

<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 4 Standard (RI.4.1):</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			GRADE LEVEL ACADEMIC DEMAND <i>Refer to Text Details 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:					
RECEPTIVE	Oracy and Literacy Links	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a main-idea-and-details graphic organizer</i> to identify key details from the text, as 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 a main-idea-and-details graphic organizer</i> to identify key details from the text, as 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 main-idea-and-details graphic organizer</i> to identify key details from the text, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a self-created main-idea-and-details graphic organizer, independently</i> , to identify key details from the text, as 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 Text says/I infer T-chart</i> to identify details and draw inferences	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a Text says/I infer T-chart</i> to identify details and draw inferences	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed Text says/I infer T-chart</i> to identify details and draw inferences	<b>Reading-Centered Activity:</b> Organize <i>information on a self-created Text says/I infer T-chart, independently</i> , to identify details and draw inferences
		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 explain and draw inferences from 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 explain and draw inferences from the text, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to explain and draw inferences from 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 explain and draw inferences from 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 explain and draw inferences from 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 a cloze paragraph</i> that refers to text details to explain inferences from the text	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that refer to text details to explain inferences 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 refers to text details to explain inferences 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 refers to text details to explain inferences from the text	<b>Writing-Centered Activity:</b> Use <i>information to develop a multiple paragraph essay, independently</i> , that refers to text details to explain inferences 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 4 Standard (RI.4.1):** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**GRADE LEVEL ACADEMIC DEMAND**  
*Refer to Text Details 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.

- Identify key details in the text by focusing on the subject (nouns and associated pronouns), descriptions (adjectives), location (nouns and prepositions) and actions (verbs).
- Use words and phrases to refer to examples from a text (e.g., for instance, as an example, such as).

### Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p><i>Great whirling <b>storms</b> <u>roar</u> out of <u>the oceans</u> in <i>many</i> parts of <u>the world</u>. <b>They</b> are <u>called</u> by several names—<b>hurricane, typhoon, and cyclone</b> are the <i>three</i> most <i>familiar</i> ones. But no matter what they are <u>called</u>, <b>they</b> are all the same sort of <b>storm</b>. <b>They</b> <u>are born</u> in the same way, in <i>tropical</i> waters. <b>They</b> <u>develop</u> the same way, <u>feeding</u> on <i>warm, moist</i> air. And <b>they</b> <u>do</u> the same kind of damage, both <u>ashore</u> and at <u>sea</u>. Other <b>storms</b> <u>may cover</u> a <i>bigger</i> area or have <i>higher</i> winds, but none <u>can match</u> both the size and the fury of <b>hurricanes</b>. <b>They</b> <u>are</u> earth's <i>mightiest storms</i>.</i></p> <p>Lauber, P. (1996). <i>Hurricanes: Earth's mightiest storms</i>. New York: Scholastic. (From Appendix B, CCSS, p. 71.)</p>	<p>Analyze in small group/whole class discussion how to find details in the text in order to make an inference:</p> <ul style="list-style-type: none"><li>• Identify key details in the text by focusing on the subject (nouns and associated pronouns) (<b>bold</b>) (e.g., <b>hurricane, cyclone, typhoon, storms, they</b>).</li><li>• Identify key details by focusing on description (adjectives) (<i>italics</i>) (e.g., <i>tropical, warm, moist</i>, including comparative adjectives: <i>er</i> and <i>est</i> endings: <i>bigger, mightiest</i>).</li><li>• Identify words and phrases that convey location (nouns) (<u>underline</u>) (e.g., <u>the oceans, the world, ashore</u>).</li><li>• Identify actions (verbs) (<u>wavy underline</u>) (e.g., <u>roar, develop, feeding</u>).</li><li>• Use words and phrases to refer to examples from a text (e.g., for instance, as an example, such as).</li></ul>