

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 2 Standard (RL.2.1): Ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in a text.			GRADE LEVEL ACADEMIC DEMAND <i>Understand Key Details by Asking Questions</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	Listening-Centered Activity: Organize <i>pretaught words and phrases on a web</i> to identify key details in a text, as a 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 web</i> to identify key details in a text, as a text is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed web</i> to identify key details in a text, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>sentences on a web</i> to identify key details in a text, as a 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 who-what-where-when-why-how graphic organizer</i> to answer questions about key details in a text	Reading-Centered Activity: Organize <i>preidentified words and phrases on a who-what-where-when-why-how graphic organizer</i> to answer questions about key details in a text	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed who-what-where-when-why-how graphic organizer</i> to answer questions about key details in a text	Reading-Centered Activity: Organize <i>sentences on a who-what-where-when-why-how graphic organizer</i> , after teacher modeling, to answer questions about key details in 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>

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</i> to complete sentence starters that ask and answer questions about key details in 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</i> to complete sentence starters that ask and answer questions about key details in 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 key details in 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 key details in 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 key details in 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</i> to complete a <i>cloze paragraph</i> that demonstrates an understanding of key details in a text by responding to the questions who, what, where, when, why and how	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to complete <i>cloze paragraphs</i> that demonstrate an understanding of key details in a text by responding to the questions who, what, where, when, why and how	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to develop a <i>short essay</i> that demonstrates an understanding of key details in a text by responding to the questions who, what, where, when, why and how	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to develop an <i>essay</i> that demonstrates an understanding of key details in a text by responding to the questions who, what, where, when, why and how	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> to develop a <i>multiple paragraph essay, independently</i> , that demonstrates an understanding of key details in a text by responding to the questions who, what, where, when, why and how
		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 2 Standard (RL.2.1): Ask and answer such questions as *who, what, where, when, why* and *how* to demonstrate understanding of key details in a text.

GRADE LEVEL ACADEMIC DEMAND
Understand Key Details by Asking Questions

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* 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*.

Example to Address the Linguistic Demands

Text Excerpt

Farmer Brown was going *on vacation*. He left his brother, **Bob** in charge of the animals.

“I wrote everything down for you. Just follow **my** instructions and everything will be fine. But keep an eye on **Duck**. He’s trouble.”

Farmer Brown thought he heard giggles and snickers as he drove away, but he couldn’t be sure.

Bob gave **Duck** a good long stare and went inside.

He read the first note:

Tuesday night is pizza night (not the frozen kind!).

The hens prefer anchovies.

Cronin, D. (2002). *Giggle, giggle, quack*. [B. Lewin, Illus.]. New York: Simon and Schuster Books for Young Readers.

Teacher Directions

In a mini lesson, small group or whole class, demonstrate understanding of key details in a text by asking and answering questions:

- *WHO* questions and answers target the subject(s) (nouns and associated pronouns) who were involved in an event (**bold**) (e.g., **Farmer Brown, Bob, he, my, Duck**) and by asking who questions (e.g., Who is going on vacation?).
- *WHERE* questions and answers refer to the place (nouns) or even circumstances (*italics*) (e.g., *on vacation*) and by asking where questions (e.g., Where is farmer Brown going? Where is this story taking 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 (underline) that can be supported by a why question (e.g., Why did Farmer Brown write everything down for Bob?).
- *WHAT* questions and answers refer to the events (verbs) that took place (wavy underline) (e.g., thought, went, gave) and by asking what questions (e.g., What did Farmer Brown hear?).
- *HOW* question 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 can Duck be trouble?).