

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 1 Standard (RI.1.3): 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	Listening-Centered Activity: Organize <i>pretaught words and phrases on a T-chart</i> to identify the connection between two text elements, 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 T-chart</i> to identify the connection between two text elements, 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 partially completed T-chart</i> to identify the connection between two text elements, 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 T-chart</i> to identify the interactions between two text elements, 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 web graphic organizer</i> to identify the connection between two text elements	Reading-Centered Activity: Organize <i>preidentified words and phrases on a web graphic organizer</i> to identify the connection between two text elements	Reading-Centered Activity: Organize <i>phrases and short sentences from a bank on a partially completed web graphic organizer</i> to identify the connection between two text elements	Reading-Centered Activity: Organize <i>information on a self-created web graphic organizer</i> to independently identify the connection between two text elements
		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 connection between two individuals, events, ideas or pieces of information in a text, 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 connection between two individuals, events, ideas or pieces of information in a text, 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 connection between two individuals, events, ideas or pieces of information in a text, 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 connection between two individuals, events, ideas or pieces of information in a text, 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 connection between two individuals, events, ideas or pieces of information in a text, 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 connection between two individuals, events, ideas or pieces of information in a text	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>complete cloze paragraphs</i> that describe the connection between two individuals, events, ideas or pieces of information in a text	Writing-Centered Activity: Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers</i> to <i>write a short essay</i> that describes the connection between two individuals, events, ideas or pieces of information in a text	Writing-Centered Activity: Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to <i>write an essay</i> that describes the connection between two individuals, events, ideas or pieces of information in a text	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> to <i>independently write an essay</i> that describes the connection between two individuals, events, ideas or pieces of information in a text
		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 1 Standard (RI.1.3): 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 indicate who/what is the subject.
- Use cause-and-effect signal words (e.g., because, so) to describe connections in a text.
- Use words that signal a comparison or contrast (e.g., though, while, but).
- Use verbs with appropriate word endings to signal a comparison (e.g., -est/-er).

Example to Address the Linguistic Demands

Text Excerpt

Sometimes **water** collects in a low spot in the land—a puddle, a pond, or a lake. The **water's** downhill journey may end there. Most of the time, though, the **water** will find a way to keep flowing downhill. *Because* **water** flows downhill, **it** will keep flowing until **it** can't go any lower. The lowest parts of the earth are the oceans. **Water** will keep flowing until **it** reaches an ocean.

Dorros, A. (1993). *Follow the water from brook to ocean*. New York: HarperCollins. (From Appendix B, CCSS, p. 32.)

Teacher Directions

In a mini lesson, small group or whole class, analyze words that connect individuals, events, ideas or information:

- Identify words and phrases (**bold**) that indicate the subject of the text and related pronouns (e.g., **water**, **it**).
- Identify cause-and-effect signal words (*italics*) (e.g., *because*) to describe connections in a text.
- Use words (underline) that signal a comparison or contrast (e.g., though).
- Use verbs (wavy underline) with appropriate word endings to signal a comparison (e.g., -est/-er).