

<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 6 Standard (RI.6.1):</b> Cite 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 Textual Evidence to Explain and Draw Inferences</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:						
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a T-chart</i> to identify what the text says and to draw inferences, as the text is read in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a T-chart</i> to identify what the text says and to draw inferences, as the text is read in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed T-chart</i> to identify what the text says and to draw inferences, as the text is read in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a T-chart</i> to identify what the text says and to draw inferences, as the text is read in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information when taking notes, independently</i> , to identify what the text says and to draw inferences, as the text is read in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on an evidence-based graphic organizer</i> to cite textual evidence to explain inferences drawn from the text	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on an evidence-based graphic organizer</i> to cite textual evidence to explain inferences drawn from the text	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed evidence-based graphic organizer</i> to cite textual evidence to explain inferences drawn from the text	<b>Reading-Centered Activity:</b> Organize <i>information on an evidence-based graphic organizer, after teacher modeling</i> , to cite textual evidence to explain inferences drawn from the text	<b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i> , to cite textual evidence to explain inferences drawn from the text
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that cite textual evidence to explain inferences drawn from a text, 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 <i>complete sentence starters</i> that cite textual evidence to explain inferences drawn from a text, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to cite textual evidence to explain inferences drawn from a text, 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 cite textual evidence to explain inferences drawn from a text, 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 cite textual evidence to explain inferences drawn from a text, 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 <i>complete cloze paragraphs</i> that cite textual evidence to explain inferences drawn from a text	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that cite textual evidence to explain inferences drawn from a text	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that cites textual evidence to explain inferences drawn from a text	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that cites textual evidence to explain inferences drawn from a text	<b>Writing-Centered Activity:</b> Use <i>knowledge of the text, independently</i> , to <i>develop a multiple paragraph essay</i> that cites textual evidence to explain inferences drawn from 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 6 Standard (RI.6.1):** Cite textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.

**GRADE LEVEL ACADEMIC DEMAND**  
*Cite Textual Evidence to Explain and Draw Inferences*

**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 \_\_\_\_).

**Example to Address the Linguistic Demands**

Text Excerpt	Teacher Directions
<p>The young students make their way out to the covered dock, smiling nervously to each other in their white tops and blue pants and skirts. Two boys eagerly volunteer to be crabs, their eyes lighting up at the chance to consume their classmates-turned-turtle-hatchlings. Pincers at the ready, the boys move sideways. They tag the kids who are pretending to be baby turtles making their way from the beach to the ocean. Several “turtles” make it through the first pass, only to see the crabs become birds ready to pluck them off the water.</p> <p>Bringing the world of sea turtles to life for students near turtle hotspots has been a part of turtle conservation programs for decades. While a few larger conservation organizations have the resources to run full educational programs, most turtle groups have limited staff and resources, allowing them to make just a couple of visits per nesting season to local schools. To help fill this gap, SEE Turtles, in partnership with Salvadoran organizations ICAPO, EcoViva, and Asociación Mangle, is creating a program to make sea turtle education a year-round activity.</p> <p>Nahill, B. (2013, Sept.). Empowering children to change the fate of sea turtles in El Salvador. <i>National Geographic for Kids</i>. Retrieved from <a href="http://newswatch.nationalgeographic.com/2013/09/09/rock-paper-turtles-working-with-teachers-to-expand-sea-turtle-education-in-el-salvador/">http://newswatch.nationalgeographic.com/2013/09/09/rock-paper-turtles-working-with-teachers-to-expand-sea-turtle-education-in-el-salvador/</a></p>	<p>In 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"> <li>• Use words and phrases to cite (e.g., according to the author ____; the author says ____; here it states ____).</li> <li>• 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 ____) (e.g., According to the author, “Bringing the world of sea turtles to life for students near turtle hotspots has been a part of turtle conservation programs for decades.” This makes me reach the conclusion that many animals, including turtles, have needed protection for many years. ).</li> </ul>