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 *Analyze Cause/Effect and Interactions between Text Elements*
Common Core Grade 4 Standard (RI.4.3): Explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text.	GRADE LEVEL ACADEMIC DEMAND *Use Time, Sequence and Cause/Effect to Describe Interactions between Events, Ideas, Concepts or Procedures*

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 *pretaught words and phrases on a text map* to identify key events, procedures, ideas and concepts in a text, as text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a text map* to identify key events, procedures, ideas and concepts in a text, as text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed text map* to identify key events, procedures, ideas and concepts in a text, as text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *sentences on a text map* to identify key events, procedures, ideas and concepts in a text, as text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a self-created text map, independently,* to identify key events, procedures, ideas and concepts in a text, as text is read aloud in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on a matrix* to identify interactions between events, ideas, concepts and procedures	**Reading-Centered Activity:** Organize *preidentified words and phrases on a matrix* to identify interactions between events, ideas, concepts and procedures	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed matrix* to identify interactions between events, ideas, concepts and procedures	**Reading-Centered Activity:** Organize *sentences on a matrix, after teacher modeling,* to identify interactions between events, ideas, concepts and procedures	**Reading-Centered Activity:** Organize *information on a self-created matrix, independently,* to identify interactions between events, ideas, concepts and procedures
		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 describe the interactions between events, ideas, concepts and procedures, 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 describe the interactions between events, ideas, concepts and procedures, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to describe the interactions between events, ideas, concepts and procedures, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to describe the interactions between events, ideas, concepts and procedures, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to describe the interactions between events, ideas, concepts and procedures, 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 the interactions between events, ideas, concepts and procedures	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that analyze the interactions between events, ideas, concepts and procedures	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that analyzes the interactions between events, ideas, concepts and procedures	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher provided models to develop an essay* that analyzes the interactions between events, ideas, concepts and procedures	**Writing-Centered Activity:** Use *information to independently develop an essay* that analyzes the interactions between events, ideas, concepts and procedures
		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 4 Standard (RI.4.3): Explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text.	GRADE LEVEL ACADEMIC DEMAND *Use Time, Sequence and Cause/Effect to Describe Interactions between Events, Ideas, Concepts or Procedures*

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.

- Identify/use words and phrases (e.g., nouns and associated pronouns) that appear throughout the text to explain events, procedures, ideas or concepts in the text.
- Identify/use words and phrases that signal sequence (e.g., before, long ago, currently, first, secondly, then, next, last, finally).
- Use words and phrases that signal chronology (e.g., when—meaning that two events happened at the same time; sometimes—meaning occasionally, not always).

- Use words that add details or examples (e.g., for instance, some examples).
- Use cause-and-effect words to explain why an event happened (e.g., because, so, but, though, while, as a result).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
Mountains of Fire! Deep beneath the Earth's surface it is hot. Hot enough to melt rock. *When* rock melts it becomes a thick liquid called **magma**. *Sometimes* **it** puddles together in a **magma** chamber. *Sometimes* **it** finds cracks to travel through. If **magma** travels through a crack to the surface, the place **it** comes out is called a vent. Where do cracks and vents in the Earth come from? The land we live on is broken into pieces called **plates**. The **plates** fit the Earth <u>like</u> a puzzle. **They** are always moving a few inches a year. *When* **plates** pull apart. . . or smash together. . .watch out! Schreiber, A. (2008). *Volcanoes*. Retrieved from Volcanoes-National-Geographic-Readers-Schreiber/dp/1426302851#reader_1426302851	In a mini lesson and small group/whole class conversations, model how to explain information based on information found in a text: - Identify words and phrases (**bold**) that appear throughout the text to explain the main concepts. In the first paragraph the subject is **magma** and its associated pronoun is **it.** In the second one the words are **plates** and **they.** - Identify words (*italics*) that signal sequence (e.g., *when*, *sometimes*). - Identify words (<u>underline</u>) that signal comparison (e.g., <u>like</u>). - Use words that add details or examples to explain ideas and concepts in the text (e.g., for instance, some examples). - Use cause-and-effect words to explain why an event happened (e.g., because, so, but, though, while, as a result).