### Common Core Anchor Standard (RI.K1): 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
- **Read Closely**
- **Make Inferences and Cite Evidence**

### Common Core Prekindergarten Standard (RI.PK.1): With prompting and support, ask and answer about detail(s) in a text.

### Grade Level Academic Demand
- **Inquire and Recall Details**

<table>
<thead>
<tr>
<th>5 Levels of Language Development</th>
<th>Entering (Beginner)</th>
<th>Emerging (Low Intermediate)</th>
<th>Transitioning (High Intermediate)</th>
<th>Expanding (Advanced)</th>
<th>Commanding (Proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oracy and Literacy Links</td>
<td>Organize illustrated, pretaught words in a pocket chart to identify key details of a text, during/after a teacher read-aloud, shared reading or independent reading time</td>
<td>Organize illustrated, preidentified words in a pocket chart to identify key details of a text, during/after a teacher read-aloud, shared reading or independent reading time</td>
<td>Organize illustrated, preidentified words and phrases from a bank in a pocket chart to identify key details of a text, during/after a teacher read-aloud, shared reading or independent reading time</td>
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<tr>
<td>RECEPTIVE</td>
<td>Use illustrated, pretaught words to ask and answer questions about details in a text, when speaking, dictating to teacher and/or drawing/writing</td>
<td>Use illustrated, preidentified words to ask and answer questions about details in a text, when speaking, dictating to teacher and/or drawing/writing</td>
<td>Use illustrated, preidentified words and phrases from a bank to ask and answer questions about details in a text, when speaking, dictating to teacher and/or drawing/writing</td>
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<tr>
<td>PRODUCTIVE</td>
<td>in the new and/or the home language.</td>
<td>in the new and/or the home language.</td>
<td>in the new and, occasionally, in the home language.</td>
<td>in the new language.</td>
<td>in the new language.</td>
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**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 who, what, where, why and how question forms based on the text (Note: not all question forms have to be mastered, according to the grade level standard).

- **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.

**Example to Address the Linguistic Demands**

<table>
<thead>
<tr>
<th>Text Excerpt</th>
<th>Teacher Directions</th>
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</table>
| I can see! I see with my eyes. I can hear! I hear with my ears. I can smell! I smell with my nose. I can taste! I taste with my tongue. I can touch! I touch with my fingers. I do all this with my senses. I have five senses. | In a mini lesson, small group or whole class, demonstrate understanding of key details in a text by asking and answering questions:  
- **WHAT questions and answers** refer to the event.  
- **HOW question and answers** refer to the sequence that leads to the main event (e.g., timelines, cycles, procedures 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.)  