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 *Analyze Cause/Effect and Interactions between Text Elements*
Common Core Grade 6 Standard (RI.6.3): Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (e.g., through examples or anecdotes).	GRADE LEVEL ACADEMIC DEMAND *Analyze Cause/Effect among Details of a Key Text Element*

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 *pretaught words on a cause-and-effect graphic organizer* to identify cause-and-effect relationships among key details, as the text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a cause-and-effect graphic organizer* to identify cause-and-effect relationships among key details, as the text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed cause-and-effect graphic organizer* to identify cause-and-effect relationships among key details, as the text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a cause-and-effect graphic organizer* to identify cause-and-effect relationships among key details, as the text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information in a note taking guide, independently,* to identify cause-and-effect relationships among key details, as the text is read aloud in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words on a matrix* to identify and connect examples or anecdotes to cause-and-effect relationships	**Reading-Centered Activity:** Organize *preidentified words and phrases on a matrix* to identify and connect examples or anecdotes to cause-and-effect relationships	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed matrix* to identify and connect examples or anecdotes to cause-and-effectt relationships	**Reading-Centered Activity:** Organize *information on a matrix, after teacher modeling,* to identify and connect examples or anecdotes to cause-and-effect relationships	**Reading-Centered Activity:** Organize *information in a note-taking guide, independently,* to identify and connect examples or anecdotes to cause-and-effect relationships
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

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 *pretaught words* and the *previously completed graphic organizers* to complete *sentence starters* that describe cause-and-effect interactions among details of a key text element, when speaking in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers* to complete *sentence starters* that describe cause-and-effect interactions among details of a key text element, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to describe cause-and-effect interactions among details of a key text element, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *previously completed graphic organizers* to describe cause-and-effect interactions among details of a key text element, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to describe cause-and-effect interactions among details of a key text element, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words* to complete *cloze paragraphs* that analyze cause-and-effect interactions among details of a key text element	**Writing-Centered Activity:** Use *preidentified words and phrases* to complete *an essay outline* that analyzes cause-and-effect interactions among details of a key text element	**Writing-Centered Activity:** Use a *word bank* and *previously completed graphic organizers* to *develop a short essay* that analyzes cause-and-effect interactions among details of a key text element	**Writing-Centered Activity:** Use *previously completed graphic organizers* and *teacher-provided models to develop an essay* that analyzes cause-and-effect interactions among details of a key text element	**Writing-Centered Activity:** Use *information to develop a multiple paragraph essay, independently,* that analyzes cause-and-effect interactions among details of a key text element
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

Common Core Grade 6 Standard (RI.6.3): Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (e.g., through examples or anecdotes).	**GRADE LEVEL ACADEMIC DEMAND** *Analyze Cause/Effect among Details of a Key Text Element*

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 a key individual, event, or idea in a text.
- Identify words that signal chronology or sequence (e.g., as, while).

- Use words 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
Amusia is the technical term for **tone deafness**. A good singing voice is not necessarily the result of the **ability to hear tones** accurately. *There has been* some intriguing research on this subject. For instance, new brain imaging techniques can measure the density of the white matter, consisting of nerve fibers that provide paths between the right frontal lobe and the right temporal lobe. The right frontal lobe is where higher thinking takes place. In **tone deaf people (amusics)** the white matter is thinner. As a result there is a weaker connection between the lobes. Findings also indicate the thinner the white matter, the worse the **tone deafness**. According to researchers from Harvard Medical School, 5 percent of the US population are **amusics**. Some reasons can be a general indifference to singing or an immunity to embarrassment. **Tone deafness** doesn't mean hard of hearing. *That is why* **a tone deaf person** can still hear someone whisper in a room. Schekel, L. (2011). *Ask your science teacher. Answers to everyday questions*. CreateSpace Independent Publishing Platform.	In a mini lesson and small group or whole class conversations, model how to analyze how an idea is introduced, illustrated and elaborated: - Identify words and phrases (**bold**) that appear throughout the text to analyze a key individual, event or idea (e.g., **amusia**, **tone deafness**, **ability to hear**, **amusics**). - Identify words (*italics*) that signal chronology or sequence (e.g., *there has been*). - Identify/use words (underline) that introduce details or examples (e.g., for instance, also, according to) to describe the ideas found in the text. - Identify words (wavy underline) that signal cause and effect (e.g., as a result, that is why).