Common Core Anchor Standard (RI.3): Analyze how and why individuals, events and ideas develop and interact over the course of a text.	MAIN ACADEMIC DEMAND *Analyze Cause/Effect and Interactions between Text Elements*
Common Core Grade 5 Standard (RI.5.3): Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.	GRADE LEVEL ACADEMIC DEMAND *Explain Cause and Effect Interactions among Two or More Individuals, Events, Ideas or Concepts in Text*

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 on a cause-and-effect graphic organizer* to identify the interactions among two or more individuals, events, ideas or concepts, as the text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a cause-and-effect graphic organizer* to identify the interactions among two or more individuals, events, ideas or concepts, as the text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed cause-and-effect graphic organizer* to identify the interactions among two or more individuals, events, ideas or concepts, as the text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *sentences on a cause-and-effect graphic organizer* to identify the interactions among two or more individuals, events, ideas or concepts, as the text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a self-created cause-and-effect graphic organizer, independently,* to identify the interactions among two or more individuals, events, ideas or concepts, as the text is read aloud in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words on a matrix* to analyze the interactions among two or more individuals, events, ideas or concepts in a text	**Reading-Centered Activity:** Organize *preidentified words and phrases on a matrix* to analyze the interactions among two or more individuals, events, ideas or concepts in a text	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed matrix* to analyze the interactions among two or more individuals, events, ideas or concepts in a text	**Reading-Centered Activity:** Organize *sentences on a matrix, after teacher modeling,* to analyze the interactions among two or more individuals, events, ideas or concepts in a text	**Reading-Centered Activity:** Organize *information on a self-created matrix, independently,* to analyze the interactions among two or more individuals, events, ideas or concepts in a text
		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 to complete sentence starters* that describe cause-and-effect interactions among two or more individuals, events, ideas or concepts in a text, when speaking in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases to complete sentence starters* that describe cause-and-effect interactions among two or more individuals, events, ideas or concepts in a text, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to describe cause-and-effect interactions among two or more individuals, events, ideas or concepts in a text, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *previously completed graphic organizers* to describe cause-and-effect interactions among two or more individuals, events, ideas or concepts in a text, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to describe cause-and-effect interactions among two or more individuals, events, ideas or concepts in a text, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words to complete a cloze paragraph* that analyzes cause-and-effect interactions among two or more individuals, events, ideas or concepts in a text	**Writing-Centered Activity:** Use *preidentified words and phrases to complete cloze paragraphs* that analyze cause-and-effect interactions among two or more individuals, events, ideas or concepts in a text	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that analyzes cause-and-effect interactions among two or more individuals, events, ideas or concepts in a text	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that analyzes cause-and-effect interactions among two or more individuals, events, ideas or concepts in a text	**Writing-Centered Activity:** Use *information to develop a multiple paragraph essay, independently,* that analyzes cause-and-effect interactions among two or more individuals, events, ideas or concepts in a text
		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 5 Standard (RI.5.3): Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.	GRADE LEVEL ACADEMIC DEMAND *Explain Cause and Effect Interactions among Two or More Individuals, Events, Ideas or Concepts in Text*

Linguistic Demands: The following examples are in English but 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/use words and phrases (e.g., nouns and associated pronouns) that appear throughout the text to explain individuals, events, ideas and concepts.
- Use words that signal chronology or sequence (e.g., as, while).
- Identify/use words that signal cause and effect (e.g., though, while, but, because, so, as a result).
- Use words that add details or examples (e.g., for instance, some examples, in fact, in other words).

Example to Address the Linguistic Demands	
Text Excerpt	**Teacher Directions**
Brue Lee was a weak and sickly *as* a child. *As* a teenager, **he** had to protect himself in **his** tough neighborhood. <u>So</u>, **he** took up martial arts**. Lee** studied every kind of physical fighting. **He** worked out constantly. **He** did sit ups *while* watching TV**. He** practiced kicks *while* walking down the street. <u>As a result</u> of all this exercise, **he** became a master of the martial arts. **Bruce Lee** made martial arts popular in the United States. **He** amazed audiences with **his** karate and kung fu skills. **He** wrote and directed martial arts movies and starred in them **himself. He** became the highest paid actor in the world, as well as an amazing athlete. <u>Because</u> of **Bruce Lee,** millions of U.S. kids became fans of the martial arts. Bruce Lee. Retrieved from http://bruceleefoundation.com/	In a mini lesson and small group/whole class conversations, model how to explain the relationship between two or more concepts: - Identify words and phrases **(bold)** that appear throughout the text that indicate the subject of individuals, events, ideas or concepts (e.g., **Bruce Lee**, **he**, **himself**). - Identify/use words (*italics*) that signal chronology or sequence (e.g. *as, while*) to explain the relationship of two or more ideas or concepts found in the text. - Identify/use words that signal cause and effect (<u>underline</u>) (e.g., <u>because</u>, <u>so</u>, <u>as a result</u>). - Use words that add details or examples (e.g., for instance, some examples, in fact, in other words) to explain relationships found in the text.