sentence contributes to the author's claim that _____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions

She appealed to me because she was **like** people I had never met personally. **Like** *women in* English novels who walked the moors (whatever they were) with their loyal dogs racing at a respectful distance. **Like** the *women who* sat in front of roaring fireplaces, drinking tea incessantly from silver trays full of scones and crumpets. *Women who* walked over the heath and read morocco-bound books and had two last names divided by a hyphen. It would be safe to say that she made me proud to be Negro, **just** by being herself.
 	
She acted **just as** refined as white folks in the movies and books and she was **more** beautiful, for none of them could have **come near** that warm color without looking gray by **comparison.**
 	
Angelou, M. (1969). *I know why the caged bird sings*. New York: Random House.
	In a mini lesson and small group/whole class conversations, model how an author's (in this case Maya Angelou) ideas and claims are refined:
	- Identify words and phrases that indicate the structure of particular sentences, paragraphs or larger portions of a text (e.g., structures that convey descriptions use adjectives [e.g., silver, respectful]; structures that present a sequence use chronological time markers [e.g., first, second, in 1995]; compare-and-contrast structures use transitional words [e.g., like, just as, similar, on the one hand, on the other, whereas]; cause-and-effect structures use transitional words [e.g., because, however, therefore, as a result] and problem-and-solution structures use nouns and verbs [e.g., issue, problem, result, resulted, solution]).
	  ◦ The author describes her subject by using comparison (**bold**) (e.g., **like**, **just as**, **just**, **more**, **come near**, **comparison**). Her subject is being compared to characters in English novels.
	  ◦ The author uses repetition (*italics*) to strengthen her comparison (e.g., *women, women in, women who*).
	- Use sentence structures to describe how a particular sentence, paragraph or portion of a text develops and refines a key concept (e.g., This sentence adds information on _____; The sentence contributes to the author's claim that _____).