Common Core Anchor Standard (RL.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 *Draw Inferences Using Evidence from Text*
Common Core Grades 9–10 Standard (RL.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 Analysis and Inferences*

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 *pretaught words and phrases on a text analysis graphic organizer* to determine what the text says explicitly, as a text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a text analysis graphic organizer* to determine what the text says explicitly, as a text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed text analysis graphic organizer* to determine what the text says explicitly, as a text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a text analysis graphic organizer* to determine what the text says explicitly, as a text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information in a note taking guide, independently,* to determine what the text says explicitly, as a text is read aloud in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on an inferencing chart* to make inferences and connect them to textual evidence	**Reading-Centered Activity:** Organize *preidentified words on an inferencing chart* to make inferences and connect them to textual evidence	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed inferencing chart* to make inferences and connect them to textual evidence	**Reading-Centered Activity:** Organize *information on an inferencing chart, after teacher modeling,* to make inferences and connect them to textual evidence	**Reading-Centered Activity:** Organize *information in a note taking guide, independently,* to make inferences and connect them to textual evidence
		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.*

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 *pretaught words and phrases* and the *previously completed graphic organizers to complete sentence starters* to develop two or more questions for further exploration of the topic(s), when speaking in *partnerships and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* to develop two or more questions for further exploration of the topic(s), when speaking in *partnerships and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to develop multiple questions for further exploration of the topic(s), when speaking in *partnerships, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to develop multiple questions for further exploration of the topic(s), when speaking in *partnerships, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *knowledge of the text, independently,* to develop multiple questions for further exploration of the topic(s), when speaking in *partnerships, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to complete cloze paragraphs* that provide details to prove inferences and information that is stated explicitly in the text	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that provide details to prove inferences and information that is stated explicitly in the text	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to compose a short essay* that provides details to prove inferences and information that is stated explicitly in the text	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to compose a short essay* that provides details to prove inferences and information that is stated explicitly in the text	**Writing-Centered Activity:** Use the *previously completed graphic organizers, independently, to compose a multiple page essay* that provides details to prove inferences and information that is stated explicitly in 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 (RL.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 Analysis and 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 _____; one possible explanation for this is _____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
The Road Not Taken Two roads diverged in a yellow wood, And sorry I could not travel both And be one traveler, long I stood And looked down one as far as I could To where it bent in the undergrowth; Then took the other, as just as fair, And having perhaps the better claim Because it was grassy and wanted wear, Though as for the passing there Had worn them really about the same, And both that morning equally lay In leaves no step had trodden back. Oh, I kept the first for another day! Yet knowing how many leads on to way I doubted if I should ever come back. I shall be telling this with a sigh Somewhere ages and ages hence: Two roads diverged in a wood, and I, I took the one less traveled by, And that has made all the difference. Frost, R. (1916/2002). *The road not taken: A selection of Robert Frost poems.* New York: Henry Holt and Co.	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. - 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 _____). (e.g., Robert Frost ends his poem, *The Road Not Taken*, with: "Two roads diverged in a wood, and I, I took the one less traveled by, And that has made all the difference." In these lines, the author thinks that/one possible explanation for this is that the narrator had two options to choose from in life. He chose the one that may not have been ideal, but the result was positive.)