

Common Core Anchor Standard (RI.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 the Relationship of Linguistic and Text Structures</i>		
Common Core Grade 7 Standard (RI.7.5): Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.			GRADE LEVEL ACADEMIC DEMAND <i>Analyze How Major Sections of Text Contribute to Overall Structure and Development of Ideas</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 an author uses to organize 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 an author uses to organize 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 an author uses to organize a text, as text is read in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a text structure graphic organizer</i> to identify the structure an author uses to organize 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 concept map</i> to identify and connect sections of a text with the development of ideas	Reading-Centered Activity: Organize <i>preidentified words and phrases on a concept map</i> to identify and connect sections of a text with the development of ideas	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed concept map</i> to identify and connect sections of a text with the development of ideas	Reading-Centered Activity: Organize <i>information on a concept map, after teacher modeling</i> , to identify and connect sections of a text with the development of ideas
		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 explain how the structure and sections of a text contribute to the development of ideas, 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 explain how the structure and sections of a text contribute to the development of ideas, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to explain how the structure and sections of a text contribute to the development of ideas, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>previously completed graphic organizers</i> to explain how the structure and sections of a text contribute to the development of ideas, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to explain how the structure and sections of a text contribute to the development of ideas, 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 cloze paragraphs</i> that analyze how major sections of text contribute to the overall structure and development of ideas	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that analyze how major sections of text contribute to the overall structure and development of ideas	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 how major sections of text contribute to the overall structure and development of ideas	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 major sections of text contribute to the overall structure and development of ideas	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that analyzes how major sections of text contribute to the overall structure and development of ideas
		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 7 Standard (RI.7.5): Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

GRADE LEVEL ACADEMIC DEMAND
Analyze How Major Sections of Text Contribute to Overall Structure and Development of Ideas

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]).
- Use sentence structures to describe how major sections contribute to the whole text (e.g., This section contributes ____; This section adds information on ____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>What steps have we taken toward making it the century of the child? So far, very, very few. Why does the Children’s Era still remain a dream of the dim and the distant future? Why has so little been accomplished?—in spite of all our acknowledged love of children, all our generosity, all our good-will, all the enormous spending of millions on philanthropy and charities, all our warm-hearted sentiment, all our incessant activity and social consciousness? Why?</p> <p>We have only been a sort of silly reception committee, a reception committee at the Grand Central Station of Life. Trainload after trainload of children are coming in, day and night—<i>nameless</i> refugees arriving out of the Nowhere into the Here. Trainload after trainload—many <i>unwelcome, unwanted, unprepared</i> for, <i>unknown</i>, without baggage, without passports, most of them without pedigrees. These <i>unlimited</i> hordes of refugees arrive in such numbers that the reception committee is thrown into a panic—a panic of activity.</p> <p>Sanger, M. (1925, March). <i>The children’s era</i>. Speech given in New York City. Retrieved from www.sojust.net/speeches/margaret_sanger_children.html</p>	<p>In a mini lesson and small group/whole class conversations, model how to analyze the author’s structure of a text and how individual parts contribute to development of the whole text:</p> <ul style="list-style-type: none"> 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]). <ul style="list-style-type: none"> In the first paragraph, the author uses a question form (bold) (e.g., What steps have we taken toward making it the century of the child?). In the second paragraph, the author describes refugee children using adjectives (<i>italics</i>) (e.g., <i>unlimited, unwelcome, nameless</i>). The meaning of the prefix <i>un</i> in <i>unwelcome</i> and <i>unlimited</i> means no/not. This can also be a source of linguistic analysis. Use sentence structures to describe how major sections contribute to the whole text (e.g., This section contributes ____; This section adds information on ____).