

Common Core Anchor Standard (W.1): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		MAIN ACADEMIC DEMAND <i>Write Persuasively with Reasoning and Evidence</i>				
Common Core Grade 1 Standard (W.1.1): Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.		GRADE LEVEL ACADEMIC DEMAND <i>Write Opinion Pieces Stating the Topic or Name of Book, Opinion, Reasons and Closure</i>				
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 <i>pretaught words and phrases on a T-chart</i> to identify the topic or book and offer an opinion about it as the text is read aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a T-chart</i> to identify the topic or book and offer an opinion about it as the text is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed T-chart</i> to identify the topic or book and offer an opinion about it as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>sentences on a T-chart</i> to identify the topic or book and offer an opinion about it as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a self-created T-chart, independently</i> , to identify the topic or book and offer an opinion about it as the text is read aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on an opinion graphic organizer</i> to determine reasons for their opinion	Reading-Centered Activity: Organize <i>preidentified words and phrases on an opinion graphic organizer</i> to determine reasons for their opinion	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed opinion graphic organizer</i> to determine reasons for their opinion	Reading-Centered Activity: Organize <i>sentences on an opinion graphic organizer, after teacher modeling</i> , to determine reasons for their opinion	Reading-Centered Activity: Organize <i>information on a self-created opinion graphic organizer, independently</i> , to determine reasons for their opinion
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the 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	<p>Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that express an opinion and support it with reasons, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p>Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that express an opinion and support it with reasons, when speaking in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank</i> to express an opinion and support it with reasons, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to express an opinion and support it with reasons, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use <i>information, independently</i>, to express an opinion and support it with reasons, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p>Writing-Centered Activity: Use <i>pretaught words and phrases to complete a cloze paragraph</i> that introduces a book or topic, states an opinion supported by reasons and provides closure</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases to complete several cloze paragraphs</i> that introduce a book or topic, state an opinion supported by reasons and provide closure</p>	<p>Writing-Centered Activity: Use a <i>word bank to develop a short essay</i> that introduces a book or topic, states an opinion supported by reasons and provides closure</p>	<p>Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that introduces a book or topic, states an opinion supported by reasons and provides closure</p>	<p>Writing-Centered Activity: Use <i>information, independently</i>, to develop an essay that introduces a book or topic, states an opinion supported by reasons and provides closure</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>

Common Core Grade 1 Standard (W.1.1): Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.

GRADE LEVEL ACADEMIC DEMAND
Write Opinion Pieces Stating the Topic or Name of Book, Opinion, Reasons and Closure

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 name a book (e.g., I read _____; I read a book about _____; My favorite book is _____).
- Use words and phrases to state an opinion (e.g., I think _____; I didn't like _____; I liked _____).
- Use adjectives and/or verbs (e.g., liked, didn't like, mean, kind) to illustrate an opinion and supply reasons.
- Use concluding words and phrases (e.g., the end, in the end) 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 1st grade.