Common Core Anchor Standard (W.2): Write informative/explanatory texts to examine and MAIN ACADEMIC DEMAND convey complex ideas and information clearly and accurately through the effective selection, Examine and Convey Complex Ideas organization and analysis of content. and Information Common Core Grade 3 Standard (W.3.2): Write informative/explanatory texts to examine a GRADE LEVEL ACADEMIC DEMAND topic and convey ideas and information clearly. Write informative/Explanatory Texts to Examine a a. Introduce a topic and group related information together; include illustrations when useful to aiding Topic Using Facts, Definitions, Details or Illustrations comprehension. and Concluding Statement b. Develop the topic with facts, definitions and details. Use Linking Words c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. 5 Levels of **Transitioning Emerging Expanding Commanding Entering** Language (Low Intermediate) (High Intermediate) (Advanced) (Proficient) (Beginner) **Development** When acquiring a new language, using **grade level** texts and appropriate supports, students are able to: **Listening-Centered Listening-Centered Listening-Centered Listening-Centered Listening-Centered Activity:** Organize **Activity:** Organize **Activity:** Organize *phrases* **Activity:** Organize **Activity:** Organize pretaught words and preidentified words and and sentences on a partially sentences on a web to information on a selfcompleted web to identify phrases on a web to phrases on a web to identify the topic and created web, independently, identify the topic and identify the topic and the topic and details of an details of an informative/ to identify the topic and details of an informative/ details of an informative/ informative/explanatory explanatory text, as a text is details of an informative/ explanatory text, as a text is explanatory text, as a text is text, as a text is read aloud read aloud in partnership, explanatory text, as a text is read aloud in *partnership* small group and/or whole read aloud in partnership in partnership, small group read aloud in partnership, and/or teacher-led small and/or small groups and/or whole class settings small group and/or whole class settings Oracy class settings groups and **Reading-Centered Reading-Centered Reading-Centered Reading-Centered Reading-Centered Activity:** Organize *phrases* Activity: Organize **Activity:** Organize **Activity:** Organize **Activity:** Organize Literacy pretaught words and preidentified words and and sentences on a partially sentences on an information on a self-Links phrases on an phrases on an completed informational created informational informational writing informational writing writing graphic organizer writing graphic organizer, informational writing graphic organizer, after to identify facts, definitions teacher modeling, to independently, to identify graphic organizer to graphic organizer to identify facts, definitions identify facts, definitions and details that develop the identify facts, definitions facts, definitions and details and details that develop the and details that develop the and details that develop the that develop the topic topic topic topic topic in the *new and/or the home* in the *new and/or the home* in the new and. in the new language. in the new language. occasionally, in the home language. language. language.

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NLAP Writing (W) W.2: W.3.2

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
IVE		Speaking-Centered Activity: Use pretaught words and phrases and the previously completed graphic organizers to complete sentence starters that examine a topic, using facts, details and definitions, when speaking in partnership and/or teacher-led small groups	Activity: Use preidentified words and phrases and the previously completed graphic organizers to complete sentence starters that examine a topic, using facts, details and definitions, when speaking in partnership and/or small groups	Activity: Use a word bank to examine a topic, using facts, details and definitions, when speaking in partnership, small group and/or whole class settings	Speaking-Centered Activity: Use the previously completed graphic organizers to examine a topic, using facts, details and definitions, when speaking in partnership, small group and/or whole class settings	Speaking-Centered Activity: Use knowledge of the text, independently, to examine a topic, using facts, details and definitions, when speaking in partnership, small group and/or whole class settings
PRODUCTIVE	Oracy and Literacy Links	Writing-Centered Activity: Use pretaught words and phrases, including linking words, to complete a cloze paragraph that introduces, examines and concludes a topic, using facts, details and definitions to develop points	Writing-Centered Activity: Use preidentified words and phrases, including linking words and phrases, to write two or more paragraphs that introduce, examine and conclude a topic, using facts, details and definitions to develop points	Writing-Centered Activity: Use a word bank that includes linking words and phrases and the previously completed graphic organizers to develop a short essay that introduces, examines and concludes a topic, using facts, details and definitions to develop points	Writing-Centered Activity: Use a glossary that includes linking words and phrases and teacher- provided models to develop an essay that introduces, examines and concludes a topic, using facts, details and definitions to develop points	Writing-Centered Activity: Use knowledge of the text and linking words and phrases, independently, to develop a multiple paragraphs essay that introduces, examines and concludes a topic, using facts, details and definitions to develop points
		in the new and/or the home language.	in the new and/or the home language.	in the <i>new and</i> , occasionally, in the home language.	in the new language.	in the <i>new language</i> .

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Common Core Grade 3 Standard (W.3.2): Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

GRADE LEVEL ACADEMIC DEMAND

Write informative/Explanatory Texts to Examine a Topic Using Facts, Definitions, Details or Illustrations and Concluding Statement Use Linking Words

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.
- Identify facts, definitions and details related to the topic.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas.
- Use concluding words and phrases (e.g., in the end, finally) 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 3rd grade.

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