

Common Core Anchor Standard (RL.5): 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.			MAIN ACADEMIC DEMAND <i>Analyze Relationship of Linguistic and Text Structures</i>		
Common Core Grade 3 Standard (RL.3.5): Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> and <i>stanza</i> ; describe how each successive part builds on earlier sections.			GRADE LEVEL ACADEMIC DEMAND <i>Refer to Parts of Text Using Appropriate Terminology and Describe How Successive Parts of Text Build on Earlier Sections</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 text structure graphic organizer</i> to identify the structure of a text, as text is read in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a text structure graphic organizer</i> to identify the structure of a text, as text is read in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed text structure graphic organizer</i> to identify the structure of a text, as text is read in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>sentences on a text structure graphic organizer</i> to identify the structure of a text, as text is read in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a flow chart</i> to describe how successive parts of text build on earlier sections	Reading-Centered Activity: Organize <i>preidentified words and phrases on a flow chart</i> to describe how successive parts of text build on earlier sections	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed flow chart</i> to describe how successive parts of text build on earlier sections	Reading-Centered Activity: Organize <i>sentences on a flow chart, after teacher modeling</i> , to describe how successive parts of text build on earlier sections
		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	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 successive parts of text build on earlier sections, using appropriate terminology, 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 successive parts of text build on earlier sections, using appropriate terminology, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to describe how successive parts of text build on earlier sections, using appropriate terminology, 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 successive parts of text build on earlier sections, using appropriate terminology, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to describe how successive parts of text build on earlier sections, using appropriate terminology, 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 how successive parts of text build on earlier sections, using appropriate terminology	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze how successive parts of text build on earlier sections, using appropriate terminology	Writing-Centered Activity: Use a <i>word bank</i> and <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that analyzes how successive parts of text build on earlier sections, using appropriate terminology	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 how successive parts of text build on earlier sections, using appropriate terminology	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that analyzes how successive parts of text build on earlier sections, using appropriate terminology
		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 (RL.3.5): Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as *chapter*, *scene* and *stanza*; describe how each successive part builds on earlier sections.

GRADE LEVEL ACADEMIC DEMAND
Refer to Parts of Text Using Appropriate Terminology and Describe How Successive Parts of Text Build on Earlier Sections

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 sentence structures (e.g., In this stanza _____) to refer to a stanza in a poem.
- Use sentence structures (e.g., In this chapter I found _____/it says _____) to refer to chapters in a book.
- Use sentence structures (e.g., In this scene I found that _____) to refer to a scene in a play.
- Use sequencing words and phrases (e.g., in the first part, then, in the beginning, in the end) to describe how successive parts build on earlier sections.

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Waiter, There's a Dog in My Soup</p> <p>There's a doggy in my soup dish. There's a canine in my cup. The waiter brought a bowl out And I found this grubby pup.</p> <p>His fur is simply sopping. He's wet from head to toes. He's got some peas under his paws and noodles on his nose.</p> <p>He doesn't look too happy. His eyes are filled with tears. Or maybe that is just chicken soup That's dripping from his ears.</p> <p>Nesbitt, K. (2014). <i>Waiter, there's a dog in my soup</i>. Retrieved from www.poetry4kids.com/poem-672.html#.UurrfHnzbwI</p>	<p>In a small group or whole class setting, refer to parts of a poem or book when writing or speaking:</p> <ul style="list-style-type: none"> • Identify the stanzas in the poem (group of lines in a poem). For example, in the poem, Waiter, There's a Dog in My Soup, there are three different stanzas. • Use sentence structures (e.g., In this stanza _____) to refer to a stanza in a poem. • Use sentence structures (e.g., In this chapter I found _____/it says _____) to refer to chapters in a book. • Use sentence structures (e.g., In this scene I found that _____) to refer to a scene in a play. • Use sequencing words and phrases (e.g., in the first part, then, in the beginning, in the end) to describe how successive parts build on earlier sections.