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.	MAIN ACADEMIC DEMAND *Analyze the Relationship of Linguistic and Text Structures*
Common Core Grade 5 Standard (RI.5.5): Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts.	GRADE LEVEL ACADEMIC DEMAND *Compare and Contrast the Structure of Two or More Informational Texts*

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 and phrases on an identifying-text-structure graphic organizer* to determine the overall structure of two or more texts, as text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on an identifying-text-structure graphic organizer* to determine the overall structure of two or more texts, as text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed identifying-text-structure graphic organizer* to determine the overall structure of two or more texts, as text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *sentences on an identifying-text-structure graphic organizer* to determine the overall structure of two or more texts, as text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a self-created identifying-text-structure graphic organizer, independently,* to determine the overall structure of two or more texts, as text is read aloud in *partnership, small group and/or whole class settings*
			Reading-Centered Activity: Organize *pretaught words and phrases on a Venn diagram* to compare and contrast the structures of two or more informational texts	**Reading-Centered Activity:** Organize *preidentified words and phrases on a Venn diagram* to compare and contrast the structures of two or more informational texts	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed text Venn diagram* to compare and contrast the structures of two or more informational texts	**Reading-Centered Activity:** Organize *sentences on a Venn diagram, after teacher modeling,* to compare and contrast the structures of two or more informational texts	**Reading-Centered Activity:** Organize *information on a self-created Venn diagram, independently,* to compare and contrast the structures of two or more informational texts
			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 phrases* and the *previously completed graphic organizers to complete sentence starters* that describe the similarities and differences of the structures of two or more texts, when speaking 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 describe the similarities and differences of the structures of two or more texts, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to describe the similarities and differences of the structures of two or more texts, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to describe the similarities and differences of the structures of two or more texts, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to describe the similarities and differences of the structures of two or more texts, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to complete a cloze paragraph* that compares and contrasts the structure of two or more informational texts	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that compare and contrast the structure of two or more informational texts	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that compares and contrasts the structure of two or more informational texts	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that compares and contrasts the structure of two or more informational texts	**Writing-Centered Activity:** Use *information, independently, to develop a multiple paragraph essay* that compares and contrasts the structure of two or more informational texts
		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 5 Standard (RI.5.5): Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts.	GRADE LEVEL ACADEMIC DEMAND *Compare and Contrast the Structure of Two or More Informational Texts*

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 words and phrases to compare and contrast the structure of two or more texts (e.g., like, whereas, similarly, differently, otherwise).

Example to Address the Linguistic Demands

Text Excerpts	Teacher Directions

Text 1
Climate change is becoming an ever more important **issue** in our lives. We have come to realize that the modern ways of man place an enormous amount of stress on the Earth. Some of the climatic **problems** that are developing today, such as global warming, are having severe **effects** on ecosystems all around the world. For the United Nations Secretary-General Ban Ki-moon, one **solution** to this **challenge** is to have world leaders sign agreements to control gas emissions. Ban Ki Moon said that he would continue to work for a climate change agreement in 2015**.**
 	
Text 2
Early 1980s: Shocking discovery of Antarctic ozone hole brings new fears of human influence on global atmosphere
1988: Global warming becomes a front-page issue after Jim Hansen's presentations in Washington, D.C., during U.S. heat wave
1992: Governments of the world attending Earth Summit promise to prevent "dangerous climate change" but fail to act decisively
1998: Warmest year on record, and exceptionally "wild weather," especially in the tropics; major carbon releases from burning peat swamps in Borneo
2001: Government of Tuvalu, in the South Pacific, signs deal for New Zealand to take refugees as its islands disappear beneath rising sea levels
2003: European heat wave—later described as the first extreme-weather event attributable to man-made global warming—kills more than 30,000; a third of the world is reported as being at risk of drought: twice as much as in the 1970s
2005-to date: Evidence of exceptional hurricane season in the Atlantic, reports of melting Siberian permafrost, loss of Arctic sea ice, and faster glacial flow on Greenland.
	Compare and contrast in a small group or whole class discussion the overall text structure of two or more texts:
	- 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]).
	  ◦ Text 1 presents words and phrases that indicate a problem-and-solution text structure (**bold**) (e.g., **problems**, **effects**, **solution**).
	  ◦ Text 2 presents a chronological structure (*italics*) (e.g., *Early 1980, 1988*).
	  ◦ Text 3 presents a cause-and-effect text structure (underline) (e.g., because, consequences, will become).
	  ◦ Within these texts, there are compare-and-contrast structures (wavy underline) (e.g., text 1: ever more; text 2: warmest; text 3: to a lesser extent).
	  ◦ Within these text structures, there are adjectives that describe the nature of the problem (double underline) (e.g., text 1: important, enormous; text 2: human, global, rising; text 3: last, greenhouse, natural).
	- Use words and phrases to compare and contrast the structure of two or more texts (e.g., like, whereas, similarly, differently, otherwise).

Text 3

Over the <u>last</u> century the burning of fossil fuels like coal and oil has increased temperatures. This happens <u>because</u> the coal or oil burning process combines carbon with oxygen in the air to make CO_2. <u>To a lesser extent</u>, the clearing of land for agriculture, industry, and other human activities have increased concentrations of <u>greenhouse</u> gases. The <u>consequences</u> of changing the <u>natural</u> atmospheric greenhouse are <u>difficult</u> to <u>predict</u>, but certain <u>effects</u> seem likely. On average, Earth <u>will become warmer</u>.

Text 1: *Climate change*. Retrieved from www.un.org/wcm/content/site/climatechange/gateway/
Text 2: *Chronology of climate change*. Retrieved from http://climate.nasa.gov/
Text 3: *Climate change: Why?* Retrieved from http://climate.nasa.gov/