Common Core Anchor Standard (RI.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 the Relationship of Linguistic and Text Structures*
Common Core Grade 3 Standard (RI.3.5): Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	GRADE LEVEL ACADEMIC DEMAND *Use Text Features and Search Tools to Locate Information Efficiently*

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	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
Listening-Centered Activity	**Listening-Centered Activity:** Organize *pretaught words and phrases on a matrix* to identify and connect text features and information relevant to the topic, as text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a matrix* to identify and connect text features and information relevant to the topic, as text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed matrix* to identify and connect text features and information relevant to the topic, as text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *sentences on a matrix* to identify and connect text features and information relevant to the topic, as text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a self-created matrix, independently,* to identify and connect text features and information relevant to the topic, as text is read aloud in *partnership, small group and/or whole class settings*
Reading-Centered Activity	**Reading-Centered Activity:** Organize *pretaught words and phrases on a double column graphic organizer* to identify and connect search tools with information relevant to the topic	**Reading-Centered Activity:** Organize *preidentified words and phrases on a double column graphic organizer* to identify and connect search tools with information relevant to the topic	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed double column graphic organizer* to identify and connect search tools with information relevant to the topic	**Reading-Centered Activity:** Organize *sentences on a double column graphic organizer, after teacher modeling,* to identify and connect search tools with information relevant to the topic	**Reading-Centered Activity:** Organize *information on a self-created double column graphic organizer, independently,* to identify and connect search tools with information relevant to the topic
	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 explain how they used text features and search tools to locate information efficiently, 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 explain how they used text features and search tools to locate information efficiently, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to explain how they used text features and search tools to locate information efficiently, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* that explain how they used text features and search tools to locate information efficiently, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* that explain how they used text features and search tools to locate information efficiently, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to complete a cloze paragraph* that analyzes how text features and search tools can be used to locate information efficiently	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that analyze how text features and search tools can be used to locate information efficiently	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that analyzes how text features and search tools can be used to locate information efficiently	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that analyzes how text features and search tools can be used to locate information efficiently	**Writing-Centered Activity:** Use *information, independently, to develop a multiple paragraph essay* that analyzes how text features and search tools can be used to locate information efficiently
		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 3 Standard (RI.3.5): Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently	GRADE LEVEL ACADEMIC DEMAND *Use Text Features and Search Tools to Locate Information Efficiently*

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 to identify text features and search tools (e.g., key words target a main idea; sidebars provide more information about a topic; hyperlinks join two topics by clicking on a highlighted word).

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it requires that students know appropriate vocabulary to refer to books and locate information in text. For examples of text excerpts, refer to the Reading for Information and Reading Literature standards for 3rd grade.