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 *Draw Inferences Using Evidence from the Text*
Common Core Grades 11–12 Standard (RL.11–12.1): Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	GRADE LEVEL ACADEMIC DEMAND *Thoroughly Cite and Infer from the Strongest Evidence to Support Analysis*

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 and phrases on a text analysis graphic organizer* to analyze what the text says explicitly, as the text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a text analysis graphic organizer* to analyze what the text says explicitly, as the text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed text analysis graphic organizer* to analyze what the text says explicitly, as the text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a text analysis graphic organizer* to analyze what the text says explicitly, as the text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information in a note taking guide, independently,* to analyze what the text says explicitly, as the text is read aloud in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on an inferences-and-evidence matrix* to draw inferences and cite evidence to support them	**Reading-Centered Activity:** Organize *preidentified words and phrases on an inferences-and-evidence matrix* to draw inferences and cite evidence to support them	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed inferences-and-evidence matrix* to draw inferences and cite evidence to support them	**Reading-Centered Activity:** Organize *information on an inferences-and-evidence matrix, after teacher modeling,* to draw inferences and cite evidence to support them	**Reading-Centered Activity:** Organize *information in a note taking guide, independently,* to draw inferences and cite evidence to support them
		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 and phrases* and the *previously completed graphic organizers to complete sentence starters* that cite textual evidence to prove inferences and information that is stated in the text when speaking in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* that cite textual evidence to prove inferences and information that is stated in the text when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to cite textual evidence to prove inferences and information that is stated in the text when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to cite textual evidence to prove inferences and information that is stated in the text when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *knowledge of the text, independently,* to cite textual evidence to prove inferences and information that is stated in the text when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to complete cloze paragraphs* that cite and infer from the strongest textual evidence to support analysis of the text	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that cite and infer from the strongest textual evidence to support analysis of the text	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to compose a short essay* that cites and infers from the strongest textual evidence to support analysis of the text	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to compose a short essay* that cites and infers from the strongest textual evidence to support analysis of the text	**Writing-Centered Activity:** Use the *previously completed graphic organizers, independently, to compose a multiple page essay* that cites and infers from the strongest textual evidence to support analysis of the 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 Grades 11–12 Standard (RL.11–12.1): Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	GRADE LEVEL ACADEMIC DEMAND *Thoroughly Cite and Infer from the Strongest Evidence to Support Analysis*

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 words and phrases to explain inferences drawn from the text (e.g., This means that _____; the author thinks that _____; this makes me reach the conclusion that _____; one possible explanation for this is _____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
I love you. I am offering this poem to you, since I have nothing else to give. Keep it like a warm coat when winter comes to cover you, or like a pair of thick socks the cold cannot bite through, I love you, I have nothing else to give you, so it is a pot full of yellow corn to warm your belly in winter, it is a scarf for your head, to wear over your hair, to tie up around your face, I love you, Keep it, treasure this as you would if you were lost, needing direction, in the wilderness life becomes when mature; and in the corner of your drawer, tucked away like a cabin or hogan, in dense trees, come knocking, and I will answer, give you directions, and let you warm yourself by this fire, rest by this fire, and make you feel safe I love you, It's all I have to give, and all anyone needs to live, and to go on living inside, when the world outside no longer cares if you live or die; remember, I love you Baca, J. S. (1977). I am offering this poem to you. In *Immigrants in our own land and selected early poems*. New York: New Directions. (From Appendix B, CCSS, p. 121.)	In a small group/whole class discussion model for students and ask them to use introductory words and phrases to present details from a text that draw an inference. - Use words and phrases to cite (e.g., according to the author, the author says, here it states). - Use words and phrases to explain inferences drawn from the text (e.g., This means that _____; the author thinks that _____; this makes me reach the conclusion that _____; one possible explanation for this is _____). (e.g., "I love you, I have nothing else to give you," is a repeated line in the poem, *I Am Offering This Poem to You*, by Jimmy Santiago Baca. The repetition of this line reinforces the title. This makes me reach the conclusion that/this means that the author is writing a poem for a person, hoping to explain the extent of his feelings.)