

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 11–12 Standard (11–12.3): Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas or events interact and develop over the course of the text.			GRADE LEVEL ACADEMIC DEMAND <i>Analyze the Development and Interaction between Individuals, Events and/or a Complex Set of Ideas</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 text map</i> to identify the development of a complex set of ideas or sequence of events, as 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 text map</i> to identify the development of a complex set of ideas or sequence of events, as text is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed text map</i> to identify the development of a complex set of ideas or sequence of events, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a text map</i> to identify the development of a complex set of ideas or sequence of events, as 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 the development and interactions between individuals, events and/or a complex set of ideas	Reading-Centered Activity: Organize <i>preidentified words and phrases on a matrix</i> to identify the development and interactions between individuals, events and/or a complex set of ideas	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed matrix</i> to identify the development and interactions between individuals, events and/or a complex set of ideas	Reading-Centered Activity: Organize <i>information on a matrix, after teacher modeling</i> , to identify the development and interactions between individuals, events and/or a complex set of ideas
		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 development and interactions between individuals, events and/or a complex set of ideas, when speaking in <i>partnership</i> and/or <i>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 development and interactions between individuals, events and/or a complex set of ideas, when speaking in <i>partnership</i> and/or <i>small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to describe the development and interactions between individuals, events and/or a complex set of ideas, when speaking in <i>partnership, small group</i> and/or <i>whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to describe the development and interactions between individuals, events and/or a complex set of ideas, when speaking in <i>partnership, small group</i> and/or <i>whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to describe the development and interactions between individuals, events and/or a complex set of ideas, when speaking in <i>partnership, small group</i> and/or <i>whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that analyze the development and interactions between individuals, events and/or a complex set of ideas	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze the development and interactions between individuals, events and/or a complex set of ideas	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>compose a short essay</i> that analyzes the development and interactions between individuals, events and/or a complex set of ideas	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>compose an essay</i> that analyzes the development and interactions between individuals, events and/or a complex set of ideas	Writing-Centered Activity: Use <i>information</i> to <i>compose a multiple page essay, independently</i> , that analyzes the development and interactions between individuals, events and/or a complex set of ideas
		in the <i>new</i> and/or the <i>home language</i> .	in the <i>new</i> and/or the <i>home language</i> .	in the <i>new</i> and, occasionally, in the <i>home language</i> .	in the <i>new language</i> .	in the <i>new language</i> .

Common Core Grade 11–12 Standard (11–12.3): Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas or events interact and develop over the course of the text.

GRADE LEVEL ACADEMIC DEMAND
Analyze the Development and Interaction between Individuals, Events and/or a Complex Set of Ideas

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 to analyze ideas or events.
- Identify related verbs that signal how events evolve.
- Identify/use words that signal chronology or sequence (e.g., as, while, during, after, still).
- Use words and phrases that signal cause and effect (e.g., though, while, but, because, so, as a result).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>[Benjamin Franklin] <i>was</i>, during his eighty-four-year-long-life, America’s best scientist, inventor, diplomat, writer, and business strategist, and he <i>was</i> also one of the most <i>practical</i>, <u>though</u> not the most profound, of political thinkers. He <i>proved</i> by flying a kite that lighting was electricity, and he <i>invented</i> a rod to tame it. He <i>devised</i> bifocal glasses and clean-burning stoves, charts of the Gulf Stream and theories about the contagious nature of the common cold.</p> <p><u>But</u> the most interesting thing that Franklin <i>invented</i> was himself.</p> <p>[Benjamin Franklin] <i>was</i> America’s first publicist. He carefully <i>crafted</i> his own persona, <i>portrayed</i> it in public and <i>polished</i> it for posterity.</p> <p>Isaacson, W. (2004) <i>Benjamin Franklin: An American life</i>. New York: Simon and Schuster.</p>	<p>In a mini lesson, small group or whole class discussion, analyze how a complex set of ideas interact and develop over the course of a text:</p> <ul style="list-style-type: none"> • Identify words and phrases (bold) that appear throughout the text to analyze ideas or events (e.g., Benjamin Franklin, he, himself, scientist, inventor, diplomat, writer). • Identify related verbs (<i>italics</i>) that signal how events evolve (e.g., <i>was, proved, invented, devised, crafted, portrayed, polished</i>). • Identify words (<u>underline</u>) that signal change of direction (e.g., <u>but, though</u>). • Use words and phrases that signal cause and effect (e.g., though, while, but, because, so, as a result) to analyze the ideas that develop over the course of the text.