

<p>Common Core Anchor Standard (RI.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 (RI.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 a double column chart</i> to identify what the text says and draw inferences, 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 a double column chart</i> to identify what the text says and draw inferences, 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 double column chart</i> to identify what the text says and draw inferences, 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 a double column chart</i> to identify what the text says and draw inferences, 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 inferences chart</i> to connect inferences with quotes from the text</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on an inferences chart</i> to connect inferences with quotes from the text</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed inferences chart</i> to connect inferences with quotes from the text</p>	<p>Reading-Centered Activity: Organize <i>sentences on an inferences chart, after teacher modeling</i>, to connect inferences with quotes from the text</p>	<p>Reading-Centered Activity: Organize <i>information on a self-created inferences chart, independently</i>, to connect inferences with quotes 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, 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 what the text says, using quotes from the text, 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 quotes from the text to draw and explain inferences	Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that quote from the text to draw and explain inferences	Writing-Centered Activity: Use <i>phrases and sentences</i> and the <i>previously completed graphic organizers to develop a short essay</i> that quotes from the text to draw and explain inferences	Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that quotes from the text to draw and explain inferences	Writing-Centered Activity: Use <i>knowledge of the text to develop a multiple paragraph essay, independently</i> , that quotes from the text to draw and explain inferences
		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 (RI.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 introductory 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 _____).

Example to Address the Linguistic Demands

Text Excerpt

Most of the owners didn’t make much money from their teams. Baseball was just a hobby for them, a way to make their illegal money look good. To save money, each team would only carry fifteen or sixteen players. The major league teams each carried about twenty-five. Average salary for each player started at roughly \$125 per month back in ‘34, and went up to \$500-\$800 during the forties, though there were some who made much more than that, like Satchel Paige and Josh Gibson. The average major league player’s salary back then was \$7,000 per month. We also got around fifty cents to a dollar per day for food allowance. Back then you could get a decent meal for about twenty-five cents to seventy-five cents.

Nelson, K. (2008). *We are the ship: The story of Negro League baseball*. New York: Jump at the Sun. (From Appendix B, CCSS, p. 74.)

Teacher Directions

- In small group/whole class discussion, ask students to use introductory words and phrases to quote facts from the text.
- Use words and phrases to reference a quote from a text (e.g., The author [name] states “[quotation]” [and cite author]).
 - Use introductory 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 _____) (e.g., Kadir Nelson states “The average major league player’s salary back then was \$7,000 per month. We also got around fifty cents to a dollar per day for food allowance. Back then you could get a decent meal for about twenty-five cents to seventy-five cents.” This means that baseball players were paid well back then.)