

<p><b>Common Core Anchor Standard (W.1):</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>MAIN ACADEMIC DEMAND</b> <i>Write Persuasively with Reasoning and Evidence</i></p>
<p><b>Common Core Grade 5 Standard (W.5.1):</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases and clauses (e.g., <i>consequently, specifically</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p><b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Write Opinion Pieces on Topics and Texts, Supporting Point of View Clearly</i> <i>Organize Writing Logically, with Valid Reasoning and Evidence That Supports the Writer’s Opinion</i> <i>Create Clear Organization and Structure</i></p>

5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
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When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:

<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a point-of-view graphic organizer</i> to identify reasons and information that support an argument, as a text is read aloud in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a point-of-view graphic organizer</i> to identify reasons and information that support an argument, as a text is read aloud in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed point-of-view graphic organizer</i> to identify reasons and information that support an argument, as a text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>sentences on a point-of-view graphic organizer</i> to identify reasons and information that support an argument, as a text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a self-created point-of-view graphic organizer, independently</i>, to identify reasons and information that support an argument, as a text is read aloud in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on an opinion writing graphic organizer</i> to connect an opinion with logically ordered reasons and evidence</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on an opinion writing graphic organizer</i> to connect an opinion with logically ordered reasons and evidence</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially created opinion writing graphic organizer</i> to connect an opinion with logically ordered reasons and evidence</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on an opinion writing graphic organizer</i> to connect an opinion with logically ordered reasons and evidence</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a self-created opinion writing graphic organizer, independently</i>, to connect an opinion with logically ordered reasons and evidence</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	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that express a clear point of view and opinion linked to reasons and evidence by transitional words, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that express a clear point of view and opinion linked to reasons and evidence by transitional words, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to express a clear point of view and opinion linked to reasons and evidence by transitional words, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to express a clear point of view and opinion linked to reasons and evidence by transitional words, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to express a clear point of view and opinion linked to reasons and evidence by transitional words, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases, including transitional words and phrases, to complete a logically organized cloze paragraph</i> that clearly introduces and concludes an opinion, supported by valid reasons and evidence</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases, including transitional words and phrases, to write two or more logically organized paragraphs</i> that clearly introduce and conclude an opinion, supported by valid reasons and evidence</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank that includes transitional words, phrases and clauses</i> and the <i>previously developed graphic organizers to develop a logically organized short essay</i> that clearly introduces and concludes an opinion supported by valid reasons and evidence</p>	<p><b>Writing-Centered Activity:</b> Use a <i>glossary that includes transitional words, phrases and clauses</i> and the <i>previously developed graphic organizers to develop a logically organized essay, using teacher provided models</i>, that clearly introduces and concludes an opinion supported by valid reasons and evidence</p>	<p><b>Writing-Centered Activity:</b> Use <i>information and transitional words, phrases and clauses to develop a logically organized multiple paragraph essay, independently</i>, that clearly introduces and concludes an opinion supported by valid reasons and evidence</p>
		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 5 Standard (W.5.1):** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
- Provide a concluding statement or section related to the opinion presented.

**GRADE LEVEL ACADEMIC DEMAND:**  
*Write Opinion Pieces on Topics and Texts, Supporting Point of View Clearly*  
*Organize Writing Logically, with Valid Reasoning and Evidence That Supports the Writer’s Opinion*  
*Create Clear Organization and Structure*

**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 introductory words and phrases to begin a topic or text (e.g., This essay is about \_\_\_\_\_).
- Use words and phrases to state an opinion (e.g., I think \_\_\_\_\_; I didn’t like \_\_\_\_\_; I liked \_\_\_\_\_; I believe that \_\_\_\_\_; My impression is \_\_\_\_\_).
- Use words and phrases to support reasons with facts (numbers) and details (adjectives).
- Use linking words, phrases and clauses (e.g., consequently, specifically) to connect opinions and reasons.
- Use concluding words and phrases (e.g., in summary, in conclusion) to complete a piece.

**Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires giving an opinion. For examples of text excerpts, refer to Reading for Information and Reading Literature standards for 5th grade.