

<p>Common Core Anchor Standard (RI.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 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.</p>		<p>GRADE LEVEL ACADEMIC DEMAND <i>Refer to Text Details to Explain 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 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></p>	<p>Listening-Centered Activity: 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></p>	<p>Listening-Centered Activity: 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></p>	<p>Listening-Centered Activity: Organize <i>sentences on a 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></p>	
		<p>Reading-Centered Activity: Organize <i>pretaught words and phrases on a Text says/I infer T-chart</i> to identify details and draw inferences</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a Text says/I infer T-chart</i> to identify details and draw inferences</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed Text says/I infer T-chart</i> to identify details and draw inferences</p>	<p>Reading-Centered Activity: Organize <i>sentences on a Text says/I infer T-chart, after teacher modeling</i>, to identify details and draw inferences</p>	<p>Reading-Centered Activity: Organize <i>information on a self-created Text says/I infer T-chart, independently</i>, to identify details and draw inferences</p>
		<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and/or the home language.</i></p>	<p>in the <i>new and, occasionally, in the home language.</i></p>	<p>in the <i>new language.</i></p>	<p>in the <i>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 explain and draw inferences from the text, 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 explain and draw inferences from the text, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: 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>	Speaking-Centered Activity: 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>	Speaking-Centered Activity: 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>
		Writing-Centered Activity: Use <i>pretaught words and phrases to complete a cloze paragraph</i> that refers to text details to explain inferences from the text	Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that refer to text details to explain inferences from the text	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that refers to text details to explain inferences from the text	Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that refers to text details to explain inferences from the text	Writing-Centered Activity: 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 storms <u>roar</u> out of <u>the oceans</u> in <i>many</i> parts of <u>the world</u>. They are <u>called</u> by several names—hurricane, typhoon, and cyclone are the <i>three</i> most <i>familiar</i> ones. But no matter what they are <u>called</u>, they are all the same sort of storm. They <u>are born</u> in the same way, in <i>tropical</i> waters. They <u>develop</u> the same way, <u>feeding</u> on <i>warm, moist</i> air. And they <u>do</u> the same kind of damage, both <u>ashore</u> and at <u>sea</u>. Other storms <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 hurricanes. They <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"> • Identify key details in the text by focusing on the subject (nouns and associated pronouns) (bold) (e.g., hurricane, cyclone, typhoon, storms, they). • 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>). • Identify words and phrases that convey location (nouns) (<u>underline</u>) (e.g., <u>the oceans, the world, ashore</u>). • Identify actions (verbs) (<u>wavy underline</u>) (e.g., <u>roar, develop, feeding</u>). • Use words and phrases to refer to examples from a text (e.g., for instance, as an example, such as).