

<p><b>Common Core Anchor Standard (W.2):</b> 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><b>MAIN ACADEMIC DEMAND</b> <i>Examine and Convey Complex Ideas and Information</i></p>
<p><b>Common Core Grade 6 Standard (W.6.2):</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts and information using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p><b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Write Well-Selected and Organized Informative Texts with Relevant Content</i> <i>Introduce and Develop a Topic with Relevant Facts, Definitions and/or Quotations</i> <i>Use Appropriate Transitions, Formal Style and Conclusion</i></p>

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

<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a chart</i> to identify a topic, ideas and relevant information, as text is read 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 chart</i> to identify a topic, ideas and relevant information, as text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed chart</i> to identify a topic, ideas and relevant information, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a chart</i> to identify a topic, ideas and relevant information, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information in a note taking guide, independently</i>, to identify a topic, ideas and relevant information, as text is read 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 a matrix</i> to identify facts, definitions, details and quotations that develop a topic</p>	<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words on a matrix</i> to identify facts, definitions, details and quotations that develop a topic</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed matrix</i> to identify facts, definitions, details and quotations that develop a topic</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a matrix, after teacher modeling</i>, to identify facts, definitions, details and quotations that develop a topic</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to identify facts, definitions, details and quotations that develop a topic</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)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<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 introduce and develop an idea with supporting evidence, 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 introduce and develop an idea with supporting evidence, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to introduce and develop an idea with supporting evidence, 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 introduce and develop an idea with supporting evidence, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>knowledge of the text, independently</i>, to introduce and develop an idea with supporting evidence, 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 to complete well-organized, informative cloze paragraphs</i> that introduce, develop and conclude a topic with relevant facts, definitions and/or quotations, using a formal style and appropriate transitions</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more well-organized, informative paragraphs</i> that introduce, develop and conclude a topic with relevant facts, definitions and/or quotations, using a formal style and appropriate transitions</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a well-organized, informative short essay</i> that introduces, develops and concludes a topic with relevant facts, definitions and/or quotations, using a formal style and appropriate transitions</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop a well-organized informative essay</i> that introduces, develops and concludes a topic with relevant facts, definitions and/or quotations, using a formal style and appropriate transitions</p>	<p><b>Writing-Centered Activity:</b> Use <i>knowledge of the text, independently</i>, to develop an essay that introduces, develops and concludes a topic with relevant facts, definitions and/or quotations using a formal style and appropriate transitions</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 6 Standard (W.6.2):** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts and information using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

**GRADE LEVEL ACADEMIC DEMAND**  
*Write Well-Selected and Organized Informative Texts  
with Relevant Content*  
*Introduce and Develop a Topic with Relevant Facts,  
Definitions and/or Quotations*  
*Use Appropriate Transitions, Formal Style and  
Conclusion*

**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.

- Use introductory words and phrases to introduce a topic with a specific focus.
- Identify facts, definitions, quotations, examples and/or details related to the topic.
- Identify multimedia that can strengthen the topic.
- Use headings to categorize information.
- Use Tier 2 words found in writing but seldom in oral language (e.g., benefit, analyze, evaluate, access) and Tier 3 words or technical words (e.g., delta, pharaoh, sarcophagus).
- Use a variety of words (e.g., in contrast, especially, because, thus, therefore) to link ideas and information.
- Use concluding words and phrases to provide an ending (e.g., as a result, for these reasons, to sum up, overall, due to, obviously) that is the result of the information presented.

### **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 6th grade.