

<b>Common Core Anchor Standard (RI.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 4 Standard (RI.4.5):</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text.			<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Describe Different Informational Text Structures</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 and phrases on an identifying-text-structure graphic organizer</i> to determine the overall structure 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 an identifying-text-structure graphic organizer</i> to determine the overall structure 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 identifying-text-structure graphic organizer</i> to determine the overall structure 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>sentences on an identifying-text-structure graphic organizer</i> to determine the overall structure 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 text structure graphic organizer</i> to analyze the structure of an informational text	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a text structure graphic organizer</i> to analyze the structure of an informational text	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed text structure graphic organizer</i> to analyze the structure of an informational text	<b>Reading-Centered Activity:</b> Organize <i>sentences on a text structure graphic organizer, after teacher modeling</i> , to analyze the structure of an informational 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>

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 a text is organized, 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 a text is organized, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to describe how a text is organized, 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 a text is organized, 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 a text is organized, 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 a cloze paragraph</i> that analyzes the overall structure of a text	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze the overall structure of a text	<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 the overall structure of a text	<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 the overall structure of a text	<b>Writing-Centered Activity:</b> Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that analyzes the overall structure of 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 4 Standard (RI.4.5):** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text.

**GRADE LEVEL ACADEMIC DEMAND**  
*Describe Different Informational Text Structures*

**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.

Identify words and phrases that indicate the structure of a nonfiction text (e.g., text structures that convey descriptions use adjectives [e.g., cold, hot]; text structures that present a sequence use chronological time markers [e.g., first, second, in 1995]; compare-and-contrast text structures use transitional words [e.g., like, just as, similar, on the one hand, on the other, whereas]; cause-and-effect text structures use transitional words [e.g., because, however, therefore, as a result] and problem-and-solution text structures use nouns and verbs [e.g., issue, problem, result, resulted, solution]).

**Example to Address the Linguistic Demands**

**Text Excerpt**

*In May 2008*, the U.S. listed the polar bear as a **threatened** species under the Endangered Species Act. Protecting polar bears is a **possible** solution to stop hunters from killing them. *Since 2007*, Canada's polar bears are listed as a Species of Special Concern. This act has had **positive** results. *In April 2011*, Native Communities in Canada reported an increase in the numbers of polar bears on land.

Polar Bears and their young:

When this cub was born *four months ago*, he was no bigger than a guinea pig. Now it is spring and the cub is about the size of a cocker spaniel. Like his mother, the cub is built to survive in the Arctic. His **white** fur will grow to be **six** inches thick—longer than your hand.

Polar bears and their habitat:

Polar bears live in the Arctic. That is why polar bears hunt seals and other **fatty** marine mammals from sea ice. They also travel, mate, and sometimes give birth on the ice. But sea ice is melting as the planet warms, and it is predicted to continue to do so for several more decades. "Because polar bears are vulnerable to this loss of habitat, it is **important** that governments create laws to protect them.

Polar bears. *National Geographic for Kids*. Retrieved from <http://kids.nationalgeographic.com/kids/stories/animalsnature/polar-bears-threatened/>

**Teacher Directions**

Analyze in a whole class or small group the different text structures that are present in this text:

Identify words and phrases that indicate the structure of a nonfiction text (e.g., text structures that convey descriptions use adjectives [e.g., cold, hot]; text structures that present a sequence use chronological time markers [e.g., first, second, in 1995]; compare-and-contrast text structures use transitional words [e.g., like, just as, similar, on the one hand, on the other, whereas]; cause-and-effect text structures use transitional words [e.g., because, however, therefore, as a result] and problem-and-solution text structures use nouns and verbs [e.g., issue, problem, result, resulted, solution]).

- The author uses adjectives (**bold**) to indicate the structure of a nonfiction text (e.g., text structures that convey descriptions use adjectives) (e.g., **threatened, possible, positive, white**).
- The author uses chronological time markers (*italics*) that present a sequence (e.g., *in May 2008, four months ago*).
- The author uses transitional words to compare and contrast (underline) (e.g., is about the size; no bigger than a guinea pig; like). Compare and contrast in English is also signaled by the morphemes *er* and *est* (e.g., bigger, longer).
- The author uses cause-and-effect words (wavy underline) (e.g., that is why, but, it is predicted, because).
- The author uses problem-and-solution text structures with nouns and verbs (double underline) (e.g., solution, results).