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| 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. | | MAIN ACADEMIC DEMAND <i>Draw Inferences Using Evidence from the Text</i> | | | | |
| Common Core Grade 6 Standard (RL.6.1): Cite textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text. | | GRADE LEVEL ACADEMIC DEMAND <i>Cite Textual Evidence to Explain and Draw Inferences</i> | | | | |
| 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 <i>pretaught words and phrases on an inferencing graphic organizer</i> to draw inferences from the text, as the text is read aloud in <i>partnership and/or teacher-led small groups</i> | Listening-Centered Activity: Organize <i>preidentified words and phrases on an inferencing graphic organizer</i> to draw inferences from the text, as the text is read aloud in <i>partnership and/or small groups</i> | Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed inferencing graphic organizer</i> to draw inferences from the text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i> | Listening-Centered Activity: Organize <i>information on an inferencing graphic organizer</i> to draw inferences from the text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i> | Listening-Centered Activity: Organize <i>information in a note taking guide, independently</i> , to draw inferences from the text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i> |
| | | Reading-Centered Activity: Organize <i>pretaught words and phrases on an inferring-snapshot graphic organizer</i> to cite textual evidence and draw inferences | Reading-Centered Activity: Organize <i>preidentified words and phrases on an inferring-snapshot graphic organizer</i> to cite textual evidence and draw inferences | Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed inferring-snapshot graphic organizer</i> to cite textual evidence and draw inferences | Reading-Centered Activity: Organize <i>information on an inferring-snapshot graphic organizer, after teacher modeling</i> , to cite textual evidence and draw inferences | Reading-Centered Activity: Organize <i>information in a note taking guide, independently</i> , to cite textual evidence and draw inferences |
| | | <i>in the new and/or the home language.</i> | <i>in the new and/or the home language.</i> | <i>in the new and, occasionally, in the home language.</i> | <i>in the new language.</i> | <i>in the new language.</i> |

| 5 Levels of Language Development | | Entering (Beginner) | Emerging (Low Intermediate) | Transitioning (High Intermediate) | Expanding (Advanced) | Commanding (Proficient) |
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| 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> that explain the meaning of the text and inferences drawn, 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> that explain the meaning of the text and inferences drawn, when speaking in <i>partnership and/or small groups</i> | Speaking-Centered Activity: Use a <i>word bank</i> to explain the meaning of the text and inferences drawn, 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 explain the meaning of the text and inferences drawn, when speaking in <i>partnership, small group and/or whole class settings</i> | Speaking-Centered Activity: Use <i>knowledge of the text, independently</i> , to explain the meaning of the text and inferences drawn, 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 paragraphs</i> that analyze the explicit meaning of a text and the inferences drawn from evidence | Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that analyze the explicit meaning of a text and the inferences drawn from evidence | Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that analyzes the explicit meaning of a text and the inferences drawn from evidence | Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that analyzes the explicit meaning of a text and the inferences drawn from evidence | Writing-Centered Activity: Use the <i>previously completed graphic organizers, independently, to develop a multiple paragraph essay</i> that analyzes the explicit meaning of a text and the inferences drawn from evidence |
| | | 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 6 Standard (RL.6.1): Cite textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.

GRADE LEVEL ACADEMIC DEMAND
Cite Textual Evidence to Explain and Draw Inferences

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.

- Use words and phrases to cite (e.g., according to the author, the author says, here it states).
- Use introductory phrases to explain inferences drawn from the text (e.g., This means that _____; this suggests _____; this makes me reach the conclusion that _____; this description suggests that _____; the author suggests _____ in the story).

Example to Address the Linguistic Demands

Text Excerpt

He was woken by music. It beckoned him, lilting and insistent; delicate music, played by delicate instruments that he could not identify, with one rippling, bell-like phrase running through it in a gold thread of delight. There was in this music so much of the deepest enchantment of all his dreams and imaginings that he woke smiling in pure happiness at the sound. In the moment of his waking, it began to fade, beckoning as it went, and then as he opened his eyes it was gone. He had only the memory of that one rippling phrase still echoing in his head, and itself fading so fast that he sat up abruptly in bed and reached his arm out to the air, as if he could bring it back.

Cooper, S. (1973). *The dark is rising*. New York: Margaret K. McElderry Books. (From Appendix B, CCSS, pp. 79–80.)

Teacher Directions

In a small group/whole class discussion ask students to use introductory words and phrases to present details from a text and draw an inference:

- Use words and phrases to cite (e.g., according to the author, the author says, here it states).
- Use introductory phrases to explain inferences drawn from the text (e.g., This means that _____; this suggests _____; this makes me reach the conclusion that _____; this description suggests that _____; the author suggests _____ in the story). (e.g., Susan Cooper says: “He was woken by music. It beckoned him, lilting and insistent; delicate music, played by delicate instruments that he could not identify, with one rippling, bell-like phrase running through it in a gold thread of delight. There was in this music so much of the deepest enchantment of all his dreams and imaginings that he woke smiling in pure happiness at the sound.” The author suggests here that the music that Will hears is so enchanting that it must be the best he has ever heard.)