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| <p>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.</p> | | <p>MAIN ACADEMIC DEMAND <i>Analyze the Relationship of Linguistic and Text Structures</i></p> | | | | |
| <p>Common Core Grade 6 Standard (RI.6.5): Analyze how a particular sentence, paragraph, chapter or section fits on the overall structure of a text and contributes to the development of the ideas.</p> | | <p>GRADE LEVEL ACADEMIC DEMAND <i>Analyze How a Section of Text Contributes to Overall Structure and Development of Ideas</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 an identifying text structure graphic organizer</i> to determine the structure of a text, as text is read aloud in <i>partnership and/or teacher-led small groups</i></p> | <p>Listening-Centered Activity: Organize <i>preidentified words and phrases on an identifying text structure graphic organizer</i> to determine the structure of a text, as text is read aloud in <i>partnership and/or small groups</i></p> | <p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed identifying text structure graphic organizer</i> to determine the structure of a text, as text is read aloud in <i>partnership, small group and/or whole class settings</i></p> | <p>Listening-Centered Activity: Organize <i>information on an identifying text structure graphic organizer</i> to determine the structure of a text, as text is read aloud 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 map</i> to identify and connect a section of text with the development of ideas</p> | <p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a cluster map</i> to identify and connect a section of text with the development of ideas</p> | <p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed cluster map</i> to identify and connect a section of text with the development of ideas</p> | <p>Reading-Centered Activity: Organize <i>information on a cluster map, after teacher modeling</i>, to identify and connect a section of text with the development of ideas</p> | <p>Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i>, to identify and connect a section of text with the development of ideas</p> |
| | | <p><i>in the new and/or the home language.</i></p> | <p><i>in the new and/or the home language.</i></p> | <p><i>in the new and, occasionally, in the home language.</i></p> | <p><i>in the new language.</i></p> | <p><i>in the 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 | 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 section of text contributes to the overall structure and development of ideas, when speaking in <i>partnership and/or teacher-led small groups</i> | 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 section of text contributes to the overall structure and development of ideas, when speaking in <i>partnership and/or small groups</i> | Speaking-Centered Activity: Use a <i>word bank</i> to explain how a section of text contributes to the overall structure and development of ideas, when speaking in <i>partnership, small group and/or whole class settings</i> | Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to explain how a section of text contributes to the overall structure and development of ideas, when speaking in <i>partnership, small group and/or whole class settings</i> | Speaking-Centered Activity: Use <i>information, independently</i> , to explain how a section of text contributes to the overall structure and development of ideas, when speaking in <i>partnership, small group and/or whole class settings</i> |
| | | Writing-Centered Activity: Use <i>pretaught words and phrases to complete cloze paragraphs</i> that analyze how a section of text contributes to the overall structure and development of ideas | Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze how a section of text contributes to the overall structure and development of ideas | 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 a section of text contributes to the overall structure and development of ideas | Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes how a section of text contributes to the overall structure and development of ideas | Writing-Centered Activity: Use <i>information, independently, to develop a multiple paragraph essay</i> that analyzes how a section of text contributes to the overall structure and development of ideas |
| | | 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 (RI.6.5): Analyze how a particular sentence, paragraph, chapter or section fits on the overall structure of a text and contributes to the development of the ideas.

GRADE LEVEL ACADEMIC DEMAND
Analyze How a Section of Text Contributes to Overall Structure and Development of Ideas

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 a nonfiction text (e.g., text structures that convey descriptions use adjectives [e.g., cold, hot]; text structures that present a sequence use chronological time markers [e.g., first, second, in 1995]; compare-and-contrast text structures use transitional words [e.g., like, just as, similar, on the one hand, on the other, whereas]; cause-and-effect text structures use transitional words [e.g., because, however, therefore, as a result] and problem-and-solution text structures use nouns and verbs [e.g., issue, problem, result, resulted, solution]).
- Use sentence structures to describe how a sentence, paragraph, chapter or section contributes to the development of ideas (e.g., This section represents _____; This sentence is an example of the use of _____; The chronological marker here indicates that _____).

Example to Address the Linguistic Demands

Text Excerpt

The explosive that was World War One had been long in the making; the spark was the assassination of Archduke Franz Ferdinand, heir to the Austro-Hungarian throne, in Sarajevo on *28 June, 1914*.

Ferdinand's death at the hand of the Black Hand, a Serbian nationalist secret society, **resulted** in a mindlessly mechanical series of events that **culminated** in the world's first global war.

Austria-Hungary's Reaction

Austria-Hungary's **reaction** to the death of their heir (who was in any case not greatly beloved by the Emperor, Franz Joseph, or his government) was *three weeks in coming*. Arguing that the Serbian government was implicated in the machinations of the Black Hand (whether or not remains unclear, but it appears unlikely), the Austro-Hungarians opted to take the opportunity to stamp its authority upon the Serbians, crushing the nationalist movement there and cementing Austria-Hungary's influence over the Balkans.

Retrieved from www.firstworldwar.com/origins/causes.htm

Teacher Directions

Analyze in a small group or whole class discussion how a particular section contributes to the overall structure of a text:

- Identify words and phrases that indicate the structure of a nonfiction text (e.g., text structures that convey descriptions use adjectives [e.g., cold, hot]; text structures that present a sequence use chronological time markers [e.g., first, second, in 1995]; compare-and-contrast text structures use transitional words [e.g., like, just as, similar, on the one hand, on the other, whereas]; cause-and-effect text structures use transitional words [e.g., because, however, therefore, as a result] and problem-and-solution text structures use nouns and verbs [e.g., issue, problem, result, resulted, solution]).
 - The overall text structure of this text is cause and effect. The second paragraph reflects clearly this structure based on the words used (**bold**) (e.g., **culminated**, **reaction**, **resulted**).
 - There are chronological markers (*italics*) (e.g., *28 June, 1914*; *three weeks in coming*).
 - The text also presents compare-and-contrast structures (underline) (e.g., whether).
 - Adjectives (wavy underline) describe the event (e.g., explosive, mechanical, global, Serbian).
- Use sentence structures to describe how a sentence, paragraph, chapter or section contributes to the development of ideas (e.g., This section represents _____; This sentence is an example of the use of _____; The chronological marker here indicates that _____).