

<b>Common Core Anchor Standard (RI.1):</b> 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>Draw Inferences Using Evidence from Text</i>				
<b>Common Core Grade 7 Standard (RI.7.1):</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.		GRADE LEVEL ACADEMIC DEMAND <i>Cite Several Pieces of Textual Evidence to Support Inferences</i>				
5 Levels of Language Development	<b>Entering (Beginner)</b>	<b>Emerging (Low Intermediate)</b>	<b>Transitioning (High Intermediate)</b>	<b>Expanding (Advancing)</b>	<b>Commanding (Proficient)</b>	
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a double column chart</i> to identify what the text says explicitly and draw inferences from the text, as the text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a double column chart</i> to identify what the text says explicitly and draw inferences from the text, as the text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed double column chart</i> to identify what the text says explicitly and draw inferences from the text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a double column chart</i> to identify what the text says explicitly and draw inferences from the text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information when taking notes, independently</i> , to identify what the text says explicitly and draw inferences from the text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on an evidence-based graphic organizer</i> to cite textual evidence that supports analysis of a text	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on an evidence-based graphic organizer</i> to cite textual evidence that supports analysis of a text	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed evidence-based graphic organizer</i> to cite textual evidence that supports analysis of a text	<b>Reading-Centered Activity:</b> Organize <i>information on an evidence-based graphic organizer, after teacher modeling</i> , to cite textual evidence that supports analysis of a text	<b>Reading-Centered Activity:</b> Organize <i>information in a note taking guide, independently</i> , to cite textual evidence that supports analysis of a text
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advancing)	Commanding (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that cite textual evidence to explain inferences and analysis of the text, when speaking about text in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that cite textual evidence to explain inferences and analysis of the text, when speaking about text in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to cite textual evidence to explain inferences and analysis of the text, when speaking about text in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to cite textual evidence to explain inferences and analysis of the text, when speaking about text in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the text, independently</i>, to cite textual evidence to explain inferences and analysis of the text, when speaking about text in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete cloze paragraphs</i> that cite textual evidence to support the analysis of a text and inferences drawn</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that cite textual evidence to support the analysis of a text and inferences drawn</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that cites textual evidence to support the analysis of a text and inferences drawn</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that cites textual evidence to support the analysis of a text and inferences drawn</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the text, independently</i>, to develop a <i>multiple paragraph essay</i> that cites textual evidence to support the analysis of a text and inferences drawn</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>	

**Common Core Grade 7 Standard (RI.7.1):** Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.

**GRADE LEVEL ACADEMIC DEMAND**  
*Cite Several Pieces of Textual Evidence to Support 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 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 \_\_\_\_).

### Example to Address the Linguistic Demands

#### Text Excerpt

By the time Harriet Ross was six years old, she had unconsciously absorbed many kinds of knowledge, almost with the air she breathed. She could not, for example, have said how or at what moment she knew that she was a slave.

She knew that her brothers and sisters, her father and mother, and all the other people who lived in the quarter, men, women and children were slaves.

She had been taught to say, “Yes, Missus,” “No, Missus,” to white women, “Yes, Mas’r,” “No, Mas’r” to white men. Or, “Yes, sah,” “No, sah.”

At the same time someone had taught her where to look for the North Star, the star that stayed constant, not rising in the east and setting in the west as the other stars appeared to do; and told her that anyone walking toward the North could use that star as a guide.

She knew about fear, too. Sometimes at night, or during the day, she heard the furious galloping of horses, not just one horse, several horses, thud of the hoofbeats along the road, jingle of harness. She saw the grown folks freeze into stillness, not moving, scarcely breathing, while they listened. She could not remember who first told her that those furious hoofbeats meant that patrollers were going in pursuit of a runaway. Only the slaves said patterrollers, whispering the word.

Petry, A. (1983). *Harriet Tubman: Conductor on the underground railroad*. New York: HarperCollins. (From Appendix B, CCSS, p. 92.)

#### Teacher Directions

In small group/whole class discussion, ask students to use introductory words and phrases to cite from the text.

- 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 \_\_\_\_) ( e.g., The author states that Harriet knew about fear from her observations of the adults at night. This means that she understood from a young age the danger for runaway slaves if they were caught.).