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 3 Standard (RL.3.3): Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.	GRADE LEVEL ACADEMIC DEMAND *Describe Characters and Explain How Their Actions Contribute to Story Sequence*

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 character map* to identify character traits, motivations and/or feelings, as a teacher reads aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a character map* to identify character traits, motivations and/or feelings, as a teacher reads aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *a bank of phrases and short sentences on a character map* to identify character traits, motivations and/or feelings, as a teacher reads aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize a *glossary of sentences on a character map* to identify character traits, motivations and/or feelings, as a teacher reads aloud in *partnership small group, and/or whole class settings*	**Listening-Centered Activity:** Organize *sentences independently on a self-created character map* to identify character traits, motivations and/or feelings, as a teacher reads aloud in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words on a story map* to identify characters and their actions	**Reading-Centered Activity:** Organize *preidentified words and phrases on a story map* to identify characters and their actions	**Reading-Centered Activity:** Organize a *bank of phrases and short sentences on a story map* to identify characters and their actions	**Reading-Centered Activity:** Organize a *glossary of sentences on a story map* to identify characters and their actions	**Reading-Centered Activity:** Organize *sentences independently on a self-created story map* to identify characters and their actions
		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 to complete sentence starters* that describe characters' traits, motivations and feelings and explain their actions, in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases to complete sentence starters* that describe characters' traits, motivations and feelings and explain their actions, in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *bank of phrases and short sentences* and the *previously completed character and story maps* to describe characters' traits, motivations and feelings and explain their actions, in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use a *glossary of sentences* and the *previously completed character and story maps* to describe characters' traits, motivations and feelings and explain their actions, in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed character and story maps to independently* describe characters' traits, motivations and feelings and explain their actions, in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words to complete a cloze paragraph* that describes the characters and explains how their actions contribute to the story sequence	**Writing-Centered Activity:** Use *preidentified words and phrases to complete cloze paragraphs* that describe the characters and explain how their actions contribute to the story sequence	**Writing-Centered Activity:** Use a *bank of phrases and short sentences* and the *previously completed character and story maps to write a short essay* that describes the characters and explains how their actions contribute to the story sequence	**Writing-Centered Activity:** Use a *glossary of sentences* and the *previously completed character and story maps to write an essay* that describes the characters and explains how their actions contribute to the story sequence	**Writing-Centered Activity:** Use the *previously completed character and story maps to independently write an essay* that describes the characters and explains how their actions contribute to the story sequence
		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 3 Standard (RL.3.3): Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.	GRADE LEVEL ACADEMIC DEMAND *Describe Characters and Explain How Their Actions Contribute to Story Sequence*

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 nouns and associated pronouns to identify the characters in a story.
- Identify adjectives, verbs and adverbs to describe actions, motivations and feelings.
- Use sequencing words and phrases (e.g., then, after, in the end) to explain the sequence of events.

- Use words and phrases to explain how a character contributes (e.g., adds) to the sequence of events.

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
Raweno, the Everything-Maker, was *busy creating* all the types of animals. One day **he** was *hard at work* on Rabbit. **Rabbit** said to him, "**I** want long, *strong* legs and long ears like the Deer, and *sharp* teeth and claws like the Panther." "**I** do them the way they ask for them to be," said **Raweno**. **He** made **Rabbit's** *hind* legs very *long*, just the way **Rabbit** had described. **Owl,** still not *formed*, was *sitting* on a tree *nearby waiting* his turn. "Whoo, whoo," **he** sang, " **I** want a *long, graceful* neck like Swan's, and *bright red* feathers like Cardinal's, and a *nice long* beak like Egret's, and a *beautiful* crown of plumes like Heron's. **I** want to be the most *beautiful, fastest and wondrous* of all birds." "Hush," said **Raweno**. "*Turn around* and look somewhere else. *Close* **your** eyes, too. Don't you know that you are not allowed to watch **me** while **I** work?" Just at that moment **Raweno** was making Rabbit's ears *quite long*, just as **Rabbit** had asked him for. An Iroquois legend: How rabbit and owl were created. In *First people: American Indian legends*. Retrieved from www.firstpeople.us/FP-Html-Legends/How-Rabbit-And-Owl -Were-Created-Iroquois.html	In a mini lesson and small group or whole class conversation, describe characters and explain how their actions contribute to the sequence of events: - Identify nouns and associated pronouns (**bold**) (e.g., **Raweno**, **he**, **Rabbit**, **Owl**) to identify the characters in a story. - Identify adjectives, verbs and adverbs (*italics*) (e.g., *busy, turn, waiting, fastest, wondrous*) to describe actions, motivations and feelings. - Use sequencing words and phrases (e.g., then, after, in the end) to explain the sequence of events. - Use words and phrases to explain how a character contributes (e.g., adds) to the sequence of events.