

Common Core Anchor Standard (RI.8): Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence.				MAIN ACADEMIC DEMAND <i>Evaluate Author’s Claims and Supporting Evidence</i>		
Common Core Grade 3 Standard (RI.3.8): Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).				GRADE LEVEL ACADEMIC DEMAND <i>Describe Logical Connections between Sentences and Paragraphs in Text</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 flow chart</i> to identify how sentences or paragraphs relate to one another and build on the information provided, as text is read <i>in partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a flow chart</i> to identify how sentences or paragraphs relate to one another and build on the information provided, as text is read <i>in partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed flow chart</i> to identify how sentences or paragraphs relate to one another and build on the information provided, as text is read <i>in partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>sentences on a flow chart</i> to identify how sentences or paragraphs relate to one another and build on the information provided, as text is read <i>in partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a self-created flow chart, independently</i> , to identify how sentences or paragraphs relate to one another and build on the information provided, as text is read <i>in partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a spider map</i> to identify examples that demonstrate the logical connections between sentences and paragraphs	Reading-Centered Activity: Organize <i>preidentified words and phrases on a spider map</i> to identify examples that demonstrate the logical connections between sentences and paragraphs	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed spider map</i> to identify examples that demonstrate the logical connections between sentences and paragraphs	Reading-Centered Activity: Organize <i>sentences on a spider map, after teacher modeling</i> , to identify examples that demonstrate the logical connections between sentences and paragraphs	Reading-Centered Activity: Organize <i>information on a self-created spider map, independently</i> , to identify examples that demonstrate the logical connections between sentences and paragraphs
		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> .

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 how sentences and paragraphs are connected in a text, when speaking 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 how sentences and paragraphs are connected in a text, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to describe how sentences and paragraphs are connected in a text, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to describe how sentences and paragraphs are connected in a text, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to describe how sentences and paragraphs are connected in a text, when speaking 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 analyzes the connection between sentences and paragraphs in a text	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze the connection between sentences and paragraphs in a text	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that analyzes the connection between sentences and paragraphs in a text	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that analyzes the connection between sentences and paragraphs in a text	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that analyzes the connection between sentences and paragraphs in a text
		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.3.8): Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

GRADE LEVEL ACADEMIC DEMAND
Describe Logical Connections between Sentences and Paragraphs in Text

- 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., just as, like) to identify comparisons.
 - Identify words and sentences (e.g., but) that signal cause and effect.
 - Identify chronological markers (e.g., long, long ago; after) that signal sequence.

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p><u>Long, long ago</u>, before people knew anything about dinosaurs, giant bones were found in China. Wise men who saw the bones tried to guess what sort of enormous animal they could have come from. <u>After</u> they studied the fossil bones, the ancient Chinese decided that they came from dragons. They thought these dragons must have been magic dragons to be so large.</p> <p>Boy, were they wrong!</p> <p>No one knows exactly what dinosaurs looked like. All that is left of them are fossil bones and a few other clues. <i>Now we think</i> that many of our own past guesses about dinosaurs were just as wrong as those of ancient China.</p> <p>Some of our mistakes were little ones. When the first fossil bones of Iguanodon were found, one was shaped like a rhino’s horn. Scientists guessed that the strange horn fit like a spike on Iguanodon’s nose.</p> <p>Boy, were we wrong about Iguanodon!</p> <p>Some of our <u>first</u> drawings of dinosaurs showed them with their elbows and knees pointing out to the side, like a lizard’s. With legs like that, big dinosaurs could only waddle clumsily on all fours or float underwater. <i>But</i> now we know that their legs were straight under them, like a horse’s. Dinosaurs were not clumsy. The sizes and shapes of their leg bones seem to show that some were as fast and graceful as deer.</p> <p>Kudlinski, K.V. (2005). <i>Boy, were we wrong about dinosaurs</i> [S.D. Schindler, Illus.]. New York: Dutton. (From Appendix B, CCSS, pp. 55–56.)</p>	<p>Analyze in a small group/whole class discussion how to describe logical connections between sentences and paragraphs in text:</p> <ul style="list-style-type: none"> • Use words and phrases (bold) (e.g., just as, like) to identify comparisons. • Identify words and sentences (<i>italics</i>) (e.g., <i>but</i>) that signal cause and effect. • Identify chronological markers (<u>underline</u>) (e.g., <u>long, long ago</u>; <u>after</u>) that signal sequence.