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 *Analyze the Relationship of Linguistic and Text Structures*
Common Core Grade 8 Standard (RI.8.5): Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	GRADE LEVEL ACADEMIC DEMAND *Analyze Paragraph Structures and How Sentences Develop Key Concepts*

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 paragraph structure graphic organizer* to determine the structure of a specific paragraph, as text is read in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a paragraph structure graphic organizer* to determine the structure of a specific paragraph, as text is read in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a paragraph structure graphic organizer* to determine the structure of a specific paragraph, as text is read in *partnership, small group, and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a paragraph structure graphic organizer* to determine the structure of a specific paragraph, as text is read in *partnership, small group, and/or whole class settings*	**Listening-Centered Activity:** Organize *information in a note-taking guide, independently,* to determine the structure of a specific paragraph, as text is read in *partnership, small group, and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on a matrix* to identify how particular sentences develop key concepts	**Reading-Centered Activity:** Organize *preidentified words and phrases on a matrix* to identify how particular sentences develop key concepts	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed matrix* to identify how particular sentences develop key concepts	**Reading-Centered Activity:** Organize *information on a matrix, after teacher modeling,* to identify how particular sentences develop key concepts	**Reading-Centered Activity:** Organize *information in a note-taking guide, independently,* to identify how particular sentences develop key concepts
		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 explain how the structure and particular sentences of a paragraph develop key concepts, 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 explain how the structure and particular sentences of a paragraph develop key concepts, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to explain how the structure and particular sentences of a paragraph develop key concepts, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to explain how the structure and particular sentences of a paragraph develop key concepts, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to explain how the structure and particular sentences of a paragraph develop key concepts, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases* to *complete cloze paragraphs* that analyze the structure of a paragraph and how particular sentences develop key concepts	**Writing-Centered Activity:** Use the *preidentified words and phrases* to *write two or more paragraphs* that analyze the structure of a paragraph and how particular sentences develop key concepts	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that analyzes the structure of a paragraph and how particular sentences develop key concepts	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that analyzes the structure of a paragraph and how particular sentences develop key concepts	**Writing-Centered Activity:** Use *information, independently, to develop a multiple paragraph essay* that analyzes the structure of a paragraph and how particular sentences develop key concepts
		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 8 Standard (RI.8.5): Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	GRADE LEVEL ACADEMIC DEMAND *Analyze Paragraph Structures and How Sentences Develop Key Concepts*

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 paragraph (e.g., structures that convey descriptions use adjectives [e.g., cold, hot]; structures that present a sequence use chronological time markers [e.g., incessantly]; compare-and-contrast structures use transitional words [e.g., like, just as, more]; cause-and-effect structures use transitional words [e.g., because] and problem-and-solution structures use nouns and verbs [e.g., issue, problem, result, resulted, solution]).

- Use sentence structures to describe how a particular sentence develops and refines a key concept (e.g., This sentence adds information on _____; The sentence contributes to the author's claim that _____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
You ask, what is our aim? I can answer in one word. **It is *victory*.** *Victory* at all costs—*Victory* <u>in spite</u> of all terrors—*Victory*, <u>however</u> long and hard the road may be, <u>for</u> without *victory* there is no survival. Roberts, P. (2012). Winston Churchill's address. In P. Roberts (Ed.), *World War II. The essential reference guide* (p. 319). Santa Barbara, CA: ABC-CLIO.	Analyze in a small group or whole class how a specific paragraph is constructed and how it refines ideas. - Identify words and phrases that indicate the structure of a paragraph (e.g., structures that convey descriptions use adjectives [e.g., cold, hot]; structures that present a sequence use chronological time markers [e.g., incessantly]; compare-and-contrast structures use transitional words [e.g., like, just as, more]; cause-and-effect structures use transitional words [e.g., because] and problem-and-solution structures use nouns and verbs [e.g., issue, problem, result, resulted, solution]). ◦ The author uses question-and-answer forms in the opening (**bold**) (e.g., **You ask, what is our aim? It is victory**) and repetitions (*italics*) (e.g., *victory*). Each time the word is presented, the concept is refined ◦ The author uses transitional words (<u>underline</u>) (e.g., <u>however</u>, <u>for</u>) and the adverb <u>in spite of</u> to signal cause and effect. - Use sentence structures to describe how a particular sentence develops and refines a key concept (e.g., This sentence adds information on _____; The sentence contributes to the author's claim that _____).