

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.	MAIN ACADEMIC DEMAND <i>Draw Inferences Using Evidence from the Text</i>
Common Core Grade 3 Standard (RL.3.1): Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	GRADE LEVEL ACADEMIC DEMAND <i>Ask and Answer Questions Referring Explicitly to Text</i>

5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
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When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:

RECEPTIVE	Oracy and Literacy Links	Listening-Centered Activity: Organize <i>pretaught words and phrases on a who-what-where-when-why-how graphic organizer</i> to answer questions about the text, as the text is read aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a who-what-where-when-why-how graphic organizer</i> to answer questions about the text, as the text is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed who-what-where-when-why-how graphic organizer</i> to answer questions about the text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>sentences on a who-what-where-when-why-how graphic organizer</i> to answer questions about the text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a who-what-where-when-why-how graphic organizer, independently</i> , to answer questions about the text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a graphic organizer that supports textual evidence</i> to answer questions using evidence from the text	Reading-Centered Activity: Organize <i>preidentified words and phrases on a graphic organizer that supports textual evidence</i> to answer questions using evidence from the text	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed graphic organizer that supports textual evidence</i> to answer questions using evidence from the text	Reading-Centered Activity: Organize <i>sentences on a graphic organizer that supports textual evidence, after teacher modeling</i> , to answer questions using evidence from the text	Reading-Centered Activity: Organize <i>information on a self-created graphic organizer that supports textual evidence, independently</i> , to answer questions using evidence from the 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 (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 ask and answer questions about a 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 ask and answer questions about a text, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to ask and answer questions about a 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 ask and answer questions about a 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 ask and answer questions about a 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 responds to questions by referring explicitly to the text	Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that respond to questions by referring explicitly to the text	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that responds to questions by referring explicitly to the text	Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that responds to questions by referring explicitly to the text	Writing-Centered Activity: Use the <i>previously completed graphic organizers to develop a multiple paragraph essay, independently</i> , that responds to questions by referring explicitly to the text
		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 3 Standard (RL.3.1): Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

GRADE LEVEL ACADEMIC DEMAND
Ask and Answer Questions Referring Explicitly to Text

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 that took place.
- *HOW* questions and answers refer to the sequence that leads to the main event or conflict (e.g., timelines or plot can be part of explaining the *HOW* of an event). *HOW* can also be covered by *WHAT*, *WHERE* and *WHEN*.
- Use introductory phrases to refer explicitly to the text (e.g., according to the author, the author says, here it states).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>HOW NOT TO HAVE TO DRY THE DISHES</p> <p>If you have to <i>dry</i> the dishes (Such an awful, boring chore) If you have to <i>dry</i> the dishes (Stead of <i>going</i> to the store) If you have to <i>dry</i> the dishes And you <i>drop</i> one on the floor- Maybe they <i>won't let you</i> <i>Dry</i> the dishes anymore.</p> <p>Silverstein, S. (1981). How not to have to dry the dishes. In <i>A light in the attic</i>. New York: Harper Collins.</p>	<ul style="list-style-type: none"> • In small group/whole class discussion, demonstrate understanding of key details in a text by asking and answering questions. By focusing on questions, students will be able to target key details in the text. <ul style="list-style-type: none"> ◦ <i>WHO</i> questions and answers target the subject(s) (nouns and associated pronouns) who were involved in an event (bold) (e.g., you) and by asking who questions (e.g., Who has to dry the dishes?). ◦ <i>WHERE</i> questions and answers refer to the place (nouns) or even circumstances where an event takes place and by asking where questions that support the inference (e.g., Where do you think this is happening?). ◦ <i>WHY</i> refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference supported by a question (e.g., Why doesn't the girl want to dry the dishes?). ◦ <i>WHAT</i> questions and answers refer to the event (verbs) (<i>italics</i>) (e.g., <i>dry</i>, <i>going</i>, <i>drop</i>) that took place and by asking what questions (e.g., What doesn't the girl want to do? What is she thinking?). ◦ <i>HOW</i> questions and answers refer to the sequence that leads to the main event or conflict. It can be explicitly stated in the text or it may require an inference supported by a how question (e.g., How does she want to avoid washing dishes?). • Use introductory phrases to refer explicitly to the text (e.g., according to the author, the author says, here it states).