

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 2 Standard (RI.2.3): Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text.			GRADE LEVEL ACADEMIC DEMAND <i>Describe Connections between Events, Ideas, Concepts or Steps in a Procedure</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 double web</i> to identify connections between events, ideas, concepts or steps in a procedure, as a teacher reads aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a double web</i> to identify connections between events, ideas, concepts or steps in a procedure, as a teacher reads aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and short sentences from a bank on a double web</i> to identify connections between events, ideas, concepts or steps in a procedure, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information, using a glossary, on a double web</i> to identify connections between events, ideas, concepts or steps in a procedure, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a cause-and-effect graphic organizer</i> to identify connections between events, ideas, concepts or steps in a procedure	Reading-Centered Activity: Organize <i>preidentified words and phrases on a cause-and-effect graphic organizer</i> to identify connections between events, ideas, concepts or steps in a procedure	Reading-Centered Activity: Organize <i>phrases and sentences from a bank on a partially completed cause-and-effect graphic organizer</i> to identify connections between events, ideas, concepts or steps in a procedure	Reading-Centered Activity: Organize <i>information, using a glossary, on a cause-and-effect graphic organizer</i> to identify connections between events, ideas, concepts or steps in a procedure
		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 the connections between events, ideas, concepts or steps in a procedure, in <i>partnership and/or 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 the connections between events, ideas, concepts or steps in a procedure, in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers</i> to describe the connections between events, ideas, concepts or steps in a procedure, in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to describe the connections between events, ideas, concepts or steps in a procedure, in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to <i>independently</i> describe the connections between events, ideas, concepts or steps in a procedure, in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete a cloze paragraph</i> that describes the connections between events, ideas, concepts or steps in a procedure	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>complete cloze paragraphs</i> that describe the connections between events, ideas, concepts or steps in a procedure	Writing-Centered Activity: Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that describes the connections between events, ideas, concepts or steps in a procedure	Writing-Centered Activity: Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to <i>develop an essay</i> that describes the connections between events, ideas, concepts or steps in a procedure	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> to <i>independently develop an essay</i> that describes the connections between events, ideas, concepts or steps in a procedure
		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 (RI.2.3): Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text.

GRADE LEVEL ACADEMIC DEMAND
Describe Connections between Events, Ideas, Concepts or Steps in a Procedure

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 events, ideas and concepts in the text.
- Identify/use words and phrases that signal sequence (e.g., before, long ago, currently, first, secondly, then, next, last, finally).
- Use cause-and-effect signal words (e.g., because, so) to describe connections in a text.

Example to Address the Linguistic Demands

Text Excerpt

Long, long ago, before people knew anything about dinosaurs, **giant bones** were found in China. So, *wise men* who saw the **bones** tried to guess what sort of enormous animal **they** could have come from. After *they* studied the **fossil bones**, the *ancient Chinese* decided that **they** came from **dragons**. *They* thought these **dragons** must have been magic **dragons** to be so large. And *they* believed that **dragons** could still be alive.

Boy, were *they* wrong!

Kudlinski, K. (2008). *Boy, were we wrong about dinosaurs!* London: Francis Lincoln. (From Appendix B, CCSS, p. 54.)

Teacher Directions

- In a mini lesson, small group or whole class analyze how the subjects change throughout the text:
 - Identify words and phrases (**bold**) that appear throughout the text that indicate the subjects of the text and their associated pronouns (e.g., **giant bones**, **fossil bones**, **dragons**, **they**). The other subject (*italics*) is the wise men (also referred to as *ancient Chinese*, *they*).
 - Identify words and phrases (underline) that signal sequence (e.g., Long, long ago; after; still).
- Use cause-and-effect signal words (wavy underline) (e.g., so) to describe connections in a text.