

<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 5 Standard (W.5.2): Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly; provide general observation; focus and group related information logically; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>GRADE LEVEL ACADEMIC DEMAND <i>Write Informative/Explanatory Texts That Convey Ideas and Information Clearly, Logically and with Detail</i></p> <p><i>Use Precise Language and Domain-Specific Vocabulary</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 web</i> to identify a topic and related information, as a 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 web</i> to identify a topic and related information, as a 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 web</i> to identify a topic and related information, as a 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 web</i> to identify a topic and related information, as a 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 web, independently</i>, to identify a topic and related information, as a 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 four column chart</i> to identify quotations, facts, definitions and details that develop a topic</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a four column chart</i> to identify quotations, facts, definitions and details that develop a topic</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed four column chart</i> to identify quotations, facts, definitions and details that develop a topic</p>	<p>Reading-Centered Activity: Organize <i>sentences on a four column chart, after teacher modeling</i>, to identify quotations, facts, definitions and details that develop a topic</p>	<p>Reading-Centered Activity: Organize <i>information on a self-created four column chart, independently</i>, to identify quotations, facts, definitions and details 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)
PRODUCTIVE	Oracy and Literacy Links	Speaking-Centered Activity: Use <i>pretaught words and phrases, including linking words, and the previously completed graphic organizers to complete sentence starters</i> that convey information and ideas about a topic and link ideas across and within categories of information, when speaking in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use <i>preidentified words and phrases, and the previously completed graphic organizers to complete sentence starters</i> that convey information and ideas about a topic and link ideas across and within categories of information, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to convey information and ideas about a topic and link ideas across and within categories of information, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously created graphic organizers</i> to convey information and ideas about a topic and link ideas across and within categories of information, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>knowledge of the text, independently, to convey information and ideas about a topic and link ideas across and within categories of information, when speaking in partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases to complete a cloze paragraph</i> that conveys ideas and information clearly, logically and with details, precise language and domain-specific vocabulary	Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs</i> that convey ideas and information clearly, logically and with details, precise language and domain-specific vocabulary	Writing-Centered Activity: Use a <i>word bank and the previously completed graphic organizers to develop a short essay</i> that conveys ideas and information clearly, logically and with details, precise language and domain-specific vocabulary	Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that conveys ideas and information clearly, logically and with details, precise language and domain-specific vocabulary	Writing-Centered Activity: Use <i>knowledge of the text, independently, to develop an essay</i> that conveys ideas and information clearly, logically and with details, precise language and domain-specific vocabulary
		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.5.2): Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly; provide general observation; focus and group related information logically; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

GRADE LEVEL ACADEMIC DEMAND
Write Informative/Explanatory Texts That Convey Ideas and Information Clearly, Logically and with Detail
Use Precise Language and Domain-Specific Vocabulary

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 focused topic.
- 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 words (e.g., in contrast, especially) to link ideas to contrast information.
- Use Tier 2 words found in writing but seldom in oral language (e.g., benefit, analyze, evaluate) and Tier 3 words or technical words (e.g., delta, pharaoh, sarcophagus).
- Use concluding words and phrases (e.g., as a result, for these reasons, to sum up, overall) to provide an ending and restate the topic.

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 5th grade.