

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.			MAIN ACADEMIC DEMAND <i>Analyze Relationship of Linguistic and Text Structures</i>		
Common Core Grade 6 Standard (RL.6.5): Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.			GRADE LEVEL ACADEMIC DEMAND <i>Analyze How a Section of a Text Contributes to the Overall Structure and Development of the Theme, Setting and Plot</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	Listening-Centered Activity: Organize <i>pretaught words and phrases on a text structure graphic organizer</i> to identify the structure of a text, as text is read in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a text structure graphic organizer</i> to identify the structure of a text, drama or poem, as text is read in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed text structure graphic organizer</i> to identify the structure of a text, as text is read in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a text structure graphic organizer</i> to identify the structure of a text, as text is read in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a web</i> to identify how a sentence, chapter, scene or stanza contributes to the development of the theme, setting, or plot	Reading-Centered Activity: Organize <i>preidentified words and phrases on a web</i> to identify how a sentence, chapter, scene or stanza contributes to the development of the theme, setting, or plot	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed web</i> to identify how a sentence, chapter, scene or stanza contributes to the development of the theme, setting, or plot	Reading-Centered Activity: Organize <i>information on a web, after teacher modeling</i> , to identify how a sentence, chapter, scene or stanza contributes to the development of the theme, setting, or plot
		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> .

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</i> to <i>complete sentence starters</i> that describe how a section of a text contributes to the overall structure and development of the text, 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</i> to <i>complete sentence starters</i> that describe how a section of a text contributes to the overall structure and development of the text, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to describe how a section of a text contributes to the overall structure and development of the text, 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 describe how a section of a text contributes to the overall structure and development of the text, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to describe how a section of a text contributes to the overall structure and development of the text, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that analyze how a section of a text contributes to the overall structure and development of the theme, setting and plot	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze how a section of a text contributes to the overall structure and development of the theme, setting and plot	Writing-Centered Activity: Use a <i>word bank</i> and <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that analyzes how a section of a text contributes to the overall structure and development of the theme, setting and plot	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that analyzes how a section of a text contributes to the overall structure and development of the theme, setting and plot	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that analyzes how a section of a text contributes to the overall structure and development of the theme, setting and plot
		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 (RL.6.5): Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.

GRADE LEVEL ACADEMIC DEMAND
Analyze How a Section of a Text Contributes to the Overall Structure and Development of the Theme, Setting and Plot

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 a sentence that signals a particular structure in a text (e.g., cause and effect: And there wouldn't be Christmas presents because there was no money).
- Identify settings and characters that signal the beginning in the first chapters, scenes or stanzas (e.g., the four March sisters sat in the living room).
- Identify a conclusion or reversal of the conflict that stresses the effect more than the cause (e.g., so, as, because, therefore; Down they went, feeling a trifle timid, for they seldom went to parties and informal as this little gathering was, it was an event to them.).
- Use sentence structures to analyze how the stanzas, chapter or scenes fit together (e.g., These chapters connect ____; The dialogues contribute to ____; The scenes in this play are organized to show ____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Excerpt 1 (beginning of the book)</p> <p>The four March sisters sat <i>in the living room</i>.</p> <p>“Christmas won’t be Christmas without any presents,” grumbled Jo, lying on the rug.</p> <p>“It’s so dreadful to be poor!” sighed Meg, looking down at her old dress.</p> <p>“I don’t think it’s fair for some girls to have plenty of pretty things. And other girls nothing at all,” added little Amy, with an injured sniff.</p> <p>“We’ve got Father and Mother and each other,” said Beth contentedly from her corner.</p> <p>The four young faces on which the firelight shone brightened at the cheerful words, but darkened again as Jo said sadly, “We haven’t got Father, and shall not have him for a long time.” She didn’t say “perhaps never,” but each silently added it, thinking of Father far away, where the fighting was.</p>	<p>Analyze in small group or whole class setting how particular sentences fit in the overall structure of a text and contribute to its development:</p> <ul style="list-style-type: none"> • Identify a sentence that signals a particular structure in a text (bold) (e.g., Excerpt 1—cause and effect: You know the reason Mother proposed not having any presents this Christmas was because it is going to be a hard winter for everyone). • Identify settings and characters (<i>italics</i>) that signal the beginning of this book (e.g., Excerpt 1: <i>in the living room</i>). • Identify conclusion or reversal of a conflict that stresses the effect more than the cause (<u>underline</u>) (e.g., Excerpt 2: <u>for, as</u>). • Use sentence structures to analyze how the stanzas, chapter, or scenes fit together (e.g., These chapters connect ____; The dialogues contribute to ____; The scenes in this play are organized to show ____).

Nobody spoke for a minute; then Meg said in altered tone, “You know the reason Mother proposed not having any presents this Christmas was **because** it is going to be a hard winter for everyone; and she thinks we ought not to spend money for pleasure, when are our men are suffering so in the army. We can’t do much but we can make our little sacrifices, and ought to do it gladly. But I am afraid I don’t.

And **Christmas won’t be Christmas without any presents.”**

Excerpt 2 (middle of the book)

Down they went, feeling a trifle timid, for they seldom went to parties and informal as this little gathering was, it was an event to them.

Alcott, L.M. (1868/2012). *Little women*. New York: Bantam Books.