

Common Core Anchor Standard (W.7): Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.				MAIN ACADEMIC DEMAND <i>Conduct Research Projects Based on Questions and Understanding</i>	
Common Core Grade 2 Standard (W.2.7): Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).				GRADE LEVEL ACADEMIC DEMAND <i>Participate in Collaborative Research and Writing Projects</i>	
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Entering (Beginner)
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 <i>pretaught words and phrases on an I-chart</i> to identify facts for a collaborative research project, as a text is read aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words on an I-chart</i> to identify facts for a collaborative research project, as a text is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a partially completed I-chart</i> to identify facts for a collaborative research project, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information, independently, on an I-chart</i> to identify facts for a collaborative research project, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on an I-chart</i> to analyze facts for a collaborative research project when reading various texts	Reading-Centered Activity: Organize <i>preidentified words and phrases on an I-chart</i> to analyze facts for a collaborative research project when reading various texts	Reading-Centered Activity: Organize <i>phrases and sentences on a partially created I-chart</i> to analyze facts for a collaborative research project when reading various texts	Reading-Centered Activity: Organize <i>information, independently, on an I-chart</i> to analyze facts for a collaborative research project when reading various texts
		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> .

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Entering (Beginner)
PRODUCTIVE	Oracy and Literacy Links	Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed I-chart</i> to complete sentence starters that convey understanding of a topic to be used for a writing project, when speaking in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed I-chart</i> to complete sentence starters that convey understanding of a topic to be used for a writing project, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to participate in a discussion to convey understanding of a topic to be used for a writing project, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to initiate a discussion to convey understanding of a topic to be used for a writing project, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to lead a discussion to convey understanding of a topic to be used for a writing project, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to complete a <i>cloze paragraph</i> that conveys information about a topic, from a variety of texts, as part of a writing project	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to complete several <i>cloze paragraphs</i> that convey information about a topic, from a variety of texts, as part of a writing project	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to develop a <i>short essay</i> that conveys information about a topic, from a variety of texts, as part of a writing project	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to develop a <i>short essay</i> that conveys information about a topic, from a variety of texts, as part of a writing project	Writing-Centered Activity: Use <i>information, independently</i> , to develop a <i>short essay</i> that conveys information about a topic, from a variety of texts, as part of a writing project
		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 2 Standard (W.2.7): Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

GRADE LEVEL ACADEMIC DEMAND
Participate in Collaborative Research and Writing Projects

Linguistic Demands: The following are examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in their new and/or home language.

- Use words and phrases to introduce a topic (e.g., The topic is ____; the main idea is ____; the project is going to focus on ____based on reading books on the same topic; e.g., *Sharks! Amazing Facts & Pictures of the Coolest Fish in the Sea!*, Alex Davis [2013] and *Sharks*, Lauren Brown [2013]).
- Use sentence structures to introduce different sources used in the research (e.g., We used the following trade books and websites ____).
- Use sequence words and phrases (e.g., the most important fact, also, finally) to produce a report or record a science observation (e.g., in writing about sharks).

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand since its purpose is to produce research projects based on focused questions. For examples of text excerpts, refer to the Reading for Information and Reading Literature standards for 2nd grade.