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 8 Standard (RL.8.5): Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	GRADE LEVEL ACADEMIC DEMAND *Compare and Contrast the Structures of Two or More Texts and Analyze How the Differing Structures Contribute to the Meanings and Styles of Their Texts*

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 and phrases on a text structure graphic organizer* to determine the overall structures of two or more texts, as text is read in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a text structure graphic organizer* to determine the overall structures of two or more texts, as text is read in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed text structure graphic organizer* to determine the overall structures of two or more texts, as text is read in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a text structure graphic organizer* to determine the overall structures of two or more texts, as text is read in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information in a note-taking guide, independently,* to determine the overall structures of two or more texts, as text is read in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on a Venn diagram* to compare and contrast the structures of two or more texts	**Reading-Centered Activity:** Organize *preidentified words and phrases on a Venn diagram* to compare and contrast the structures of two or more texts	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed Venn diagram* to compare and contrast the structures of two or more texts	**Reading-Centered Activity:** Organize *information on a Venn diagram, after teacher modeling,* to compare and contrast the structures of two or more texts	**Reading-Centered Activity:** Organize *information in a note-taking guide, independently,* to compare and contrast the structures of two or more texts
		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 phrases* and the *previously completed graphic organizers to complete sentence starters* that analyze how the differing structures of texts contribute to their meaning and style, 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 analyze how the differing structures of texts contribute to their meaning and style, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to analyze how the differing structures of texts contribute to their meaning and style, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to analyze how the differing structures of texts contribute to their meaning and style, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to analyze how the differing structures of texts contribute to their meaning and style, when speaking in *partnership, small group and/or whole class settings*
	Writing-Centered Activity: Use *pretaught words and phrases to complete cloze paragraphs that* analyze how the differing structures of two or more texts contribute to their meaning and style	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that analyze how the differing structures of two or more texts contribute to their meaning and style	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that analyzes how the differing structures of two or more texts contribute to their meaning and style	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that analyzes how the differing structures of two or more texts contribute to their meaning and style	**Writing-Centered Activity:** Use *information, independently, to develop a multiple paragraph essay* that analyzes how the differing structures of two or more texts contribute to their meaning and style
	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.*

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NLAP Reading for Literature (RL) RL.5: RL.8.5

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Common Core Grade 8 Standard (RL.8.5): Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	GRADE LEVEL ACADEMIC DEMAND *Compare and Contrast the Structures of Two or More Texts and Analyze How the Differing Structures Contribute to the Meanings and Styles of Their Texts*

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.

- Use words and phrases (e.g., a description of a setting, description of a conflict or description of the characters) to identify the structure of two or more texts.
- Identify adjectives and adverbs (e.g., quiet, deathly) to describe the setting.

- Identify cause-and-effect words (e.g., because, but, so) that signal the reason for the conflict.
- Use compare-and-contrast words and phrases (e.g., like, unlike, similar, whether, whereas, just as, differences) to compare the structure of the two texts.

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
Text 1: (Example of the description of the conflict) "They talked it over, and they was going to rule **me** out, because they said every boy must have a family or somebody to kill, or else it wouldn't be fair and square for the others. Well, nobody could think of anything else to do – everybody was stumped, and set still. **I** was not ready to cry; but all at once **I** thought of a way, and so **I** offered them Miss Watson—they could kill her. Everybody said: "Oh, she'll do. That's all right. **Huck** can come in." Text 2: (Example of a description of a setting) The moon was *shining*, and outside *the shadows* it made everything almost as bright as day. I *drifted along* for about an hour. Everything was *deathly still and quiet*. By this time I'd reached the foot of the island. A *cool, fluttering breeze* began to blow, which told me that the night was just about over. Twain, M. (1884/1994). *The adventures of Huckleberry Finn*. New York: Dover.	In a small group or whole class discussion, analyze the similarities and differences found in both texts by Mark Twain: • Use words and phrases to identify the structure of two or more texts. Text 1 focuses on the character (**bold**) Huckleberry Finn and what he is describing (e.g., **I**, **Huck**, **me**). • Identify adjectives and adverbs to describe the setting; the second excerpt has words (*italics*) that indicate that it is a description of a night scene (e.g., *shining; the shadows; drifted along; deathly still and quiet; cool, fluttering breeze*). • Identify cause-and-effect words that signal the reason for the conflict; the first excerpt has words (underline) that indicate a description of conflict (e.g., and, because, or else, well, but, and so). • Use compare-and-contrast words and phrases to compare the structure of the two texts (e.g., like, unlike, similar, whether, whereas, just as, differences).