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|--|---------------------------------|---|---|--|---|---|
| <b>Common Core Anchor Standard (RL.3):</b> Analyze how and why individuals, events and ideas develop and interact over the course of a text.   |                                 | <b>MAIN ACADEMIC DEMAND</b><br><i>Analyze Cause and Effect Interactions between Key Text Elements</i>   |   |  |   |   |
| <b>Common Core Grade 9–10 Standard (RL.9–10.3):</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters and advance the plot or develop the theme. |                                 | <b>GRADE LEVEL ACADEMIC DEMAND</b><br><i>Analyze Complex Characters and How They Develop, Interact with Others and Advance the Plot or Theme</i>  |   |  |   |   |
| <b>5 Levels of Language Development</b>  | <b>Entering (Beginner)</b>      | <b>Emerging (Low Intermediate)</b>  | <b>Transitioning (High Intermediate)</b>  | <b>Expanding (Advanced)</b>  | <b>Commanding (Proficient)</b>  |   |
| When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:  |                                 |   |   |  |   |   |
| <b>RECEPTIVE</b>   | <b>Oracy and Literacy Links</b> | <b>Listening-Centered Activity:</b> Organize <i>pretaught words on a cause-and-effect graphic organizer</i> to identify how complex characters interact with other characters as the text is read aloud in <i>partnership and/or teacher-led small groups</i> | <b>Listening-Centered Activity:</b> Organize <i>preidentified, words and sentences on a cause-and-effect graphic organizer</i> to identify how complex characters interact with other characters, as text is read aloud in <i>partnership and/or small groups</i> | <b>Listening-Centered Activity:</b> Organize <i>information on a partially completed cause-and-effect graphic organizer</i> to identify how complex characters interact with other characters as text is read aloud in <i>partnership, small group and/or whole class settings</i> | <b>Listening-Centered Activity:</b> Organize <i>information on a cause-and-effect graphic organizer</i> to identify how complex characters interact with other characters, after teacher modeling, as text is read aloud in <i>partnership, small group and/or whole class settings</i> | <b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently,</i> to identify how complex characters interact with other characters as text is read aloud in <i>partnership, small group and/or whole class settings</i> |
|  |                                 | <b>Reading-Centered Activity:</b> Organize <i>pretaught words on a T-chart</i> that targets how complex characters develop over the course of a text  | <b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a T-chart</i> that targets how complex characters develop over the course of a text  | <b>Reading-Centered Activity:</b> Organize <i>information on a partially completed T-chart</i> that targets how complex characters develop over the course of a text   | <b>Reading-Centered Activity:</b> Organize <i>information on a T-chart</i> that targets how complex characters develop over the course of a text, after teacher modeling,   | <b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently,</i> to analyze how complex characters develop over the course of a text  |
|  |                                 | <i>in the new and/or the home language.</i>   | <i>in the new and/or the home language.</i>   | <i>in the new and, occasionally, in the home language.</i>   | <i>in the new language.</i>   | <i>in the new language.</i>   |

| 5 Levels of Language Development |                                 | Entering (Beginner)  | Emerging (Low Intermediate)  | Transitioning (High Intermediate)  | Expanding (Advanced)   | Commanding (Proficient)   |
|----------------------------------|---------------------------------|--|--|--|--|---|
| <b>PRODUCTIVE</b>                | <b>Oracy and Literacy Links</b> | <p><b>Speaking-Centered Activity:</b> Use <i>pretaught words</i> and the <i>previously completed graphic organizers</i> to complete <i>sentence starters</i> that analyze how complex characters advance the plot or develop the theme, when speaking in <i>partnership and/or teacher-led small groups</i></p>        | <p><b>Speaking-Centered Activity:</b> Use <i>preidentified phrases and sentences</i> and the <i>previously completed graphic organizers</i> to complete <i>sentence starters</i> that analyze how complex characters advance the plot or develop the theme, when speaking in <i>partnership and/or small groups</i></p>                    | <p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to analyze how complex characters advance the plot or develop the theme when speaking in <i>partnership, small group and/or whole class settings</i></p>  | <p><b>Speaking-Centered Activity:</b> Use the <i>previously completed chart and organizer</i> to analyze how complex characters advance the plot or develop the theme, after teacher modeling, in <i>partnership, small group and/or whole class settings</i></p>      | <p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the text, independently</i>, to analyze how complex characters advance the plot or develop the theme in <i>partnership, small group and/or whole class settings</i></p>   |
|                                  |                                 | <p><b>Writing-Centered Activity:</b> Use <i>pretaught words</i> and <i>previously completed graphic organizers</i> to complete <i>two or more cloze paragraphs</i> analyzing how complex characters develop over the course of a text, interact with other characters and/or advance the plot or develop the theme</p> | <p><b>Writing-Centered Activity:</b> Use <i>preidentified phrases and sentences</i> and <i>previously completed graphic organizers</i> to complete <i>two or more cloze paragraphs</i> analyzing how complex characters develop over the course of a text, interact with other characters and/or advance the plot or develop the theme</p> | <p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and <i>previously completed graphic organizers</i> to compose a <i>short essay</i> analyzing how complex characters develop over the course of a text, interact with other characters and/or advance the plot or develop the theme</p> | <p><b>Writing-Centered Activity:</b> Use <i>teacher-provided samples</i> to develop a <i>multi-paragraph essay</i> analyzing how complex characters develop over the course of a text, interact with other characters and/or advance the plot or develop the theme</p> | <p><b>Writing-Centered Activity:</b> Use <i>knowledge of the text</i> to develop a <i>multi-paragraph essay, independently</i>, analyzing how complex characters develop over the course of a text, interact with other characters and/or advance the plot or develop the theme</p> |
|                                  |                                 | <p>in the <i>new and/or the home language</i>.</p>   | <p>in the <i>new and/or the home language</i>.</p>   | <p>in the <i>new and, occasionally, in the home language</i>.</p>  | <p>in the <i>new language</i>.</p>   | <p>in the <i>new language</i>.</p>  |

**Common Core Grade 9–10 Standard (RL.9–10.3):** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters and advance the plot or develop the theme.

**GRADE LEVEL ACADEMIC DEMAND**  
*Analyze Complex Characters and How They Develop, Interact with Others and Advance the Plot or Theme*

**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 (nouns and associated pronouns) to identify characters in a text.
- Identify verbs, adjectives and adverbs that reveal aspects of a character.
- Identify transitional words and phrases that signal change of direction in a plot (e.g., but, while, yet, as a result, even, though).

### Example to Address the Linguistic Demands

#### Text Excerpt

**She** remembers a clear moonlit night before the future began. **They** are sitting in the cool darkness under the anacahuita tree in the front yard, in the rockers, telling stories, drinking guanabana juice. Good for the nerves, **Mamá** always says.

**They're** all there, **Mamá, Papá, Patria-Minerva-Dedé**. Bang-bang-bang, their **father** *likes* to joke, aiming a pistol finger at each one, as if he were *shooting* them, not *boasting* about having sired them, **Three girls**, each born within a year of each other! And then, nine years later, **Maria Teresa**, his final desperate attempt at a boy *misfiring*.

**Their father** *has* his slippers on, one foot *hooked* behind the other. Every once in a while **Dedé** *hears* the clink of the rum bottle against the rim of his glass.

Many a night and this night is no different, a shy voice calls out of the darkness, *begging* **their** pardon. Could **they** *spare* a calmante for a sick child out of their stock of kindness? Would **they** have some tobacco for a tired old man who *spent* the day grating yucca?

Álvarez, J. (1994). *In the time of the butterflies*. Chapel Hill, NC: Algonquin. (From Appendix B, CCSS, p. 109.)

#### Teacher Directions

Analyze in a mini lesson in a small group how a complex character develops over the course of a text, interacting with other characters to advance the plot or develop a theme.

- Use words and phrases (nouns and associated pronouns) (**bold**) (e.g., **father, they, Mamá, Papá, Patria-Minerva-Dedé**) to identify characters in the text.
- Identify verbs, adjectives and adverbs (*italics*) (e.g., *shooting, boasting, misfiring*) that reveal aspects of a character, particularly the father's personality.
- Identify/use transitional words and phrases (underline) (e.g., as if) to signal how the characters and the plot develop.