

<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.			MAIN ACADEMIC DEMAND <i>Draw Inferences Using Evidence from the Text</i>		
<b>Common Core Grade 2 Standard (RI.2.1):</b> Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>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 WH 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 <b>grade level</b> texts and appropriate supports, students are able to:					
RECEPTIVE	Oracy and Literacy Links	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a 5Ws-and-1H graphic organizer</i> to identify key details, as a text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a 5Ws-and-1H graphic organizer</i> to identify key details, as a text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed 5Ws-and-1H graphic organizer</i> to identify key details, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a self-created 5Ws-and-1H graphic organizer, independently</i> , to identify key details, as text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a main-idea-and-supporting-details web</i> to identify key details of the text	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a main-idea-and-supporting-details web</i> to identify key details of the text	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main-idea-and-supporting-details web</i> to identify key details of the text	<b>Reading-Centered Activity:</b> Organize <i>information on a self-created main-idea-and-supporting-details web, independently</i> , to identify key details of 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> .

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to complete sentence starters that ask and answer questions such as who, what, when, where, why and how, 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 complete sentence starters that ask and answer questions such as who, what, when, where, why and how, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to ask and answer questions such as who, what, when, where, why and how, 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 ask and answer questions such as who, what, when, where, why and how, 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 ask and answer questions such as who, what, when, where, why and how, 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 complete a <i>cloze paragraph</i> that addresses key details about the text, including who, what, when, where, why and how	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to complete <i>cloze paragraphs</i> that address key details about the text, including who, what, when, where, why and how	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to develop a <i>short essay</i> that addresses key details about the text, including who, what, when, where, why and how	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to develop an <i>essay</i> that addresses key details about the text, including who, what, when, where, why and how	<b>Writing-Centered Activity:</b> Use <i>knowledge of the text, independently</i> , to develop a <i>multiple paragraph essay</i> that addresses key details about the text, including who, what, when, where, 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 (RI.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 WH 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* 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*.

### Example to Address the Linguistic Demands

#### Text Excerpt

When spring winds warm *the earth*, a **farmer** plants hundreds of **pumpkin seeds**. Every **pumpkin seed** can become a baby **pumpkin plant**. *Underground*, covered with dark, moist soil, the baby **plants** begin to grow.

As the **plants** get bigger, the **seeds** *crack* open. **Stems** sprout up. **Roots** *dig down*. *Inside* the **roots** are **tubes**. **Water** travels up these **tubes** the way juice goes up a straw. In less than two weeks from planting time, **green** shoots poke up through the earth.

Pfeffer, W. (2004). *From seed to pumpkin*. [J. G. Hale, Illus.]. New York: HarperCollins. (From Appendix B, CCSS p.33.)

#### Teacher Directions

In small group/whole class discussion, demonstrate understanding of key details in a text by asking and answering questions to:

- *WHO* questions and answers target the subject(s) (nouns) who were involved in an event (**bold**) (e.g., **farmer, pumpkin seed, pumpkin plant, seeds, water**) and asking who questions (e.g., Who plants the seeds?).
- *WHERE* questions and answers refer to the place (nouns, adverbs) or even circumstances (*italics*) (e.g., *the earth, up, down*) and asking where questions (e.g., Where do the roots go?).
- *WHY* refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference (e.g., Why do the seeds crack open?).
- *WHAT* questions and answers refer to the event that took place (actions) (underline) (e.g., plants, covered, dig) and asking what questions (e.g., What travels inside the tubes?).
- *HOW* question and answers refer to the sequence that leads to the main event (chronological markers) (wavy underline) (e.g., when, as, less than two weeks) and by asking how questions (e.g., How long does it take for a pumpkin seed to grow?).