

Common Core Anchor Standard (RI.3): Analyze how and why individuals, events and ideas develop and interact over the course of a text.			MAIN ACADEMIC DEMAND <i>Analyze Cause/Effect and Interactions between Text Elements</i>		
Common Core Grade 7 Standard (RI.7.3): Analyze the interactions among individuals, events and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).			GRADE LEVEL ACADEMIC DEMAND <i>Analyze Cause/Effect Interactions between Individuals, Events and Ideas in Text</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 and phrases on a cause-and-effect graphic organizer</i> to identify cause-and-effect interactions among individuals, events and ideas, as text is read aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a cause-and-effect graphic organizer</i> to identify cause-and-effect interactions among individuals, events and ideas, as text is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed cause-and-effect graphic organizer</i> to identify cause-and-effect interactions among individuals, events and ideas, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a cause-and-effect graphic organizer</i> to identify cause-and-effect interactions among individuals, events and ideas, as text is read aloud 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 identify two or more examples of cause-and-effect interactions among individuals, ideas and events	Reading-Centered Activity: Organize <i>preidentified words and phrases on a web</i> to identify two or more examples of cause-and-effect interactions among individuals, ideas and events	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed web</i> to identify multiple examples of cause-and-effect interactions among individuals, ideas and events	Reading-Centered Activity: Organize <i>information on a web, after teacher modeling</i> , to identify multiple examples of cause-and-effect interactions among individuals, ideas and events
		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> .

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 cause-and-effect interactions among individuals, ideas and events in a text, when speaking in <i>partnership</i> and/or <i>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 cause-and-effect interactions among individuals, ideas and events in a text, when speaking in <i>partnership</i> and/or <i>small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to describe cause-and-effect interactions among individuals, ideas and events in a text, when speaking in <i>partnership, small group</i> and/or <i>whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to describe cause-and-effect interactions among individuals, ideas and events in a text, when speaking in <i>partnership, small group</i> and/or <i>whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to describe cause-and-effect interactions among individuals, ideas and events in a text, when speaking in <i>partnership, small group</i> and/or <i>whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that analyze cause-and-effect interactions among individuals, events and ideas in a text	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>complete an essay outline</i> that analyzes cause-and-effect interactions among individuals, events and ideas in a text	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that analyzes cause-and-effect interactions among individuals, events and ideas in a text	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 cause-and-effect interactions among individuals, events and ideas in a text	Writing-Centered Activity: Use <i>information to develop a multiple paragraph essay, independently</i> , that analyzes cause-and-effect interactions among individuals, events and ideas in a text
		in the <i>new</i> and/or the <i>home language</i> .	in the <i>new</i> and/or the <i>home language</i> .	in the <i>new</i> and, occasionally, in the <i>home language</i> .	in the <i>new language</i> .	in the <i>new language</i> .

Common Core Grade 7 Standard (RI.7.3): Analyze the interactions among individuals, events and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

GRADE LEVEL ACADEMIC DEMAND
Analyze Cause/Effect Interactions between Individuals, Events and Ideas in Text

Linguistic Demands: The following examples are in English but 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 (e.g., nouns and associated pronouns) that appear throughout the text to analyze a key individual, event, or idea in a text.
- Identify words that signal chronology or sequence (e.g., as, while).
- Use words that introduce details or examples (e.g., for instance, some reasons, in fact, in other words).
- Identify/use words that signal cause and effect (e.g., though, while, but, because, so, as a result).
- Use words that signal an outcome or result (e.g., so, as a result).

Example to Address the Linguistic Demands

Text Excerpt

The **French Revolution** of 1789 not only propelled all of Europe on a war, but also touched off slave uprisings in the Caribbean. On Saint Domingue, **the free people of color** *began* the chain of rebellion when French planters would not grant them citizenship as decreed by the National Assembly of France in its “Declaration of the Rights of Man.”

A **bloody, thirteen-year revolution** ensued, a complex web of wars among and between slaves, whites, free people of color, France, Spain and Britain that would *eventually* create the first independent black nation in the Western world.

In 1794 France built upon the “Declaration of the Rights of Man” and officially abolished slavery in its colonies. **Toussaint L’Ouverture, the leader of the Saint Domingue** rebellion, abandoned his Spanish allies, joined the forces of the French Republic as a brigadier general and turned his troops against Spain.

In 1797 **Toussaint** was made commander-in-chief of the island by the French Convention. *Following* the defeat of the Spanish and British forces, **Toussaint** began moving toward independence from France. With **Toussaint** as its Governor for life, St. Domingue was still technically a French colony, but was acting as an independent state.

In 1802, **Napoleon Bonaparte**, who had seized power in France in 1799, sought to restore slavery to the West Indies through political guile and military force. **Toussaint** was captured and exiled, but the fighting *continued* under the leadership of **Jean Jacques Dessalines** and **Henri Christophe**. On *January 1, 1804*, **Dessalines** proclaimed himself ruler of the new nation, which was called Haiti, a “higher place.”

PBS Online and WGBH Educational Foundation. (1998). The Haitian revolution (1794–1804). In *Africans in America* (part 3). Retrieved from <http://www.pbs.org/wgbh/aia/part3/3p2990.html>

Teacher Directions

In a mini lesson and small group/whole class conversations, model how to identify and analyze interactions between events, concepts and ideas:

- Identify words and phrases (**bold**) that appear throughout the text that indicate key individuals, events, or ideas. In the first paragraph, the **French Revolution** and **the free people of color** are the main subjects. In the second, the main subject is the **bloody, thirteen-year revolution** that took place. The third, fourth and fifth paragraphs describe the main characters (e.g., **Toussaint, Dessalines** and **Christophe**).
- Identify words that signal chronology or sequence (*italics*) (e.g., *1789, 1794, began, eventually, continued*).
- Identify words (underline) that signal cause and effect (e.g., but, when, as, that would).
- Use words that introduce details or examples (e.g., for instance, some reasons, in fact, in other words) when describing the interactions or relationships between pieces of information found in the text.
- Use words that signal an outcome or result (e.g., so, as a result) when describing the interactions between pieces of information found in the text.