

<b>Common Core Anchor Standard (RL.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>Read Closely, Make Inferences and Cite Evidence</i>		
<b>Common Core Kindergarten Standard (RL.K.1):</b> With prompting and support, 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 <b>grade level</b> texts and appropriate supports, students are able to:					
RECEPTIVE	Oracy and Literacy Links	Organize <i>illustrated, pretaught words on a story board</i> to recall two or more key details, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words on a story board</i> to recall two or more key details, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases from a bank on a story board</i> to recall multiple key details, during/after a teacher read-aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases on a story board</i> to recall multiple key details, during/after a teacher read-aloud, shared reading or independent reading time
		Use <i>illustrated, pretaught words to inquire about key details in the text</i> , when speaking, dictating to the teacher and/or drawing/writing	Use <i>illustrated, preidentified words to inquire about key details in the text</i> , when speaking, dictating to the teacher and/or drawing/writing	Use <i>illustrated, preidentified words and phrases from a bank to inquire about key details in the text</i> , when speaking, dictating to the teacher and/or drawing/writing	Use <i>illustrated, preidentified words and phrases to inquire about key details in the text</i> , when speaking, dictating to the teacher and/or drawing/writing
		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> .

**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* 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*.

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

### Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p><u>One morning</u>, <b>Chestnut</b> stayed <i>in bed</i> longer than usual. <b>He</b> didn't feel like getting up. There was nothing for <b>him</b> to <u>do</u>, and worst of all, <b>he</b> <u>had no friends to play with</u>.</p> <p>"I might as well keep on sleeping," <b>he</b> <u>thought</u> to <b>himself</b>, when suddenly <b>his</b> whole house <u>began to move and shake</u>.</p> <p>But it was <b>Morris, the otter</b>, playing with a branch.</p> <p>Wilhelm, H. (1988). <i>Never lonely again</i>. New York: Random House. Retrieved from <a href="http://www.childrensbooksforever.com/Childrenpics/NEVER%20LONELY%20AGAIN.pdf">http://www.childrensbooksforever.com/Childrenpics/NEVER%20LONELY%20AGAIN.pdf</a></p>	<p>In a mini lesson, small group or whole class, demonstrate understanding of key details in a text by asking and answering questions:</p> <ul style="list-style-type: none"> <li>• WHO questions and answers target the subject(s) (nouns and associated pronouns) who were involved in the event (<b>bold</b>) (e.g., <b>Chestnut</b>, <b>he</b>) and by asking who questions (e.g., Who is Chestnut?).</li> <li>• WHERE questions and answers refer to the place (nouns) (<i>italics</i>) (e.g., <i>in bed</i>) or even circumstances where an event takes place and by asking where questions (e.g., Where is Chestnut?).</li> <li>• WHY refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference that can be supported by a why question (e.g., Why didn't Chestnut want to get up?).</li> <li>• WHAT questions and answers refer to the event that took place (verbs) (<u>underline</u>) (e.g., <u>move and shake</u>) and by asking what questions (e.g., What happened to Chestnut's house?).</li> <li>• WHEN questions and answers refer to the sequence that lead to the main event or conflict (e.g., chronological marker) (<u>wavy underline</u>) (e.g., <u>one morning</u>) and asking when questions (e.g., When did the house began to move and shake?).</li> </ul>