

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 8 Standard (RI.8.3): Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies or categories).		GRADE LEVEL ACADEMIC DEMAND <i>Analyze How Text Connects and Distinguishes Individuals, Ideas or Events</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 making connections web</i> to identify connections between individuals, events and ideas, as a 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 making connections web</i> to identify connections between individuals, events and ideas, as a text is read aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed making connections web</i> to identify connections between individuals, events and ideas, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a making connections web</i> to identify connections between individuals, events and ideas, as a 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 matrix</i> to identify two or more examples that demonstrate connections between individuals, ideas or events	Reading-Centered Activity: Organize <i>preidentified words and phrases on a matrix</i> to identify two or more examples that demonstrate connections between individuals, ideas or events	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed matrix</i> to identify multiple examples that demonstrate connections between individuals, ideas or events	Reading-Centered Activity: Organize <i>information on a matrix, after teacher modeling</i> , to identify multiple examples that demonstrate connections between individuals, ideas or events	Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to identify multiple examples that demonstrate connections between individuals, ideas or 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> .	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	<p>Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that describe how a text connects and distinguishes individuals, ideas or events, when speaking about the text <i>in partnership and/or teacher-led small groups</i></p>	<p>Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that describe how a text connects and distinguishes individuals, ideas or events, when speaking about the text <i>in partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank</i> to describe how a text connects and distinguishes individuals, ideas or events, when speaking about the text <i>in partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to describe how a text connects and distinguishes individuals, ideas or events, when speaking about the text <i>in partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use <i>information, independently</i>, to describe how a text connects and distinguishes individuals, ideas or events, when speaking about the text <i>in partnership, small group and/or whole class settings</i></p>
		<p>Writing-Centered Activity: Use <i>pretaught words and phrases to complete cloze paragraphs</i> that analyze how a text connects and distinguishes individuals, ideas or events</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze how a text connects and distinguishes individuals, ideas or events</p>	<p>Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that analyzes how a text connects and distinguishes individuals, ideas or events</p>	<p>Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes how a text connects and distinguishes individuals, ideas or events</p>	<p>Writing-Centered Activity: Use <i>information to develop a multiple paragraph essay, independently</i>, that analyzes how a text connects and distinguishes individuals, ideas or events</p>
	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and, occasionally, in the home language.</i></p>	<p>in the <i>new language.</i></p>	<p>in the <i>new language.</i></p>	

Common Core Grade 8 Standard (RI.8.3): Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies or categories).

GRADE LEVEL ACADEMIC DEMAND
*Analyze How Text Connects and Distinguishes
 Individuals, Ideas or Events*

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.
- Identify/use words that signal cause-and-effect connections between individuals, events and ideas (e.g., though, while, but, because, so, as a result) to analyze interactions.
- Identify words that signal comparison or an analogy (e.g., like, though, while, but).
- Use words that signal an outcome or result (e.g., so, as a result).
- Use words that add details or examples (e.g., for instance, some reasons).

Example to Address the Linguistic Demands

Text Excerpt

Rosa Parks married **Raymond Parks** in 1932, and **both** began to work for their local National Association for the Advancement of Colored People office. **Rosa** became its local secretary in the 1950s.

On 1 December 1955, as **she** was riding home from a long day at work, **she** was ordered by the bus driver to give up her seat on a public bus so that a white man might sit. **She** refused, was arrested and fined \$14.

A city-wide *boycott* of the bus companies was organized by African Americans, in order to force the city to desegregate public transportation.

And then a young minister, Martin Luther King, Jr became involved, and began to make a name for himself through his oratory. The *boycott* continued, despite official opposition, for 382 days. *It* became the largest *boycott* in American history. During the *boycott*, 17,000 black people in Montgomery walked to work or obtained lifts from the small car-owning population.

Just like George Washington led the American Revolution, **Rosa Park’s** quiet act of defiance resonated throughout the world. **Rosa Parks** is known and revered as the “Mother of the Civil Rights Movement.”

Rosa Parks. Retrieved from <http://www.thebiographychannel.co.uk/biographies/rosa-parks.html>

Teacher Directions

In a mini lesson, small group or whole class setting, analyze how the author of this excerpt makes connections and distinctions among ideas, events and individuals:

- Identify the words and phrases (**bold**) that appear throughout the text. In the first and second paragraph: **Rosa Parks**, **Rosa**, **she**. In the third paragraph, the common theme is the *boycott* (*italics*) that resulted from Parks’ action. In the fourth paragraph (underline), the subject Martin Luther King is introduced and the description of the *boycott* is expanded.
- Identify words (wavy underline) that signal cause-and-effect connections (e.g., as, so, despite, in order to).
- Identify words (double underline) that signal comparison or an analogy (e.g., like).
- Use words that signal an outcome or result (e.g., so, as a result) when presenting a concluding analysis of connections found in the text.
- Use words that add details or examples (e.g., for instance, some reasons) to present connections between key information found in the text.