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 7 Standard (RL.7.3): Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	GRADE LEVEL ACADEMIC DEMAND *Analyze Cause and Effect Interactions between Particular Elements of a 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 cause-and-effect graphic organizer* to identify interactions between particular elements of a story/drama, as a teacher reads aloud in *partnership and/or teacher-led small group*s	**Listening-Centered Activity:** Organize *preidentified words and phrases on a cause-and-effect graphic organizer* to identify interactions between particular elements of a story/drama, as a teacher reads aloud in *partnership and/or small group*s	**Listening-Centered Activity:** Organize *information, using a bank of phrases and short sentences, on a partially completed cause-and-effect graphic organizer* to identify interactions between particular elements of a story/drama, as a teacher reads aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information, using a glossary, on a cause-and-effect graphic organizer* to identify interactions between particular elements of a story/drama, as a teacher reads aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information in a note-taking guide* to *independently* identify interactions between particular elements of a story/drama, as a teacher reads aloud in *partnership, small group and/or whole class settings*
	Reading-Centered Activity: Organize *pretaught words* that refer to the setting, character or plot on a *story structure graphic organizer*, to identify particular elements of a story/drama	**Reading-Centered Activity:** Organize *preidentified words and phrases* that refer to the setting, character or plot on a *story structure graphic organizer*, to identify particular elements of a story/drama	**Reading-Centered Activity:** Organize *information* that refers to the setting, character or plot, *using a bank of phrases and short sentences,* on a *story structure graphic organizer*, to identify particular elements of a story/drama	**Reading-Centered Activity:** Organize *information* that refers to the setting, character or plot of a story, *using a glossary,* on a *story structure graphic organizer,* to identify particular elements of a story/drama	**Reading-Centered Activity:** Organize *information* that refers to the setting, character, or plot, in a *note-taking guide,* to *independently* identify particular elements of a story/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.*

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 cause-and-effect interactions between particular elements in a story/drama, 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 analyze cause-and-effect interactions between particular elements in a story/drama, in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *bank of phrases and short sentences* and the *previously completed graphic organizers* to analyze cause-and-effect interactions between particular elements in a story/drama, in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use a *glossary* and the *previously completed graphic organizers* to analyze cause-and-effect interactions between particular elements in a story/drama, in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously developed notes to independently* analyze cause-and-effect interactions between particular elements in a story/drama, in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words to complete cloze paragraphs* that analyze cause-and-effect interactions between particular elements in a story/drama	**Writing-Centered Activity:** Use *preidentified words and phrases* and the *previous graphic organizers to write two or more paragraphs* that analyze cause-and-effect interactions between particular elements in a story/drama	**Writing-Centered Activity:** Use a *bank of phrases and short sentences* and the *previously completed graphic organizers to write a short essay* that analyzes cause-and-effect interactions between particular elements in a story/drama	**Writing-Centered Activity:** Use a *glossary* and the *previously completed graphic organizers to write an essay* that analyzes cause-and-effect interactions between particular elements in a story/drama	**Writing-Centered Activity:** Use the *previously developed notes to independently write an essay* that analyzes cause-and-effect interactions between particular elements in a story/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 7 Standard (RL.7.3): Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	GRADE LEVEL ACADEMIC DEMAND *Analyze Cause and Effect Interactions between Particular Elements of a 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 nouns and associated pronouns to identify the characters in a story.
- Use adjectives that describe the setting (e.g., nasty, wet).
- Use adjectives related to the subject (e.g., respectable, rich).

- Identify the transitional words in the text (e.g., but also because) that signal how different elements interact in the story.

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
In a hole in the ground there lived a **hobbit**. Not a *nasty, dirty, wet* hole, filled with the ends of worms and *oozy* smell, nor yet a *dry, bare, sandy* hole with nothing in it to sit down or to eat: it was a hobbit-hole, and that means comfort. This **hobbit** was a very well to do hobbit, and his name was **Baggins.** The **Bagginses** had lived in the neighborhood of The Hill for time out of mind, and people considered them very respectable, not only because they were rich, but also because they never had any adventures or did anything unexpected: you could tell what a **Baggins** would say on any question without the bother of asking him. "I am looking for someone to share in an adventure that I am arranging, and it's very difficult to find anyone," said **Gandalf**. "I should think so- in these parts! **We** are plain, quiet folk and have no use for adventures. Nasty disturbing uncomfortable things! Make you late for dinner! **I** can't think what anybody sees in them," said **Mr. Baggins**. Tolkien, J.R.R. (1937/2013). *The hobbit*. New York: Houghton Mifflin.	In a mini lesson in small group, analyze how particular elements in a story or drama interact: - Identify/use nouns and associated pronouns (**bold**) (e.g., **hobbit**, **Mr. Baggins**, **Gandalf**, **we**) to identify the characters in a story. - Identify/use adjectives (*italics*) that describe the setting (e.g., *nasty*, *wet*). - Identify/use adjectives related to the subject (underline) (e.g., respectable, rich). - Identify/use transitional words in the text (wavy underline) (e.g., but also because) that signal how different elements interact in the story.