

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 Analyze Relationship of Linguistic and Text Structures		
Common Core Grade 7 Standard (RL.7.5): Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.				Grade Level Academic Demand Analyze How the Structure of a Poem or Drama Contributes to Overall Meaning		
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 drama or poem, 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 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 drama or poem, 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 drama or poem, as text is read in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to identify the structure of a drama or poem, 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 connect text-specific characteristics with the meaning of the text	Reading-Centered Activity: Organize <i>preidentified words and phrases on a web</i> to connect text-specific characteristics with the meaning of the text	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed web</i> to connect text-specific characteristics with the meaning of the text	Reading-Centered Activity: Organize <i>information on a web, after teacher modeling</i> , to connect text-specific characteristics with the meaning of the text	Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to connect text-specific characteristics with the meaning of the text
		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> .

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 the structure of a poem or drama contributes to its meaning, 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 the structure of a poem or drama contributes to its meaning, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to describe how the structure of a poem or drama contributes to its meaning, 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 the structure of a poem or drama contributes to its meaning, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to describe how the structure of a poem or drama contributes to its meaning, 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 the structure of a poem or drama contributes to its overall meaning	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze how the structure of a poem or drama contributes to its overall meaning	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 the structure of a poem or drama contributes to its overall meaning	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 the structure of a poem or drama contributes to its overall meaning	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that analyzes how the structure of a poem or drama contributes to its overall meaning
		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 7 Standard (RL.7.5): Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

GRADE LEVEL ACADEMIC DEMAND
*Analyze How the Structure of a Poem or Drama
Contributes to Overall Meaning*

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 sentence patterns that are repeated throughout a soliloquy or poem (e.g., my feet, my hands).
- Use sentence starters that analyze how the structure of a poem, soliloquy or sonnet contributes to its meaning (e.g., The structure of this poem/soliloquy/sonnet clarifies that ____; The structure of this poem/soliloquy/sonnet shows how the character ____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Soliloquy</p> <p>Cyrano (shivering violently, then suddenly rising): Not there! what, seated?—no! Let no one hold me up—(He props himself against the tree): Only the tree! (silence): It comes. E’en now my feet have turned to stone. My hands are gloved with lead! (He stands erect): But since Death comes, I meet him still afoot, (He draws his sword): And sword in hand!</p> <p>Rostand, E. (1897). <i>Cyrano de Bergerac</i>. Retrieved from http://classiclitt.about.com/library/bl-etexts/erostand/bl-erost-cyrano-5.htm</p>	<p>Analyze in small groups or a whole class how this soliloquy contributes to the overall meaning:</p> <ul style="list-style-type: none">• Identify words and sentence patterns that are repeated throughout a soliloquy or poem (bold) (e.g., my feet, my hands) that describe the feeling of death that Cyrano de Bergerac is experiencing (e.g., Death, him, it).• Use sentence starters that analyze how the structure of a poem, soliloquy or sonnet contributes to its meaning (e.g., The structure of this poem/soliloquy/sonnet clarifies that ____; The structure of this poem/soliloquy/sonnet shows how the character ____).