

<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 5 Standard (RL.5.1): Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Quote from Text to Explain and Draw Inferences</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 an It says. . .I know. . .inferencing chart</i> to draw inferences from the text, as the 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 an It says. . .I know. . .inferencing chart</i> to draw inferences from the text, as the 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 It says. . .I know. . .inferencing chart</i> to draw inferences from the text, as the text is read aloud in <i>partnership small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>sentences on an It says. . .I know. . .inferencing chart</i> to draw inferences from the text, as the 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 an inference-and-details graphic organizer</i> to identify what the text says and to draw inferences from the text</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on an inference-and-details graphic organizer</i> to identify what the text says and to draw inferences from the text</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed inference-and-details graphic organizer</i> to identify what the text says and to draw inferences from the text</p>	<p>Reading-Centered Activity: Organize <i>sentences on an inference-and-details graphic organizer, after teacher modeling</i>, to identify what the text says and to draw inferences from the text</p>	<p>Reading-Centered Activity: Organize <i>information on a self-created inference-and-details graphic organizer, independently</i>, to identify what the text says and to draw inferences from the 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> that explain what the text says, using quotes from 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> that explain what the text says, using quotes from the text, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to explain what the text says, using quotes from 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 explain what the text says, using quotes from the text, <i>after teacher modeling</i> , 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 what the text says, using quotes from the text, <i>independently</i> , when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases to complete a cloze paragraph</i> that uses quotes from the text to explain the inferences drawn	Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that use quotes from the text to explain the inferences drawn	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that uses quotes from the text to explain the inferences drawn	Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that uses quotes from the text to explain the inferences drawn	Writing-Centered Activity: Use the <i>previously completed graphic organizers to develop an essay, independently</i> , that uses quotes from the text to explain the inferences drawn
		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 5 Standard (RL.5.1): Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

GRADE LEVEL ACADEMIC DEMAND
Quote from Text 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 reference a quote from a text (e.g., The author [name] states, “[quotation]” [and cite author]).
- Use words and 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	Teacher Directions
<p>The sky was a ragged blaze of red and pink and orange, and its double trembled on the surface of the pond like color spilled from a paintbox. The sun was dropping fast now, a soft red sliding egg yolk, and already to the east there was a darkening to purple. Winnie, newly brave with her thoughts of being rescued, climbed boldly into the rowboat. The hard heels of her buttoned boots made a hollow banging sound against its wet boards, loud in the warm and breathless quiet. Across the pond, a bullfrog spoke a deep note of warning. Tuck climbed in, too, pushing off, and, settling the oars into their locks, dipped them into the silty bottom in one strong pull. The rowboat slipped from the bank then, silently, and glided out, tall water grasses whispering away from its sides, releasing it.</p> <p>Babbitt, N. (1975). <i>Tuck everlasting</i>. New York: Farrar, Straus and Giroux. (From Appendix B, CCSS, Chapter 12, p. 64.)</p>	<p>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.</p> <ul style="list-style-type: none"> • Use words and phrases to reference a quote from a text (e.g., The author [name] states; “[quotation]” [and cite author]). • Use words and 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., Natalie Babbitt states: “The sun was dropping fast now, a soft red sliding egg yolk, and already to the east there was a darkening to purple.” This description suggests that the sun was setting.)