

<p>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.</p>		<p>MAIN ACADEMIC DEMAND <i>Analyze the Relationship of Linguistic and Text Structures</i></p>				
<p>Common Core Grade 11–12 Standard (RI.11–12.5): Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Evaluate the Effectiveness of Structure by Author’s Use of Clear, Convincing and Engaging Points</i></p>				
<p>5 Levels of Language Development</p>	<p>Entering (Beginner)</p>	<p>Emerging (Low Intermediate)</p>	<p>Transitioning (High Intermediate)</p>	<p>Expanding (Advanced)</p>	<p>Commanding (Proficient)</p>	
<p>When acquiring a new language, using grade level texts and appropriate supports, students are able to:</p>						
<p>RECEPTIVE</p>	<p>Oracy and Literacy Links</p>	<p>Listening-Centered Activity: Organize <i>pretaught words and phrases on a text structure graphic organizer</i> to identify the structure an author uses in his or her exposition or argument, as text is read in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a text structure graphic organizer</i> to identify the structure an author uses in his or her exposition or argument, as text is read in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed text structure graphic organizer</i> to identify the structure an author uses in his or her exposition or argument, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>information on a text structure graphic organizer</i> to identify the structure an author uses in his or her exposition or argument, as text is read in <i>partnership, small group and/or whole class settings</i></p>	
		<p>Reading-Centered Activity: Organize <i>pretaught words and phrases on a matrix</i> to connect the structure an author uses with their main points</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a matrix</i> to connect the structure an author uses with their main points</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed matrix</i> to connect the structure an author uses with their main points</p>	<p>Reading-Centered Activity: Organize <i>information on a matrix, after teacher modeling</i>, to connect the structure an author uses with their main points</p>	<p>Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i>, to connect the structure an author uses with their main points</p>
		<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and, occasionally, in the home language.</i></p>	<p><i>in the new language.</i></p>	<p><i>in the new language.</i></p>

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<p>Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that evaluate whether or not the structure an author uses makes points clear, convincing and engaging, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p>Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that evaluate whether or not the structure an author uses makes points clear, convincing and engaging, when speaking in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank</i> to evaluate whether or not the structure an author uses makes points clear, convincing and engaging, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to evaluate whether or not the structure an author uses makes points clear, convincing and engaging, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use <i>information, independently</i>, to evaluate whether or not the structure an author uses makes points clear, convincing and engaging, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p>Writing-Centered Activity: Use <i>pretaught words and phrases to complete cloze paragraphs</i> that evaluate whether or not the structure an author uses makes points clear, convincing and engaging</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that evaluate whether or not the structure an author uses makes points clear, convincing and engaging</p>	<p>Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that evaluates whether or not the structure an author uses makes points clear, convincing and engaging</p>	<p>Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that evaluates whether or not the structure an author uses makes points clear, convincing and engaging</p>	<p>Writing-Centered Activity: Use <i>information, independently, to develop a multiple paragraph essay</i> that evaluates whether or not the structure an author uses makes points clear, convincing and engaging</p>
		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 11–12 Standard (11–12.5): Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.

GRADE LEVEL ACADEMIC DEMAND
Evaluate the Effectiveness of Structure by Author’s Use of Clear, Convincing and Engaging Points

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 evaluate the effectiveness of the structure an author uses (e.g., The author uses the following structures to show that _____; I consider that these structures are effective/not effective because _____).

Example to Address the Linguistic Demands

Text Excerpt

Freedom of speech, of the press, of association, of assembly and petition—this set of guarantees, protected by the First Amendment, comprises what we refer to as freedom of expression. The Supreme Court has written that this freedom is “the matrix, the **indispensable** condition of **nearly** every other form of freedom.” Without it, other fundamental rights, like the right to vote, would wither and die.

But in spite of its “**preferred** position” in our constitutional hierarchy, the nation’s commitment to freedom of expression has been tested over and over again. Especially during times of national stress, *like war abroad* or social upheaval at home, people exercising their First Amendment rights have been censored, fined, even jailed. Those with unpopular political ideas have always borne the brunt of government repression. It was during WWI—hardly ancient history—that a person could be jailed just for giving out anti-war leaflets.

Liberty of expression. Retrieved from <https://www.aclu.org/free-speech/freedom-expression>

Teacher Directions

- In a small group or whole class setting, analyze the structures that an author uses to present an argument:
- 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 description (**bold**) (e.g., adjectives and adverbs) (e.g., **indispensable, nearly**).
 - The author uses cause and effect (*italics*) (e.g., *but in spite*), signaling a change of direction in the second paragraph.
 - The author provides examples (underline) that contribute to the effectiveness of the presentation of the argument (e.g., especially, those, during WWI).
 - Use sentence structures to evaluate the effectiveness of the structure an author uses (e.g., The author uses the following structures to show that _____; I consider that these structures are effective/not effective because _____).