

<b>Common Core Anchor Standard (RL.5):</b> 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.			<b>MAIN ACADEMIC DEMAND</b> <i>Analyze the Relationship of Linguistic and Text Structures</i>		
<b>Common Core Grade 11–12 Standard (RL.11–12.5):</b> Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.			<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Analyze How an Author’s Choices Contribute to the Overall Structure, Meaning and Aesthetic Impact of the 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 <b>grade level</b> texts and appropriate supports, students are able to:					
RECEPTIVE	Oracy and Literacy Links	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a text structure graphic organizer</i> to identify how an author structures specific parts of a text, as text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a text structure graphic organizer</i> to identify how an author structures specific parts of a text, as text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed text structure graphic organizer</i> to identify how an author structures specific parts of a text, 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 text structure graphic organizer</i> to identify how an author structures specific parts of a text, 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 and phrases on a story diagram</i> to identify how the structure of a specific part of a text contributes to the overall structure, meaning and aesthetic impact	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a story diagram</i> to identify how the structure of a specific part of a text contributes to the overall structure, meaning and aesthetic impact	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed text story diagram</i> to identify how the structure of a specific part of a text contributes to the overall structure, meaning and aesthetic impact	<b>Reading-Centered Activity:</b> Organize <i>information on a story diagram, after teacher modeling</i> , to identify how the structure of a specific part of a text contributes to the overall structure, meaning and aesthetic impact
		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	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that describe how the structure of a specific part of a text contributes to its overall structure, meaning and aesthetic impact, when speaking in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that describe how the structure of a specific part of a text contributes to its overall structure, meaning and aesthetic impact, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe how the structure of a specific part of a text contributes to its overall structure, meaning and aesthetic impact, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to describe how the structure of a specific part of a text contributes to its overall structure, meaning and aesthetic impact, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to describe how the structure of a specific part of a text contributes to its overall structure, meaning and aesthetic impact, when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that analyze how the structure of a specific part of a text contributes to its overall structure, meaning and aesthetic impact	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze how the structure of a specific part of a text contributes to its overall structure, meaning and aesthetic impact	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that analyzes how the structure of a specific part of a text contributes to its overall structure, meaning and aesthetic impact	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that analyzes how the structure of a specific part of a text contributes to its overall structure, meaning and aesthetic impact	<b>Writing-Centered Activity:</b> Use <i>information, independently</i> , to <i>develop a multiple page essay</i> that analyzes how the structure of a specific part of a text contributes to its overall structure, meaning and aesthetic impact
		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 11–12 Standard (RL.11–12.5):** Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**GRADE LEVEL ACADEMIC DEMAND**  
*Analyze How an Author’s Choices Contribute to the Overall Structure, Meaning and Aesthetic Impact of the 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 to identify how an author chooses to begin the story (e.g., use of chronological markers such as when—**When** Gregor Samsa woke up one morning from unsettling dreams, he found himself changed in his bed into a monstrous vermin. **When** in this example gives a sense of suddenness.).
- Identify cause-and-effect words that stress the effect more than the cause (e.g., and as, as soon) and words and phrases that signal possibilities (e.g., if—And as *if* in confirmation of their new dreams and good intentions, as soon as they reached their destination Grete was the first to get up and stretch out her young body.).
- Use sentence patterns that analyze how an author structures text (e.g., The author made use of \_\_\_\_; The author presents \_\_\_\_; The author considered \_\_\_\_).

### Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Beginning of The Metamorphosis</p> <p><b>When</b> Gregor Samsa woke up one morning from unsettling dreams, he found himself changed in his bed into a monstrous vermin. He was lying on his back <i>as</i> hard <i>as</i> armor plate, and <b>when</b> he lifted his head a little, he saw his vaulted brown belly, sectioned by arch-shaped ribs, to whose dome the cover, about to slide off completely, could barely cling. His many legs, pitifully thin compared with the size of the rest of him, were waving helplessly before his eyes.</p> <p>Ending of The Metamorphosis</p> <p><i>And as if</i> in confirmation of their new dreams and good intentions, <i>as soon</i> as they reached their destination Grete was the first to get up and stretch out her young body.</p> <p>Kafka, F. (1915/1972). <i>The metamorphosis</i> [S. Corngold, Trans.]. New York: Bantam. (From Appendix B, CCSS, p. 105.)</p>	<p>In a small group or whole class setting, analyze how an author structures specific parts of a text:</p> <ul style="list-style-type: none"> <li>• Use words and phrases to identify how an author chooses to begin the story (e.g., use of chronological markers (<b>bold</b>) such as <b>when</b>—<b>When</b> Gregor Samsa woke up one morning from unsettling dreams, he found himself changed in his bed into a monstrous vermin. <b>When</b> in this example gives a sense of suddenness.).</li> <li>• Identify cause-and-effect words (<i>italics</i>) that stress the effect more than the cause (e.g., <i>and as</i>, <i>as soon</i>) and words and phrases that signal possibilities (e.g., <i>if</i>—And as <i>if</i> in confirmation of their new dreams.).</li> <li>• Use sentence patterns that analyze how an author structures text (e.g., The author made use of ____; The author presents ____; The author considered ____).</li> </ul>