

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 Grade 1 Standard (RI.1.1): Ask and answer questions about key details in a text.			GRADE LEVEL ACADEMIC DEMAND <i>Inquire and Recall Key Details</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 –wh questions chart</i> to identify key details in a text, as 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 –wh questions chart</i> to identify key details in a text, as text is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed –wh questions chart</i> to identify key details in a text, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>sentences on a –wh questions chart</i> to identify key details in a text, as 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 main-idea-and-key-details chart</i> to identify two or more key details in a text	Reading-Centered Activity: Organize <i>preidentified words and phrases on a main-idea-and-key-details chart</i> to identify two or more key details in a text	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed main-idea-and-key-details chart</i> to identify multiple key details in a text	Reading-Centered Activity: Organize <i>sentences on a main-idea-and-key-details chart</i> to identify multiple key details in 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> .

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 and answer questions about key details in the 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 <i>complete sentence starters</i> that ask and answer questions about key details in the 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 the text, when speaking <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 the text, when speaking <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>knowledge of the text, independently</i> , to ask and answer questions about key details in the text, when speaking <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete cloze sentences</i> that address key details in the text	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>complete a cloze paragraph</i> that addresses key details in the text	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a paragraph</i> that addresses key details in the text	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop a short essay</i> that addresses key details in the text	Writing-Centered Activity: Use <i>knowledge of the text, independently</i> , to <i>develop an essay</i> that addresses key details in 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> .

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 (Note: not all question forms have to be mastered, according to the grade level standard).

- *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*.

(Note: Not all question forms have to be mastered by the students.)

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>Homemade Ice Cream in a Bag</p> <p>What you'll need:</p> <ul style="list-style-type: none"> • Ice cubes (enough to fill each <i>gallon-size bag</i> about half full) • <u>1 cup</u> half and half • <u>1/2 cup salt</u> (The bigger the granules, the better. Kosher or rock salt works best, but table salt is fine.) • 2 tablespoons sugar • <u>1/2 teaspoon vanilla extract</u> • <u>1 pint-size ziplock bag</u> • <u>1 gallon-size</u> ziplock bag • Your favorite mix-ins such as chocolate chips, cereal pieces, or fresh fruit. <p>Instructions:</p> <p>Step 1. <u>Combine</u> the sugar, half and half, and vanilla extract in the <i>pint-size bag</i> and seal it tightly.</p> <p>Step 2. <u>Place</u> the salt and ice in the <i>gallon-size bag</i>, <u>then</u> place the sealed smaller bag inside as well. Seal the larger bag. <u>Now</u> shake the bags until the mixture hardens (about 5 minutes). Feel the small bag to determine <u>when</u> it's done.</p> <p>Step 3. <u>Take</u> the <i>smaller bag</i> <u>out</u> of the <i>larger one</i>, <u>add</u> mix-ins, and eat the ice cream right out of the bag. Easy cleanup too!</p> <p><i>Homemade ice cream in a bag.</i> Retrieved from: http://spoonful.com/recipes/homemade-ice-cream-bag</p>	<p>In small group/whole class discussion, demonstrate understanding of key details in a text by asking and answering questions to:</p> <ul style="list-style-type: none"> • WHO/WHAT questions and answers target the subject(s) (nouns and associated pronouns) (bold) (e.g., ice cubes; ½ cup salt) and by asking what questions (e.g., What do you need to make ice cream?). • WHERE questions and answers refer to the place (nouns) (<i>italics</i>) (e.g., <i>gallon-size bag</i>; <i>the bag</i>, <i>smaller bag</i>, <i>larger one</i>, <i>out</i>) and by asking where questions (e.g., Where do you put the ice cream?). • WHY refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference supported by a why question (e.g., Why do you think it says “easy cleanup too?”). • HOW question and answers refer to the sequence that lead to the main event (verbs) (<u>underline</u>) (e.g., <u>combine</u>, <u>place</u>, <u>take</u>) and the sequencing words (<u>wavy underline</u>) (e.g., <u>now</u>, <u>then</u>, <u>when</u>) and by asking how questions (e.g., How do you make ice cream in a bag?).