

<b>Common Core Anchor Standard (RL.3):</b> Analyze how and why individuals, events and ideas develop and interact over the course of a text.			<b>MAIN ACADEMIC DEMAND</b> <i>Analyze Cause and Effect Interactions between Key Text Elements</i>		
<b>Common Core Grade 2 Standard (RL.2.3):</b> Describe how characters in a story respond to major events and challenges.			<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Describe Character Responses to Major Events and Challenges</i>		
<b>5 Levels of Language Development</b>	<b>Entering (Beginner)</b>	<b>Emerging (Low Intermediate)</b>	<b>Transitioning (High Intermediate)</b>	<b>Expanding (Advanced)</b>	<b>Commanding (Proficient)</b>
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:					
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught sequence and event words on a timeline</i> to identify major events in a story, as a teacher reads aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified sequence and event words and phrases on a timeline</i> to identify major events in a story, as a teacher reads aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>sequence and event words and phrases from a bank on a partially completed timeline</i> to identify major events in a story, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>sequence and event words and phrases from a bank on a timeline</i> to identify major events in a story, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught descriptive and event words on a character analysis graphic organizer</i> to describe character responses to events and challenges	<b>Reading-Centered Activity:</b> Organize <i>preidentified descriptive and event words and phrases on a character analysis graphic organizer</i> to describe character responses to events and challenges	<b>Reading-Centered Activity:</b> Organize <i>descriptive and event words and phrases from a bank on a partially completed character analysis graphic organizer</i> to describe character responses to events and challenges	<b>Reading-Centered Activity:</b> Organize <i>descriptive and event words and phrases, independently, on a self-created character analysis graphic organizer</i> to describe character responses to events and challenges
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the 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	<b>Speaking-Centered Activity:</b> Use <i>pretaught words to complete sentence starters</i> that describe character responses to events and challenges in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases to complete sentence starters</i> that describe character responses to events and challenges in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>bank of words and phrases</i> and the <i>previously completed character analysis graphic organizer</i> to describes character responses to events and challenges in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed character analysis graphic organizer</i> to describe character responses to events and challenges, <i>after teacher modeling</i> , in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed character analysis graphic organizer to independently describe</i> character responses to events and challenges, in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words to complete a cloze paragraph</i> that analyzes character responses to events and challenges	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to complete a cloze paragraph</i> that analyzes character responses to events and challenges	<b>Writing-Centered Activity:</b> Use a <i>bank of words and phrases</i> and the <i>previously completed character analysis graphic organizer to develop a short essay</i> that analyzes character responses to events and challenges	<b>Writing-Centered Activity:</b> Use the <i>previously completed character analysis graphic organizer to develop an essay, based on a teacher-provided sample</i> , that analyzes character responses to events and challenges	<b>Writing-Centered Activity:</b> Use the <i>previously completed character analysis graphic organizer to independently develop a multi-paragraph essay</i> that analyzes character responses to events and challenges
		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 2 Standard (RL.2.3):** Describe how characters in a story respond to major events and challenges.

**GRADE LEVEL ACADEMIC DEMAND**  
*Describe Character Responses to Major Events and Challenges*

**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.

- Use nouns and associated pronouns to identify the characters in a story.
- Use words and phrases (verbs) to describe the events in a story.
- Use verbs and adverbs to describe actions taken by characters.
- Use words and phrases to describe how a character responds (e.g., answers/ reacts) to challenges.

**Example to Address the Linguistic Demands**

Text Excerpt	Teacher Directions
<p><b>Poppleton</b> <i>used</i> to be a city pig. <b>He</b> <i>did</i> city things. <b>He</b> <i>took</i> taxis. <b>He</b> <i>jogged</i> in the park.</p> <p>Then one day, <b>Poppleton</b> <i>got tired</i> of city life.</p> <p><b>He</b> <i>moved</i> to a <i>small</i> house in a small town.</p> <p><b>Cherry Sue</b> <i>was</i> <b>Poppleton's</b> new neighbor.</p> <p><b>Cherry Sue</b> <i>was very friendly</i>.</p> <p>In the mornings, <b>she</b> <i>called out</i>, “Yo-hoo! <b>Poppleton!</b> Would <b>you</b> <i>like</i> some oatmeal?” So, <b>Poppleton</b> <i>had</i> oatmeal with <b>Cherry Sue</b>.</p> <p>Rylant, C. (1997). <i>Poppleton</i>. (M. Teague, Illus.). New York: Scholastic.</p>	<p>Analyze in a whole class/small group how characters respond to major events by focusing on descriptive words (adjectives) and actions (verbs):</p> <ul style="list-style-type: none"><li>• Use nouns and associated pronouns (<b>bold</b>) (e.g., <b>Poppleton</b>, <b>he</b>, <b>you</b>; <b>Cherry Sue</b>, <b>she</b>) to identify the characters in a story.</li><li>• Use words and phrases (verbs) (<i>italics</i>) (e.g., <i>used</i>, <i>did</i>, <i>took</i>, <i>jogged</i>, <i>got</i>, <i>moved</i>, <i>was</i>, <i>called out</i>, <i>like</i>, <i>had</i>) to describe the events in a story.</li><li>• Use verbs, adjectives and adverbs (<u>underline</u>) (e.g., <u>got tired</u>, <u>moved</u>. . . <u>small</u>, <u>was very friendly</u>) to describe the actions taken by character.</li><li>• Use words and phrases (e.g., answers/ reacts) (e.g., The city pig grew tired of city life and so he. . .) to describe how a character responds to challenges.</li></ul>