

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 <i>Draw Inferences Using Evidence from the Text</i>	
Common Core Grades 11–12 Standard (11–12.1): Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.				GRADE LEVEL ACADEMIC DEMAND <i>Thoroughly Cite and Infer from the Strongest Evidence to Support Analysis and Develop 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 an analyzing-informational-text graphic organizer</i> to analyze what the text says explicitly and identify where matters are left uncertain, as the text is read aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on an analyzing-informational-text graphic organizer</i> to analyze what the text says explicitly and identify where matters are left uncertain, as the text is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed analyzing-informational-text graphic organizer</i> to analyze what the text says explicitly and identify where matters are left uncertain, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on an analyzing-informational-text graphic organizer</i> to analyze what the text says explicitly and identify where matters are left uncertain, as the 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 matrix</i> to identify strong and thorough textual evidence and connect it with inferences and analysis of the text	Reading-Centered Activity: Organize <i>preidentified words and phrases on a matrix</i> to identify strong and thorough textual evidence and connect it with inferences and analysis of the text	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed matrix</i> to identify strong and thorough textual evidence and connect it with inferences and analysis of the text	Reading-Centered Activity: Organize <i>information on a matrix, after teacher modeling</i> , to identify strong and thorough textual evidence and connect it with inferences and analysis 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	Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that ask factual, interpretive and evaluative questions to further explore the topic, 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 <i>complete sentence starters</i> that ask factual, interpretive and evaluative questions to further explore a topic, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to ask factual, interpretive and evaluative questions to further explore a topic, 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 factual, interpretive and evaluative questions to further explore a topic, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>knowledge of the topic, independently</i> , to ask factual, interpretive and evaluative questions to further explore a topic, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> that cite the strongest textual evidence to support inferences and analysis of a text	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that cite the strongest textual evidence to support inferences and analysis of a text	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>compose a short essay</i> that cites the strongest textual evidence to support inferences and analysis of a text	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>compose an essay</i> that cites the strongest textual evidence to support inferences and analysis of a text	Writing-Centered Activity: Use <i>knowledge of the topic, independently</i> , to <i>compose a multiple page essay</i> that cites the strongest textual evidence to support inferences and analysis of a 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 11–12 Standard (11–12.1): Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

GRADE LEVEL ACADEMIC DEMAND
*Thoroughly Cite and Infer from
the Strongest Evidence to Support Analysis
and Develop 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 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 ____; one possible explanation for this is ____).
- Use question forms to develop factual questions (e.g., questions that are answered directly in the text), interpretive questions (e.g., questions that require the reader to interpret the content of the text or the author’s intention) and evaluative questions (e.g., questions that assess the content of the text or the author’s craft).

Example to Address the Linguistic Demands

Text Excerpt

Just last week, I was walking down the street with my mother, and I again found myself conscious of the English I was using, the English I do use with her.

We were talking about the price of new and used furniture and I heard myself saying this: “Not waste money that way.” My husband was with us as well, and he didn’t notice any switch in my English. And then I realized why. It’s because over the twenty years we’ve been together I’ve often used that same kind of English with him, and sometimes he even uses it with me. It has become our language of intimacy, a different sort of English that relates to family talk, the language I grew up with. So you’ll have some idea of what this family talk I heard sounds like, I’ll quote what my mother said during a recent conversation which I videotaped and then transcribed.

During this conversation, my mother was talking about a political gangster in Shanghai who had the same last name as her family’s, Du, and how the gangster in his early years wanted to be adopted by her family, which was rich by comparison.

Tan, A. (2003). Mother tongue. In *The opposite of fate: Memories of a writing life*. New York: G. P. Putnam’s Sons. (From Appendix B, CCSS, p. 170.)

Teacher Directions

In a small group/whole class discussion, ask students to use introductory words and phrases to cite from the text.

- 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 ____; one possible explanation for this is ____).
- Develop factual, interpretive, and evaluative questions based on specific textual evidence:
 - Factual: Questions relating directly to the content of the text (e.g., Where is the first conversation taking place?).
 - Interpretive: Questions that require the reader to interpret the content of the text or the author’s intention (e.g., Where do you think that the second conversation is taking place?).
 - Evaluative: Questions that assess the content of the text or the author’s craft (e.g., What is the author really trying to say about her life? About her family? About the way her family uses language and communicates?).