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| Common Core Anchor Standard (RL.5): Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole. | | | | Main Academic Demand Analyze Relationship of Linguistic and Text Structures | | |
| Common Core Grade 2 Standard (RL.2.5): Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | | | | Grade Level Academic Demand Describe Overall Story Structure and the Functions of Parts of the Story | | |
| 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 text structure graphic organizer</i> to identify the structure of a text, as text is read in <i>partnership and/or teacher-led small groups</i> | Listening-Centered Activity: Organize <i>preidentified words and phrases on a text structure graphic organizer</i> to identify the structure of a text, as text is read in <i>partnership and/or small groups</i> | Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed text structure graphic organizer</i> to identify the structure of a text, as text is read in <i>partnership, small group and/or whole class settings</i> | Listening-Centered Activity: Organize <i>sentences on a text structure graphic organizer</i> to identify the structure of a text, as text is read in <i>partnership, small group and/or whole class settings</i> | Listening-Centered Activity: Organize <i>information on a self-created text structure graphic organizer; independently</i> , to identify the structure of a text, as text is read in <i>partnership, small group and/or whole class settings</i> |
| | | Reading-Centered Activity: Organize <i>pretaught words and phrases on a plot diagram</i> to identify the functions of parts of a story | Reading-Centered Activity: Organize <i>preidentified words and phrases on a plot diagram</i> to identify the functions of parts of a story | Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed plot diagram</i> to identify the functions of parts of a story | Reading-Centered Activity: Organize <i>sentences on a plot diagram, after teacher modeling</i> , to identify the functions of parts of a story | Reading-Centered Activity: Organize <i>information on a plot diagram, independently</i> , to identify the functions of parts of a story |
| | | 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 | 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 structure of a story and the functions of parts of the story, when speaking 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 structure of a story and the functions of parts of the story, when speaking in <i>partnership and/or small groups</i> | Speaking-Centered Activity: Use a <i>word bank</i> to describe the structure of a story and the functions of parts of the story, when speaking in <i>partnership, small group and/or whole class settings</i> | Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to describe the structure of a story and the functions of parts of the story, when speaking in <i>partnership, small group and/or whole class settings</i> | Speaking-Centered Activity: Use <i>information, independently</i> , to describe the structure of a story and the functions of parts of the story, when speaking 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 analyzes the overall story structure and the functions of the parts of the story | Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>complete cloze paragraphs</i> that analyze the overall story structure and the functions of the parts of the story | Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that analyzes the overall story structure and the functions of the parts of the story | Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that analyzes the overall story structure and the functions of the parts of the story | Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that analyzes the overall story structure and the functions of the parts of the story |
| | | 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.2.5): Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

GRADE LEVEL ACADEMIC DEMAND
Describe Overall Story Structure and the Functions of Parts of the Story

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.

- Identify nouns and associated pronouns that introduce the setting (e.g., farm) and characters (e.g., Farmer Brown, he).
- Use sequencing words and phrases (e.g., first, then) to describe the order of a story.
- Use words and phrases (e.g., in the end) to conclude the action.

Example to Address the Linguistic Demands

| Text Excerpt | Teacher Directions |
|---|--|
| <p>Beginning of the story (picture of a farm with cows and two farmers walking) Farmer Brown was going on vacation. He left his brother, Bob in charge of the animals.</p> <p>Conclusion The only thing Farmer Brown heard on the other end was: “Giggle, giggle, quack, giggle, moo, giggle, oink. . .” UH-OH “DUCK!” screamed Farmer Brown. It’s for you Bob! (picture of Farmer Brown coming back from his vacation)</p> <p>Cronin, D., & Lewin, B. (2011). <i>Giggle, giggle, quack</i>. New York: Little Simon, Boardbook edition.</p> | <p>In a small group or whole class setting, model how to describe the overall structure of the story, including the setting and conclusion:</p> <ul style="list-style-type: none"> Use words and phrases to describe the different structures of a story. Identify/use nouns and associated pronouns that introduce the setting (the pictures indicate that the story is taking place in a farm). Identify/use nouns and associated pronouns (bold) (e.g., Farmer Brown, he, Bob) to identify the characters. Use sequencing words and phrases (e.g., first, then) to describe the order of a story. Use words and phrases to conclude the action (e.g., in the end). |