

<p><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.</p>		<p>MAIN ACADEMIC DEMAND <i>Draw Inferences Using Evidence from the Text</i></p>				
<p><b>Common Core Grade 8 Standard (RI.8.1):</b> Cite the textual evidence that most strongly support an analysis of what the text says explicitly, as well as inferences drawn from the text.</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Cite Textual Evidence and Draw Inferences That Most Support Analysis of Text</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 <b>grade level</b> texts and appropriate supports, students are able to:</p>						
<p>RECEPTIVE</p>	<p>Oracy and Literacy Links</p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on an interpreting-the-text graphic organizer</i> to identify what the text says explicitly and determine what it means, as a text is read in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on an interpreting-the-text graphic organizer</i> to identify what the text says explicitly and determine what it means, as a text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed interpreting-the-text graphic organizer</i> to identify what the text says explicitly and determine what it means, as a text is read in <i>partnership, small group, and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on an interpreting-the-text graphic organizer</i> to identify what the text says explicitly and determine what it means, as a text is read in <i>partnership, small group, and/or whole class settings</i></p>	
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a double column inferences-and-evidence chart</i> to identify textual evidence that supports inferences drawn from the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a double column inferences-and-evidence chart</i> to identify textual evidence that supports inferences drawn from the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed double column inferences-and-evidence chart</i> to identify textual evidence that supports inferences drawn from the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a double column inferences-and-evidence chart, after teacher modeling</i>, to identify textual evidence that supports inferences drawn from the text</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify textual evidence that supports inferences drawn 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)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that cite evidence that most supports inferences and analysis of a text, when speaking in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that cite evidence that most supports inferences and analysis of a text, when speaking in <i>partnership and/or small group discussions</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to cite evidence that most supports inferences and analysis of a text, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to cite evidence that most supports inferences and analysis of a text, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>knowledge of the text, independently</i> , to cite evidence that most supports inferences and analysis of a text, when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that cite textual evidence to support the analysis of what a text says explicitly and inferences drawn from the text	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that cite textual evidence to support the analysis of what a text says explicitly and inferences drawn from the text	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that cites textual evidence to support the analysis of what a text says explicitly and inferences drawn from the text	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that cites textual evidence to support the analysis of what a text says explicitly and inferences drawn from the text	<b>Writing-Centered Activity:</b> Use <i>knowledge of the text, independently</i> , to <i>develop a multiple paragraph essay</i> that cites textual evidence to support the analysis of what a text says explicitly and inferences drawn from 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 8 Standard (RI.8.1):** Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly, as well as inferences drawn from the text.

**GRADE LEVEL ACADEMIC DEMAND:**  
*Cite Textual Evidence and Draw Inferences That Most Support Analysis of 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 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	Teacher Directions
<p>The first three words of the Constitution are the most important. They clearly state that the people—not the king, not the legislature, not the courts—are the true rulers in American government. This principle is known as popular sovereignty.</p> <p>But who are “We the People”? This question troubled the nation for centuries. As Lucy Stone, one of America’s first advocates for women’s rights, asked in 1853, “‘We the People’? Which ‘We the People’? The women were not included.” Neither were white males who did not own property, American Indians, or African Americans—slave or free.</p> <p>Justice Thurgood Marshall, the first African American on the Supreme Court, described the limitation: For a sense of the evolving nature of the Constitution, we need look no further than the first three words of the document’s preamble: ‘We the People.’ When the Founding Fathers used this phrase in 1787, they did not have in mind the majority of America’s citizens . . . The men who gathered in Philadelphia in 1787 could not . . . have imagined, nor would they have accepted, that the document they were drafting would one day be construed by a Supreme court to which had been appointed a woman and the descendant of an African slave.</p> <p>Through the Amendment process, more and more Americans were eventually included in the Constitution’s definition of “We the People.” After the Civil War, the Thirteenth Amendment ended slavery, the Fourteenth Amendment gave African Americans citizenship, and the Fifteenth Amendment gave black men the vote. In 1920, the Nineteenth Amendment gave women the right to vote nationwide, and in 1971, the Twenty-sixth Amendment extended suffrage to eighteen-year-olds.</p> <p>Monk, L.R. (2003). <i>Words we live by: Your annotated guide to the Constitution</i>. New York: Hyperion. (From “We the People . . .,” Appendix B, CCSS, p. 93.)</p>	<p>In a small group/whole class discussion, ask students to use introductory words and phrases to cite from the text.</p> <ul style="list-style-type: none"> <li>• Use words and phrases to cite (e.g., according to the author ____; the author says ____; here it states ____).</li> <li>• 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 thinks that when the Constitution was first written, it limited some groups from having equal rights; The author points out some different ways where the Constitution did not honor equal rights for all people to support her position.)</li> </ul>