

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 Kindergarten Standard (RI.K.3): With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.				GRADE LEVEL ACADEMIC DEMAND <i>Describe Connection between Two Text Elements</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	Organize <i>illustrated, pretaught words on a sequence-of-events chart</i> to identify the connection between two text elements, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words on a sequence-of-events chart</i> to identify connections between two events or pieces of information, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases on a sequence-of-events chart</i> to identify connections between two events or pieces of information, during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated words and phrases from a bank on a partially completed sequence-of-events chart</i> to identify connections between two events or pieces of information, during/after a teacher read aloud, shared reading or independent reading time
		Use <i>illustrated, pretaught words to complete sentence starters</i> that describe the connection between two text elements, when speaking, dictating to the teacher and/or drawing/writing	Use <i>illustrated, preidentified words to complete sentence starters</i> that describe connections between two events or pieces of information, when speaking, dictating to the teacher and/or drawing/writing	Use <i>illustrated, preidentified words and phrases using sentence starters and a bank</i> to describe connections between two events or pieces of information, when speaking, dictating to the teacher and/or drawing/writing	Use <i>illustrated words and phrases from a bank and the previously completed chart</i> to describe connections between two events or pieces of information, when speaking, dictating to the teacher and/or drawing/writing
		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>

Common Core Kindergarten Standard (RI.K.3): With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.

GRADE LEVEL ACADEMIC DEMAND
Describe Connection between Two Text Elements

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/use words and phrases (e.g., nouns and associated pronouns) that appear throughout the text to describe individuals, events, ideas and information in the text.
- Identify the events (verbs) in the text.
- Use cause and effect signal words (e.g., but, so, then) to describe connections in a text.
- Use words that signal a comparison or contrast (e.g., like).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Wind <i>is</i> air on the move.</p> <p><i>See</i> what wind <i>can do</i>. Wind <i>can whip</i> up some fun!</p> <p>Wind <i>starts</i> with the sun. The sun <i>warms</i> land and water. The air above <i>warms</i> up too.</p> <p>Warm air <i>rises</i>. Cooler air <i>rushes</i> in. That moving air <i>is</i> wind.</p> <p>Wind <i>is</i> energy. It <i>can push</i> a sailboat.</p> <p><i>Look</i> at the windmills <i>spin</i>! They <i>turn</i> wind energy into electricity. What else can wind <i>do</i>?</p> <p>Wind power. (2009, November/December). <i>National Geographic Young Explorers</i>. (From Appendix B, CCSS, p. 31.)</p>	<p>In a small group or whole class ask and answer questions about settings, characters and events:</p> <ul style="list-style-type: none">• Identify words that appear throughout the texts that indicate the subjects and related information (bold) (e.g., wind, air, it, they).• Identify events (actions/verbs) (<i>italics</i>) (e.g., <i>turn</i>, <i>push</i>, <i>is</i>) found in the text.• Use cause-and-effect signal words to describe connections in a text (e.g., but, so, then).• Use words that signal a comparison or contrast (e.g., like).