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.	MAIN ACADEMIC DEMAND *Examine and Convey Complex Ideas and Information*
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*

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 *pretaught words and phrases on a web* to identify the topic and details of an informative/explanatory text, as a text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a web* to identify the topic and details of an informative/explanatory text, as a text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed web* to identify the topic and details of an informative/explanatory text, as a text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *sentences on a web* to identify the topic and details of an informative/explanatory text, as a text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a self-created web, independently,* to identify the topic and details of an informative/explanatory text, as a text is read aloud in *partnership, small group and/or whole class settings*
	Reading-Centered Activity: Organize *pretaught words and phrases on an informational writing graphic organizer* to identify facts, definitions and details that develop the topic	**Reading-Centered Activity:** Organize *preidentified words and phrases on an informational writing graphic organizer* to identify facts, definitions and details that develop the topic	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed informational writing graphic organizer* to identify facts, definitions and details that develop the topic	**Reading-Centered Activity:** Organize *sentences on an informational writing graphic organizer, after teacher modeling,* to identify facts, definitions and details that develop the topic	**Reading-Centered Activity:** Organize *information on a self-created informational writing graphic organizer, independently,* to identify facts, definitions and details that develop the topic
	in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

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 *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*	**Speaking-Centered 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*	**Speaking-Centered 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*
		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 *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

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.