

<p>Common Core Anchor Standard (RL.1): Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>		<p>MAIN ACADEMIC DEMAND <i>Draw Inferences Using Evidence from the Text</i></p>				
<p>Common Core Grade 1 Standard (RL.1.1): Ask and answer questions about key details in a text.</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Ask and Answer Questions about Key Details in a Text</i></p>				
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)	
<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 web</i> to identify key details, as text is read aloud in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a web</i> to identify key details, as text is read aloud in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed web</i> to identify key details, as text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>sentences on a web</i> to identify key details, as text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	
		<p>Reading-Centered Activity: Organize <i>pretaught words and phrases on a details tree</i> to answer questions about details in a text</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a details tree</i> to answer questions about details in a text</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed details tree</i> to answer questions about details in a text</p>	<p>Reading-Centered Activity: Organize <i>sentences on a details tree, after teacher modeling</i>, to answer questions about details in a text</p>	<p>Reading-Centered Activity: Organize <i>information on a self-created details tree, independently</i>, to answer questions about details in a text</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	Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> to ask and answer questions about the text, 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 to complete sentence starters</i> to ask and answer questions about the text, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use <i>words from a word bank</i> to ask and answer questions about the text, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to ask and answer questions about the text, after teacher modeling, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers, independently</i> , to ask and answer questions about the text when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases to complete cloze sentences</i> that respond to questions about key details in the text	Writing-Centered Activity: Use <i>preidentified words and phrases to complete a cloze paragraph</i> that responds to questions about key details in the text	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a paragraph</i> that responds to questions about key details in the text	Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop a short essay</i> that responds to questions about key details in the text	Writing-Centered Activity: Use the <i>previously completed graphic organizers, independently, to develop an essay</i> that responds to questions about key details in the text
		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>

Linguistic Demands: The following are some 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.

- *WHO* questions and answers target the subject(s) who were involved in an event.
 - *WHERE* questions and answers refer to the place (or even circumstances) where an event takes place.
 - *WHY* refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference.
 - *WHAT* questions and answers refer to the event that took place.
 - *HOW* questions and answers refer to the sequence that leads to the main event or conflict (e.g., timelines or plot can be part of explaining the *HOW* of an event). *HOW* can also be covered by *WHAT*, *WHERE* and *WHEN*.
- (Note: Not all question forms have to be mastered by the students.)

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>A mother bird <i>sat</i> on her egg. The egg jumped. “Oh, oh!” <i>said</i> the mother bird. “My baby will be here! He <i>will want</i> to eat.” “I must get something for my baby bird <i>to eat!</i>” she said. “I <i>will</i> be back!” So away she <i>went</i>.</p> <p>Eastman, P.D. (1960). <i>Are you my mother?</i> Random House Children’s Books, a division of Random House, Inc. (From Appendix B, CCSS, p.15.)</p>	<p>In a mini lesson, small group or whole class, demonstrate understanding of key details in a text by asking and answering questions to:</p> <ul style="list-style-type: none"> • WHO questions and answers target the subject(s) (nouns and associated pronouns) who were involved in an event (bold) (e.g., mother bird, my, I) and by asking who questions (e.g., Who is sitting on the egg?). • WHERE questions and answers refer to the place (nouns) (or even circumstances) where an event takes place. In this text the place is not explicitly stated but the inference can be supported by a where question (e.g., where do you think that the mother bird and her baby are?). • WHY refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference supported by a why question (e.g., Why did the mother bird leave?). • WHAT questions and answers refer to the event (verbs) (<i>italics</i>) (e.g., <i>sat, jumped, said</i>) and by asking what questions (e.g., What was the mother doing?). • HOW questions and answers refer to the sequence that lead to the main event or conflict (focus on the sequence of the verbs or actions: sat, jumped, said) and by asking how questions (e.g., How does the mother bird know the baby is coming?).