

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 <i>Analyze Cause and Effect Interactions between Key Text Elements</i>	
Common Core Grade 8 Standard (RL.8.3): Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.				GRADE LEVEL ACADEMIC DEMAND <i>Analyze How Dialogue or Incidents Propel Action, Reveal Aspects of a Character or Lead to a Decision</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 on a character map</i> to identify how lines of dialogue propel action, reveal aspects of a character or lead to a decision, as a teacher reads aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a character map</i> to identify how lines of dialogue propel action, reveal aspects of a character or lead to a decision, as a teacher reads aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>information, using a bank of phrases and short sentences, on a character map</i> to identify how lines of dialogue propel action, reveal aspects of a character or lead to a decision, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information, using a glossary, on a character map</i> to identify how lines of dialogue propel action, reveal aspects of a character or lead to a decision, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words on a story schema</i> to determine how incidents propel action, reveal aspects of a character or lead to a decision	Reading-Centered Activity: Organize <i>preidentified words and phrases on a story schema</i> to determine how incidents propel action, reveal aspects of a character or lead to a decision	Reading-Centered Activity: Organize <i>information, using a bank of phrases and short sentences, on a story schema</i> to determine how incidents propel action, reveal aspects of a character or lead to a decision	Reading-Centered Activity: Organize <i>information, using a glossary, on a story schema</i> to determine how incidents propel action, reveal aspects of a character or lead to a decision
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the 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</i> and the <i>previously completed graphic organizers</i> to complete <i>sentence starters</i> that explain how dialogue or incidents propel action, reveal aspects of a character or lead to a decision, 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 complete <i>sentence starters</i> that explain how dialogue or incidents propel action, reveal aspects of a character or lead to a decision, in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers</i> to explain how dialogue or incidents propel action, reveal aspects of a character or lead to a decision, in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to explain how dialogue or incidents propel action, reveal aspects of a character or lead to a decision, in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously developed notes</i> to independently explain how dialogue or incidents propel action, reveal aspects of a character or lead to a decision, in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words</i> to complete <i>cloze paragraphs</i> that analyze how dialogue or incidents propel action, reveal aspects of a character or lead to a decision	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to write <i>two or more paragraphs</i> that analyze how dialogue or incidents propel action, reveal aspects of a character or lead to a decision	Writing-Centered Activity: Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers</i> to write a <i>short essay</i> that analyzes how dialogue or incidents propel action, reveal aspects of a character or lead to a decision	Writing-Centered Activity: Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to write an <i>essay</i> that analyzes how dialogue or incidents propel action, reveal aspects of a character or lead to a decision	Writing-Centered Activity: Use the <i>previously developed notes</i> to independently write an <i>essay</i> that analyzes how dialogue or incidents propel action, reveal aspects of a character or lead to a decision
		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 8 Standard (RL.8.3): Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.

GRADE LEVEL ACADEMIC DEMAND
*Analyze How Dialogue or Incidents Propel Action,
Reveal Aspects of a Character or Lead to a Decision*

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.
- Identify/use adverbs to analyze how particular lines of a dialogue are delivered (e.g., heroically, impetuously).
- Identify/use transitional words that signal how the plot develops (e.g., but, while, yet, as a result).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>“Merry Christmas, little daughters! I’m glad you began at once, and hope you will keep on. <u>But</u> I want to say one word before we sit down. Not far away from here lies a poor woman with a little newborn baby. Six children are huddled into one bed to keep from freezing, <u>for</u> they have no fire. There is nothing to eat over there, and the oldest boy came to tell me they were suffering hunger and cold. My girls, will you give them your breakfast as a Christmas present?”</p> <p>They were all <i>unusually</i> hungry, having waited nearly an hour, and for a minute no one spoke, only a minute, for Jo exclaimed <i>impetuously</i>, “I’m so glad you came before we began!”</p> <p>“May I go and help carry the things to the poor little children?” asked Beth <i>eagerly</i>.</p> <p>“I shall take the cream and the muffins,” added Amy, <i>heroically</i> giving up the articles she most liked.</p> <p>Meg was already <i>covering</i> the buckwheats, and <i>piling</i> the bread into one big plate.</p> <p>Alcott, L. M. (1868/1989). <i>Little women</i>. New York: Penguin. (From Appendix B, CCSS, p. 88.)</p>	<p>In a mini lesson in small group work analyze how dialogues propel the action of a story, reveal aspects of a character or lead to a decision:</p> <ul style="list-style-type: none">• Use nouns and associated pronouns (bold) to identify the characters in a story (e.g., I, children, Meg, Amy).• Identify/use verbs and adverbs (<i>italics</i>) (e.g., <i>covering</i>, <i>piling</i>, <i>heroically</i>, <i>impetuously</i>, <i>eagerly</i>) to analyze how particular lines of a dialogue reveal aspects of the characters.• Identify/use transitional words (<u>underline</u>) (e.g., <u>but</u>, <u>for</u>) that signal how the plot develops.