

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 9–10 Standard (RI.9–10.1): Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.				GRADE LEVEL ACADEMIC DEMAND <i>Cite Strong and Thorough Textual Evidence to Support Inferences Drawn</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 text analysis graphic organizer</i> to analyze what the text says explicitly, 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 a text analysis graphic organizer</i> to analyze what the text says explicitly, 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 text analysis graphic organizer</i> to analyze what the text says explicitly, as the text is read aloud in <i>partnership, small group and/or whole class settings</i> .	Listening-Centered Activity: Organize <i>information on a text analysis graphic organizer</i> to analyze what the text says explicitly, as the text is read aloud in <i>partnership, small group and/or whole class settings</i> .	Listening-Centered Activity: Organize <i>information when taking notes, independently</i> , to analyze what the text says explicitly, 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 an inferences-and-evidence graphic organizer</i> to draw inferences from the text and cite strong and thorough textual evidence to support them	Reading-Centered Activity: Organize <i>preidentified words and phrases on an inferences-and-evidence graphic organizer</i> to draw inferences from the text and cite strong and thorough textual evidence to support them	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed inferences-and-evidence graphic organizer</i> to draw inferences from the text and cite strong and thorough textual evidence to support them	Reading-Centered Activity: Organize <i>information on an inferences-and-evidence graphic organizer, after teacher modeling</i> , to draw inferences from the text and cite strong and thorough textual evidence to support them	Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to draw inferences from the text and cite strong and thorough textual evidence to support them
		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> .

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 evaluative questions that 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 complete sentence starters that ask evaluative questions that further explore the topic, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to ask evaluative questions that further explore the topic, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously developed graphic organizers</i> to ask evaluative questions that further explore the 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 evaluative questions that further explore the 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 complete cloze paragraphs that cite strong and thorough textual evidence to support inferences and analysis of the text	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to write two or more paragraphs that cite strong and thorough textual evidence to support inferences and analysis of the text	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to compose a short essay that cites strong and thorough textual evidence to support inferences and analysis of the text	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to compose an essay that cites strong and thorough textual evidence to support inferences and analysis of the text	Writing-Centered Activity: Use <i>knowledge of the text, independently</i> , to compose a multiple page essay that cites strong and thorough textual evidence to support inferences and analysis of the text
		in the new and/or the home language.	in the new and/or the home language.	in the new and, occasionally, in the home language.	in the new language.	in the new language.

Common Core Grades 9–10 Standard (RI.9–10.1): Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.

GRADE LEVEL ACADEMIC DEMAND
Cite Strong and Thorough Textual Evidence to Support Inferences Drawn

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 (questions that are answered directly in the text), interpretive questions (questions that require the reader to interpret the content of the text or the author’s intention) and evaluative questions (questions that assess the content of the text or the author’s craft).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>William Shakespeare is popularly supposed to have been born on 23 April 1564, or St. George’s Day. The date may have been 21 April or 22 April, but the coincidence of the national festival is at least appropriate.</p> <p>When he emerged from the womb, with the assistance of a midwife, an infant of the sixteenth century was washed and then “swaddled” by being wrapped tightly in soft cloth. Then he was carried downstairs in order to be presented to the father. After this ritual greeting, he was taken back to the birth-chamber, still warm and dark, where he laid beside the mother.</p> <p>The first test of Shakespeare’s vigor came only three months after his birth. In the parish register of 11 July 1564, beside the record of the burial of a weaver’s young apprentice from High Street, was: <i>Hic incipit pestis. Here begins the plague.</i> In a period of six months some 237 residents of Stratford died, more than a tenth of its population; a family of four expired on the same side of Henley Street as the Shakespeare’s. But the Shakespeares survived.</p> <p>Ackroyd, P. (2006). <i>Shakespeare. The biography</i>. New York: Anchor.</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">• 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:<ul style="list-style-type: none">◦ Factual: Questions that are answered directly in the text (e.g., What are the different dates associated with Shakespeare’s birth?).◦ Interpretive: Questions that require the reader to interpret the content of the text or the author’s intention (e.g., What is the importance of associating Shakespeare’s birth with Saint George’s Day? What do you think was the intention of “swaddling” an infant?).◦ Evaluative: Questions that assess the content of the text or the author’s craft (e.g., What is the author’s intention in stating: <i>But the Shakespeares survived</i> at the end of the last paragraph?).