

<p>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.</p>		<p>MAIN ACADEMIC DEMAND <i>Draw Inferences Using Evidence from the Text</i></p>				
<p>Common Core Grade 7 Standard (RL.7.1): Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Cite Textual Evidence to Support Analysis of Text and Draw Inferences</i></p>				
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)	
<p>When acquiring a new language, using grade level texts and appropriate supports, students are able to:</p>						
<p>RECEPTIVE</p>	<p>Oracy and Literacy Links</p>	<p>Listening-Centered Activity: Organize <i>pretaught words and phrases on a text analysis graphic organizer</i> to determine what the text means, as the text is read aloud in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a text analysis graphic organizer</i> to determine what the text means, as the text is read aloud in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed text analysis graphic organizer</i> to determine what the text means, as the text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>information on a text analysis graphic organizer</i> to determine what the text means, as the text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	
		<p>Reading-Centered Activity: Organize <i>pretaught words and phrases on a The text says. . .I think T-chart</i> to cite evidence and draw inferences from the text</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a The text says. . .I think T-chart</i> to cite evidence and draw inferences from the text</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed The text says. . .I think T-chart</i> to cite evidence and draw inferences from the text</p>	<p>Reading-Centered Activity: Organize <i>information on a The text says. . .I think T-chart, after teacher modeling</i>, to cite evidence and draw inferences from the text</p>	<p>Reading-Centered Activity: Organize <i>information in a note taking guide, independently</i>, to cite evidence and draw inferences from the text</p>
		<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and, occasionally, in the home language.</i></p>	<p><i>in the new language.</i></p>	<p><i>in the new language.</i></p>

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 to complete sentence starters</i> that use textual evidence to support the analysis of what the text says and inferences drawn, 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 to complete sentence starters</i> that use textual evidence to support the analysis of what the text says and inferences drawn, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to use textual evidence to support the analysis of what the text says and inferences drawn, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to use textual evidence to support the analysis of what the text says and inferences drawn, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>knowledge of the text, independently</i> , to use textual evidence to support the analysis of what the text says and inferences drawn, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases to complete cloze paragraphs</i> that cite textual evidence to support the analysis of a text and inferences drawn	Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that cite textual evidence to support the analysis of a text and inferences drawn	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizer to develop a short essay</i> that cites textual evidence to support the analysis of a text and inferences drawn	Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that cites textual evidence to support the analysis of a text and inferences drawn	Writing-Centered Activity: Use the <i>previously completed graphic organizers, independently, to develop a multiple paragraph essay</i> that cites textual evidence to support the analysis of a text and inferences drawn
		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 7 Standard (RL.7.1): Cite several pieces of 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 Support Analysis of Text 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 _____; the author is suggesting _____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>The voice that beautifies the land! The voice above, The voice of thunder Within the dark cloud Again and again it sounds, The voice that beautifies the land. The voice that beautifies the land! The voice below, The voice of the grasshopper Among the plants Again and again it sounds, The voice that beautifies the land.</p> <p>Navajo tradition. (2008). Twelfth song of thunder. In <i>The mountain chant: A Navajo ceremony</i>. Charleston, SC: Forgotten Books. (From Appendix B, CCSS, p. 86.)</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"> • 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 _____; the author is suggesting _____). (e.g., In the poem, <i>The Twelfth Song of Thunder</i>, the author repeats the phrase, “The voice that beautifies the land.” This means that/The author is suggesting that some of the sounds we find in nature, such as thunder and the chirp of grasshoppers, enhance nature’s beauty.)