

<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.			<b>MAIN ACADEMIC DEMAND</b> <i>Draw Inferences Using Evidence from the Text</i>		
<b>Common Core Grade 8 Standard (RL.8.1):</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences drawn from the text.			<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Cite Textual Evidence and Draw Inferences That Most Support Analysis of Text</i>		
<b>5 Levels of Language Development</b>	<b>Entering (Beginner)</b>	<b>Emerging (Low Intermediate)</b>	<b>Transitioning (High Intermediate)</b>	<b>Expanding (Advanced)</b>	<b>Commanding (Proficient)</b>
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 an analyzing text graphic organizer</i> to determine what the text says explicitly, as the text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on an analyzing text graphic organizer</i> to determine what the text says explicitly, as the text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed analyzing text graphic organizer</i> to determine what the text says explicitly, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information in a note taking guide, independently</i> , to determine what the text says explicitly, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a what I read, what I infer chart</i> to draw inferences and identify supporting evidence	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a what I read, what I infer chart</i> to draw inferences and identify supporting evidence	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed what I read, what I infer chart</i> to draw inferences and identify supporting evidence	<b>Reading-Centered Activity:</b> Organize <i>information on a what I read, what I infer chart, after teacher modeling</i> , to draw inferences and identify supporting evidence
		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	<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 evidence that most supports inferences drawn and the analysis of the 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 evidence that most supports inferences drawn and the analysis of the text, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to cite evidence that most supports inferences drawn and the analysis of the 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 evidence that most supports inferences drawn and the analysis of the 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 evidence that most supports inferences drawn and the analysis of the 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 analyze what a text says explicitly and to support inferences drawn from the 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 analyze what a text says explicitly and to support inferences drawn from the 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 analyze what a text says explicitly and to support inferences drawn from the 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 analyze what a text says explicitly and to support inferences drawn from the text	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to <i>independently develop a multiple paragraph essay</i> that cites textual evidence to analyze what a text says explicitly and to support inferences drawn from 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> .

**Common Core Grade 8 Standard (RL.8.1):** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences drawn from the text.

**GRADE LEVEL ACADEMIC DEMAND**  
*Cite Textual Evidence and Draw Inferences  
That Most Support Analysis of Text*

**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><b>I Am from Quisquella la Bella</b></p> <p>I am from Quisquella la bella, from merengue, bachata, perico ripiao, and church bells on Sundays.</p> <p>I am from the words Dios, patria, libertad from the feeling of sadness, but also of not giving up.</p> <p>I am from the promise of friendship and love, from “always be yourself,” “believe in who you are.”</p> <p>I am from rice and beans, roast chicken, pernil, plátanos, mangos, coconuts, corn.</p> <p>I am from beautiful gardens with palm trees, from mountains and precious blue sky.</p> <p>I am Latina. Dominican. Proud.</p> <p>Ramirez, A. (2005). I Am from Quisquella la Bella. In L.M. Carlson (Ed.). <i>Red hot salsa</i>. New York: Henry Holt &amp; Co. Retrieved from <a href="http://www.fcps.edu/MtVernonHS/media_center/webquest/2008_2009/harlem_renaissance/teacher_resources/forms/quisquella_la_bella.pdf">http://www.fcps.edu/MtVernonHS/media_center/webquest/2008_2009/harlem_renaissance/teacher_resources/forms/quisquella_la_bella.pdf</a></p>	<p>In a small group/whole class discussion model for students and ask them to use introductory words and phrases to present details from a text that draw an inference.</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., In the poem, <i>I Am from Quisquella la Bella</i>, by Amiris Ramirez, the author repeats the lines “I am from” followed by characteristics of the Dominican culture. This makes me reach the conclusion that/This suggests that the author is proud of her background as she lists aspects of her culture that represent her.)</li></ul>