

<p>Common Core Anchor Standard (W.2): Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content</p>	<p>MAIN ACADEMIC DEMAND <i>Examine and Convey Complex Ideas and Information</i></p>
<p>Common Core Grade 1 Standard (W.1.2): Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.</p>	<p>GRADE LEVEL ACADEMIC DEMAND <i>Write Informative/Explanatory Texts That Name the Topic and Include Facts and Closure</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:

RECEPTIVE	Oracy and Literacy Links	<p>Listening-Centered Activity: Organize <i>pretaught words and phrases on a cluster map</i> to identify a topic, 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 cluster map</i> to identify a topic, 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 cluster map</i> to identify a topic, 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 cluster map</i> to identify a topic, as text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>information on a self-created cluster map, independently</i>, to identify a topic, 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 main-topic-and-details graphic organizer</i> to identify facts about the topic</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a main-topic-and-details graphic organizer</i> to identify facts about the topic</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed main-topic-and-details graphic organizer</i> to identify facts about the topic</p>	<p>Reading-Centered Activity: Organize <i>sentences on a main-topic-and-details graphic organizer, after teacher modeling</i>, to identify facts about the topic</p>	<p>Reading-Centered Activity: Organize <i>information on a self-created main-topic-and-details graphic organizer, independently</i>, to identify facts about the topic</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	<p>Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that describe the topic and facts, when speaking about text 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 describe the topic and facts, when speaking about text in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank</i> to describe the topic and facts, when speaking about text 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 describe the topic and facts, when speaking about text in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use <i>information, independently</i>, to describe the topic and facts, when speaking about text 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 names the topic, includes some facts and provides closure</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases to complete cloze paragraphs</i> that name the topic, include some facts and provide closure</p>	<p>Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short paragraph</i> that names the topic, includes some facts and provides closure</p>	<p>Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop a short essay</i> that names the topic, includes some facts and provides closure</p>	<p>Writing-Centered Activity: Use <i>information, independently</i>, to develop an <i>essay</i> that names the topic, includes some facts 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 (RW.1.2): Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.

GRADE LEVEL ACADEMIC DEMAND
Write Informative/Explanatory Texts That Name the Topic and Include Facts 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 the standards in their new and/or home language.

- Identify a topic to be developed.
- Identify information about the topic and some facts about it.
- Use words to give a sense of closure (e.g., the end, finally) and restate the topic of the writing piece.

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because students are required to write an informative text. For examples of text excerpts, refer to Reading for Information standards for 1st grade.