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 the Text*
Common Core Grade 4 Standard (RL.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 Details to Explain and Draw 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 fishbone graphic organizer* to identify details and examples in a text, as the text is read aloud in *partnership and/or teacher-led small group*s	**Listening-Centered Activity:** Organize *preidentified words and phrases on a fishbone graphic organizer* to identify details and examples in a text, as the text is read aloud in *partnership and/or small group*s	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed fishbone graphic organizer* to identify details and examples in a text, as the text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *sentences on a fishbone graphic organizer* to identify details and examples in a text, as the text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a self-created fishbone graphic organizer, independently,* to identify details and examples in a text, as the text is read aloud in *partnership, small group and/or whole class settings*
	Reading-Centered Activity: Categorize *pretaught words and phrases on a Text says/My inference T-chart* to draw inferences from the text	**Reading-Centered Activity:** Categorize *preidentified words and phrases on a Text says/My inference T-chart* to draw inferences from the text	**Reading-Centered Activity:** Categorize *phrases and sentences on a partially completed Text says/My inference T-chart* to draw inferences from the text	**Reading-Centered Activity:** Categorize *sentences on a Text says/My inference T-chart, after teacher modeling,* to draw inferences from the text	**Reading-Centered Activity:** Categorize *sentences on a self-created Text says/My inference T-chart, independently,* to draw inferences from 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.*

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* that explain inferences, when speaking in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* that explain inferences, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to explain inferences, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to explain inferences, *after teacher modeling*, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to explain inferences, *independently*, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases* to *complete a cloze paragraph* that explains inferences drawn from the text, using details and examples	**Writing-Centered Activity:** Use *preidentified words and phrases* to write *two or more paragraphs* that explain inferences drawn from the text, using details and examples	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that explains inferences drawn from the text, using details and examples	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that explains inferences drawn from the text, using details and examples	**Writing-Centered Activity:** Use the *previously completed graphic organizers to develop a multiple paragraph essay, independently,* that explains inferences drawn from the text, using details and examples
		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 Grade 4 Standard (RL.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 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 introductory phrases (e.g., for example, for instance, as an example, such as) to refer to examples.

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions
An Iroquois Legend: How Chipmunks Got Their Stripes **A grandmother and granddaughter** were living together. **They** had a *skin* blanket, but it was *old* and a good deal of the hair was worn off. **The two women** went to the forest to camp and cut wood, and **they** carried the blanket to cover **themselves** with at night. **They** had been in the forest only a *few* days when **they** found that **their** *skin* blanket was alive and was *angry*. **They** threw the blanket down and ran toward home as *fast* as **they** could go. Soon **they** heard the skin following them. First People: American Indian Legends. (2013). *An Iroquois legend: How the chipmunks got their stripes*. Retrieved from http://www.firstpeople.us/FP-Html-Legends/How _Chipmunks_Got_Their_Stripes-Iroquois.html	In small group/whole class discussion, demonstrate understanding of key details in a text: - Identify key details in the text by focusing on the subject (nouns and associated pronouns) (**bold**) (e.g., **A grandmother and granddaughter**; **The two women**; **They**). - Identify key details by focusing on descriptions (adjectives) (*italics*) (e.g., *angry, skin, old*). - Identify the location (nouns and prepositions) (underline) (e.g., in the forest, home, toward). - Identify the actions (verbs) (wavy underline) (e.g., threw, carried, were living). - Use introductory phrases (e.g., for example, for instance, as an example, such as) to refer to examples.