

<p>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.</p>		<p>MAIN ACADEMIC DEMAND <i>Analyze Relationship of Linguistic and Text Structures</i></p>				
<p>Common Core Grade 5 Standard (RL.5.5): Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama or poem.</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Explain How a Series of Chapters, Scenes or Stanzas Combine to Provide the Overall Structure of a Story, Drama or Poem</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 of a story, drama or poem, 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 of a story, drama or poem, 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 of a story, drama or poem, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>sentences on a text structure graphic organizer</i> to identify the structure of a story, drama or poem, 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 flow chart</i> to identify how a series of chapters, scenes or stanzas combine to provide the overall structure of a story, drama or poem</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a flow chart</i> to identify how a series of chapters, scenes or stanzas combine to provide the overall structure of a story, drama or poem</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed flow chart</i> to identify how a series of chapters, scenes or stanzas combine to provide the overall structure of a story, drama or poem</p>	<p>Reading-Centered Activity: Organize <i>sentences on a flow chart, after teacher modeling</i>, to identify how a series of chapters, scenes or stanzas combine to provide the overall structure of a story, drama or poem</p>	<p>Reading-Centered Activity: Organize <i>information on a self-created flow chart, independently</i>, to identify how a series of chapters, scenes or stanzas combine to provide the overall structure of a story, drama or poem</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>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 describe how a series of chapters, scenes or stanzas provide the overall structure of a story, drama or poem, 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 describe how a series of chapters, scenes or stanzas provide the overall structure of a story, drama or poem, when speaking in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank</i> to describe how a series of chapters, scenes or stanzas provide the overall structure of a story, drama or poem, 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 describe how a series of chapters, scenes or stanzas provide the overall structure of a story, drama or poem, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use <i>information, independently</i>, to describe how a series of chapters, scenes or stanzas provide the overall structure of a story, drama or poem, 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 analyze how a series of chapters, scenes or stanzas provide the overall structure of a story, drama or poem</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze how a series of chapters, scenes or stanzas provide the overall structure of a story, drama or poem</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 analyzes how a series of chapters, scenes or stanzas provide the overall structure of a story, drama or poem</p>	<p>Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher provided models to develop an essay</i> that analyzes how a series of chapters, scenes or stanzas provide the overall structure of a story, drama or poem</p>	<p>Writing-Centered Activity: Use <i>information, independently, to develop a multiple paragraph essay</i> that analyzes how a series of chapters, scenes or stanzas provide the overall structure of a story, drama or poem</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>

Common Core Grade 5 Standard (RL.5.5): Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama or poem.

GRADE LEVEL ACADEMIC DEMAND
Explain How a Series of Chapters, Scenes or Stanzas Combine to Provide the Overall Structure of a Story, Drama or Poem

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 settings and characters (e.g., Lincoln Elementary and Nick Allen) to signal the beginning in a chapter, scenes or stanzas.
- Identify cause-and-effect words (e.g., but most of all, however, because) that indicate complication or rising action in a chapter, scenes or stanzas.
- Identify conclusion or reversal of the conflict that stresses the effect more than the cause (e.g., so, became) to identify the ending in a chapter, scenes or stanzas.
- Use sentence structures (e.g., These chapters connect _____; The dialogues contribute to _____; The scenes in this play are organized to show _____) to explain how the stanzas, chapter or scenes fit together.

Example to Address the Linguistic Demands

Text Excerpt

If you asked the kids and the teachers at **Lincoln Elementary School** to make three lists—all the really bad kids, all the really smart kids, all the really good kids—**Nick Allen** would not be on any of them. Nick deserved a list all his own, and everyone knew that.

Fifth grade was different. That was the year to get ready for middle school. Fifth grade meant passing classes. It meant no morning recess. It meant real letter grades on your report cards. *But most of all*, it meant Ms. Granger. Ms. Granger loved the dictionary. This, *however*, was hopelessly boring to Nick.

So Nick invented a new word. A pen was no longer a pen—it became a frindle.

Suddenly Nick found himself in the middle of a media frenzy over frindle. The question is, will he emerge from this controversy as a troublemaker or as a hero?

Clements, A. (1996). *Frindle* [B. Selznick, Illus.]. New York: Simon and Schuster for Young Readers.

Teacher Directions

Explain in a small group/whole class discussion how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama or poem:

- Identify words and phrases that signal the different parts of a story.
- Beginning: characters are introduced (chronological markers and location) (**bold**) (e.g., **Lincoln Elementary** and **Nick Allen**).
- Complication or rising action (e.g., cause-and-effect words) (*italics*) (e.g., *but most of all, however*).
- Ending (or resolution) (underline) (e.g., the conclusion or reversal of the conflict; cause-and-effect words) (e.g., so, became).