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.	MAIN ACADEMIC DEMAND *Draw Inferences Using Evidence from the Text*
Common Core Grade 3 Standard (RI.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 the Text*

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	**Listening-Centered Activity:** Organize *pretaught words and phrases on a main-idea-and-supporting-details graphic organizer,* as the text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a main-idea-and-supporting-details graphic organizer,* as the text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed main-idea-and-supporting-details graphic organizer,* as the text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *sentences on a main-idea-and-supporting-details graphic organizer,* as the text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a self-created main-idea-and-supporting-details graphic organizer, independently,* as the text is read aloud in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on a cluster map* to identify key details from the text	**Reading-Centered Activity:** Organize *preidentified words and phrases on a cluster map* to identify key details from the text	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed cluster map* to identify key details from the text	**Reading-Centered Activity:** Organize *sentences on a cluster map, after teacher modeling,* to identify key details from the text	**Reading-Centered Activity:** Organize *information on a self-created cluster map, independently,* to identify key details from the text
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

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 *pretaught words and phrases to complete sentence starters* that ask and answer questions referring explicitly to a text, when speaking in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases to complete sentence starters* that ask and answer questions referring explicitly to a text, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to ask and answer questions referring explicitly to a text, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to ask and answer questions referring explicitly to a text, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *knowledge of the text, independently,* to ask and answer questions referring explicitly to a text, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to complete a cloze paragraph* that addresses –wh and how questions, referring explicitly to a text	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that address –wh and how questions, referring explicitly to a text	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that addresses –wh and how questions, referring explicitly to a text	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that addresses –wh and how questions, referring explicitly to a text	**Writing-Centered Activity:** Use *knowledge of the text, independently, to develop a multiple paragraph essay* that addresses –wh and how questions, referring explicitly to a text
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

Common Core Grade 3 Standard (RI.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 the 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.
  - *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 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.*
- 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**
When **George Washington Carver** was born **he** had many things against him. **He** was a sick, weak, little baby. **His** father had just died, and **his mother** was left alone to care for **him** and for **his** brother James. And even worse, **he** was the son of slaves. There was no hope for the future. But **George Washington Carver** was no ordinary man. **He** was a man who turned evil into good, despair into hope and hatred into love. **He** was a man who devoted **his** whole life to helping **his** people and the world around **him**. This is **his** story. **George Washington Carver** was born in *Missouri* in 1860-more than a hundred years ago. **George** remained small and weak. But as **he** grew, they saw that **he** was an unusual child. Aliki (1965). *A weed is a flower: The life of George Washington Carver.* New York: Prentice Hall.	In small group/whole class discussion, demonstrate understanding of key details in a text by asking and answering questions: • WHO questions and answers target the subject(s) who were involved in an event (e.g. nouns and associated pronouns) (**bold**) (e.g., **George Washington Carver**, **he**, **his**, **him**) and by asking who questions (e.g., Who was Washington Carver?). • WHERE questions and answers refer to the place (or even circumstances) where an event takes place (*italics*) (e.g., *Missouri*) and by asking where questions (e.g., Where was Carver born?). • WHY refers to the cause/reason that triggers an event (transitional words) (underline) (e.g., but) and asking why questions (e.g., Why was George Washington Carver an unusual man?). • WHAT questions and answers refer to the event that took place (verbs) (wavy underline) (e.g., born, helping, know, ask) and by asking what questions (e.g. What kind of child was George Washington Carver?). • WHEN question and answers refer to the sequence that lead to the main event (chronological markers) (double underline) (e.g., when, in 1860; more than a hundred years ago) and by asking when questions (e.g., When was George Washington Carver born?). • Use introductory phrases to refer explicitly to the text (e.g., According to the author _____; the author says _____; here it states _____).