

Common Core Anchor Standard (RI.K1): 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>Read Closely</i> <i>Make Inferences and Cite Evidence</i>				
Common Core Kindergarten Standard (RI.K.1): With prompting and support, ask and answer questions about key details in a text.		GRADE LEVEL ACADEMIC DEMAND <i>Inquire and Recall Key Details</i>				
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	Organize <i>illustrated, pretaught words on a class poster</i> to identify key details of a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words on a class poster</i> to identify key details of a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases from a bank on a class poster</i> to identify key details of a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases on a class poster</i> to identify key details of a text, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases on a class poster</i> to identify key details of a text, during/after a teacher read-aloud, shared reading or independent reading time
		Use <i>illustrated, pretaught words to ask and answer questions about key details in a text</i> , when speaking, dictating to teacher and/or drawing/writing	Use <i>illustrated, preidentified words to ask and answer questions about key details in a text</i> , when speaking, dictating to teacher and/or drawing/writing	Use <i>illustrated, preidentified words and phrases from a bank to ask and answer questions about key details in a text</i> , when speaking, dictating to teacher and/or drawing/writing	Use <i>illustrated, preidentified words and phrases to ask and answer questions about key details in a text</i> , when speaking, dictating to teacher and/or drawing/writing	Use <i>illustrated, preidentified words to ask and answer questions about key details in a text</i> , when speaking, dictating to teacher and/or drawing/writing
		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> .

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<p>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.</p> <p>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).</p> <div> <div> <ul style="list-style-type: none"> • <i>WHO questions and answers target the subject(s) who were involved in an event.</i> • <i>WHERE questions and answers refer to the place (or even circumstances) where an event takes place.</i> • <i>WHY refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference.</i> </div> <div> <ul style="list-style-type: none"> • <i>WHAT questions and answers refer to the event that took place.</i> • <i>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.</i> </div> </div> <p>(Note: Not all question forms have to be mastered by the students.)</p>	
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Example to Address the Linguistic Demands	
Text Excerpt	Teacher Directions
<p>Starfish live in <i>the sea</i>. Starfish live deep down <i>in the sea</i>. Starfish live in pools by <i>the sea</i>.</p> <p>Some starfish are purple. Some starfish are pink.</p> <p>This is the sunflower starfish. It is the biggest of all. Starfish <u>have many arms</u>. The arms are called rays. Starfish have arms, but no legs.</p> <p>Starfish have feet, but no toes. They <u>glide</u> and <u>slide</u> on tiny tube feet. They <u>move as slowly as a snail</u>.</p> <p>They hide <i>under</i> rocks in pools by the sea.</p> <p>Hurd, E.T. (2000). <i>Starfish</i>. [R. Brickman, Illus.]. New York: HarperCollins. (From Appendix B, CCSS, p. 30.)</p>	<p>In small group and/or whole class discussions, demonstrate understanding of key details in a text by asking and answering questions:</p> <ul style="list-style-type: none"> • WHO/WHAT questions and answers target the subject(s) (nouns and associated pronouns) who were involved in the event (bold) (e.g., starfish, it) and by asking what questions (e.g., What lives in the sea?). • WHERE questions and answers refer to the place (<i>italics</i>) (e.g., nouns; <i>in the sea</i>) and by asking where questions (e.g., Where do starfish live?). • WHY refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference (<u>underline</u>) supported by a why question (e.g., Why do you think that the arms are called rays?). • WHAT questions and answers refer to the event that took place (<u>wavy underline</u>) (e.g., verbs; <u>glide, slide</u>) and by asking what questions that refer to actions (e.g., What do starfish do?). • HOW question and answers refer to the sequence that leads to the main event (<u>double underline</u>) (e.g., adverb; <u>slowly</u>) and by asking how questions (e.g., How do starfish move?).