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| <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. |                                 | MAIN ACADEMIC DEMAND<br><i>Read Closely, Make Inferences and Cite Evidence</i>  |   |  |  |  |
| <b>Common Core Grade Prekindergarten Standard (RL.PK.1):</b> With prompting and support, ask and answer questions about details in a text.   |                                 | GRADE LEVEL ACADEMIC DEMAND<br><i>Inquire and Recall Key Details</i>  |   |  |  |  |
| 5 Levels of Language Development   | <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> | Organize <i>illustrated, pretaught words in a pocket chart</i> to recall two or more key details, during/after a teacher read-aloud, shared reading or independent reading time | Organize <i>illustrated, preidentified words in a pocket chart</i> to recall two or more key details, during/after a teacher read-aloud, shared reading or independent reading time | Organize <i>illustrated, preidentified words and phrases from a bank in a pocket chart</i> to recall multiple key details, during/after a teacher read-aloud, shared reading or independent reading time | Organize <i>illustrated, preidentified words and phrases in a pocket chart</i> to recall multiple key details, during/after a teacher read-aloud, shared reading or independent reading time | Organize <i>illustrated, preidentified words and phrases in a pocket chart</i> to recall multiple key details, during/after a teacher read-aloud, shared reading or independent reading time |
|  |                                 | Use <i>illustrated, pretaught words to ask and answer questions about key details in the text</i> , when speaking, dictating to the teacher and/or drawing/writing              | Use <i>illustrated, preidentified words to ask and answer questions about key details in the text</i> , when speaking, dictating to the teacher and/or drawing/writing              | Use <i>illustrated, preidentified words and phrases from a bank to ask and answer questions about key details in the text</i> , when speaking, dictating to the teacher and/or drawing/writing           | Use <i>illustrated, preidentified words and phrases to ask and answer questions about key details in the text</i> , when speaking, dictating to the teacher and/or drawing/writing           | Use <i>illustrated, preidentified words and phrases to ask and answer questions about key details in the text</i> , when speaking, dictating to the teacher and/or drawing/writing           |
| <b>PRODUCTIVE</b>  |                                 | 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> .   |

**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 who, what, where, why and how question forms based on the text. (Note: not all question forms have to be mastered, according to the grade level standard.)

- *WHO* questions and answers target the subject(s) who were involved in an event.
- *WHERE* questions and answers refer to the place (or even circumstances) where an event takes place.
- *WHY* refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference.

- *WHAT* questions and answers refer to the event that took place.
- *HOW* questions and answers refer to the sequence that leads to the main event or conflict (e.g., timelines or plot can be part of explaining the *HOW* of an event). *HOW* can also be covered by *WHAT*, *WHERE* and *WHEN*.

(Note: Not all question forms have to be mastered by the students.)

### Example to Address the Linguistic Demands

#### Text Excerpt

It was raining on **Michael's** last day of vacation. **He** wanted to play on the *beach* one more time. But the rain didn't stop.

**Michael** thought it would be crazy to go out into the rain. But **Waldo** seemed to think differently.

No one else was outside. They had the whole *beach* to **themselves**.

Wilhelm, H. (1986). *Waldo and the desert island adventure*. New York: Random House.

#### Teacher Directions

In a mini lesson, small group or whole class, demonstrate understanding of key details in a text by asking and answering questions:

- WHO questions and answers target the subjects (e.g., nouns and associated pronouns who were involved in the event (**bold**) (e.g., **Michael, Waldo, he, they, themselves**) and by asking who questions (e.g., Who wanted to go to the beach?).
- WHERE questions and answers refer to the place (e.g., nouns) where an event takes place (*italics*) (e.g., the *beach*) and by asking where questions (e.g., Where did Michael and Waldo want to go?).
- WHY refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference that can be supported by a why question (e.g., Why did they have all the beach to themselves?).
- WHAT questions and answers refer to the event (e.g., verbs) that took place (underline) (e.g., wanted to play, didn't stop) and by asking what questions (e.g., What did the boys want to do?).
- WHEN questions and answers refer to the sequence that leads to the main event of conflict (wavy underline) (e.g., on the last day of vacation) and by asking when questions (e.g., When did Michael and Waldo want to go to the beach?).