

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 <i>Read Closely</i> <i>Make Inferences and Cite Evidence</i>				
Common Core Prekindergarten Standard (RI.PK.1): With prompting and support, ask and answer about detail(s) in a text.		GRADE LEVEL ACADEMIC DEMAND <i>Inquire and Recall Details</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	Organize <i>illustrated, pretaught words in a pocket chart</i> to identify key details of a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words in a pocket chart</i> to identify key details of a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases from a bank in a pocket chart</i> to identify key details of a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases in a pocket chart</i> to identify key details of a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases in a pocket chart</i> to identify key details of a text, during/after a teacher read-aloud, shared reading or independent reading time
PRODUCTIVE		Use <i>illustrated, pretaught words to ask and answer questions about details in a text</i> , when speaking, dictating to teacher and/or drawing/writing	Use <i>illustrated, preidentified words to ask and answer questions about details in a text</i> , when speaking, dictating to teacher and/or drawing/writing	Use <i>illustrated, preidentified words and phrases from a bank to ask and answer questions about details in a text</i> , when speaking, dictating to teacher and/or drawing/writing	Use <i>illustrated, preidentified words and phrases to ask and answer questions about details in a text</i> , when speaking, dictating to teacher and/or drawing/writing	Use <i>illustrated, preidentified words to ask and answer questions about details in a text</i> , when speaking, dictating to teacher and/or drawing/writing
		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 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

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.

- *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.)

Example to Address the Linguistic Demands

Text Excerpt

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.

Aliki. (1989). *My five senses*. New York: HarperCollins. (From Appendix B, CCSS, p. 29.)

Teacher Directions

In a mini lesson, small group or whole class, demonstrate understanding of key details in a text by asking and answering questions:

- *WHO* questions and answers target the subjects (e.g., nouns and associated pronouns who were involved in the event (**bold**) (e.g., **I**) and by asking who questions (e.g., who can see/hear?).
- *WHERE* questions and answers refer to the place (e.g., nouns) where an event takes place (the text doesn't make explicit reference as to where this event took place) but an inference can be supported by asking where questions (e.g., where do you think that the girl/boy is?).
- *WHY* refers to the cause/reason that triggers an event. It can be explicitly stated in the text or the inference may be supported by a why question (e.g., Why do you think the girl/boy is telling us this?).
- *WHAT* questions and answers refer to the event (*italics*) (verbs; e.g., *see*, *play*, *touch*) and asking what questions (e.g., What can the girl/boy do with her/his senses?).
- *WHEN* questions and answers refer to the sequence that leads to the main event of conflict. The text doesn't make explicit reference as to when this event took place. The inference may be supported by a when question (e.g., When do you think that the girl/boy said this?).