

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 3 Standard (RI.3.3): Describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect.			GRADE LEVEL ACADEMIC DEMAND <i>Describe Relationships between Text Elements, Using Time, Sequence and Cause/Effect Language</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 cause-and-effect graphic organizer</i> to identify relationships between 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 cause-and-effect graphic organizer</i> to identify relationships between 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 cause-and-effect graphic organizer</i> to identify relationships between 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 cause-and-effect graphic organizer</i> to identify relationships between text elements, as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Highlight <i>pretaught words and phrases</i> in the text to identify time, sequence and cause/effect language	Reading-Centered Activity: Highlight <i>preidentified words and phrases</i> in the text to identify time, sequence and cause/effect language	Reading-Centered Activity: Highlight <i>phrases and short sentences from a bank</i> in the text to identify time, sequence and cause/effect language	Reading-Centered Activity: Highlight <i>language, using a glossary, in the text</i> to identify time, sequence and cause/effect language
		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 relationships between text elements, using time, sequence and cause/effect language, 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 relationships between text elements, using time, sequence and cause/effect language, 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 relationships between text elements, using time, sequence and cause/effect language, 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 relationships between text elements, using time, sequence and cause/effect language, 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 relationships between text elements, using time, sequence and cause/effect language, 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 relationships between text elements, using time, sequence and cause/effect language	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>complete cloze paragraphs</i> that describe relationships between text elements, using time, sequence and cause/effect language	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 relationships between text elements, using time, sequence and cause/effect language	Writing-Centered Activity: Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to <i>write an essay</i> that describes relationships between text elements, using time, sequence and cause/effect language	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> to <i>independently write an essay</i> that describes relationships between text elements, using time, sequence and cause/effect language
		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 3 Standard (RI.3.3): Describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect.

GRADE LEVEL ACADEMIC DEMAND
Describe Relationships between Text Elements, Using Time, Sequence and Cause/Effect Language

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.

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| <ul style="list-style-type: none"> • Identify/use words and phrases (e.g., nouns and associated pronouns) that appear throughout the text. • Identify/use words and phrases that signal sequence (e.g., before, long ago, currently, first, secondly, then, next, last, finally). | <ul style="list-style-type: none"> • Use cause and effect signal words (e.g., because, so, but) to describe relationships in a text. • Identify/use words and word endings that signal comparison (e.g., like, though, while, -est/-er). |
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Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>The <i>beginning</i> was happy for Helen. She laughed and loved and grew like any other baby. <i>First she</i> crawled, <i>then she</i> walked, and she was learning to talk. <i>Each day</i> was full of adventures.</p> <p><i>Then</i> everything stopped. <i>One day Helen</i> laughed and played as usual. <i>The next day she</i> lay tossing and turning in bed. She was very, very sick. The doctor was called. <u>But</u> he could do little to help. A strange fever was burning her up.</p> <p>Probably Helen had scarlet fever. <i>Today</i> there are medicines that would have made her well. <u>But Helen</u> was born <i>almost</i> a hundred years ago – <i>before</i> these medicines were discovered.</p> <p>So, <i>day after day Helen</i> grew <u>weaker</u>.</p> <p>Davidson, M. (1989). <i>Helen Keller</i>. New York: Scholastic Biography.</p>	<p>In a mini lesson, small group or whole class discussion, model how to present a series of information found in a text:</p> <ul style="list-style-type: none"> • Identify words and phrases (bold) that signal the main concepts such as events, ideas, and steps (e.g., Helen, she). • Identify words and phrases (<i>italics</i>) that signal sequence (e.g., <i>beginning, first, then, one day, next day, today, almost, day after day</i>). • Identify cause-and-effect signal words (<u>underline</u>) to describe relationships in the text (e.g., <u>but</u>). • Identify word endings (<u>wavy underline</u>) that signal comparison (e.g., <u>-er/-est; weaker</u>) to describe relationships in the text.