

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 1 Standard (W.1.7): Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).			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)	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: Locate and organize <i>pretaught words and phrases in a sequence pocket chart</i> , to explore a diversity of texts (e.g., how-to books) as they are read aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Locate and organize <i>preidentified words and phrases in a sequence pocket chart</i> , to explore a diversity of texts (e.g., how-to books) as they are read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Locate and organize <i>phrases and sentences in a sequence pocket chart</i> , to explore a diversity of texts (e.g., how-to books) as they are read in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Locate and organize <i>information, independently, in a sequence pocket chart</i> , to explore a diversity of texts (e.g., how-to books) as they are read aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a sequence graphic organizer</i> to prepare to participate in shared research, when reading texts	Reading-Centered Activity: Organize <i>preidentified words and phrases on a sequence graphic organizer</i> to prepare to participate in shared research, when reading texts	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed sequence graphic organizer</i> to prepare to participate in shared research, when reading texts	Reading-Centered Activity: Organize <i>information, independently, on a sequence graphic organizer</i> to prepare to participate in shared research, when reading 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)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> to share information about collaborative research or a writing project, when speaking in <i>partnership</i> and/or <i>teacher-led small groups</i>	Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> to share information about collaborative research or a writing project, when speaking in <i>partnership</i> and/or <i>small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to participate in a discussion in which participants share information about collaborative research or a writing project, when speaking in <i>partnership, small group</i> and/or <i>whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to initiate a discussion in which participants share information about collaborative research or a writing project, when speaking in <i>partnership, small group</i> and/or <i>whole class settings</i>	Speaking-Centered Activity: Use <i>knowledge of the topic, independently</i> , to lead a discussion in which participants share information about collaborative research or a writing project, when speaking in <i>partnership, small group</i> and/or <i>whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete a cloze paragraph</i> that introduces a topic, as part of a writing project	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>complete several cloze paragraphs</i> that introduce a topic, as part of a writing project	Writing-Centered Activity: Use a <i>word bank</i> to <i>develop a short essay that introduces a topic</i> , as part of a writing project	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that introduces a topic, as part of a writing project	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop an essay</i> that introduces a topic, as part of a writing project
		in the <i>new</i> and/or the <i>home language</i> .	in the <i>new</i> and/or the <i>home language</i> .	in the <i>new</i> and, occasionally, in the <i>home language</i> .	in the <i>new language</i> .	in the <i>new language</i> .

Common Core Grade 1 Standard (W.1.7): Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

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.

- Identify “how-to” books (e.g., books that teach how to do something) by identifying a topic (e.g., bubbles) and that have *How to* in the title (e.g., *How to make bubbles*, Erika L. Shores [2011]; *How to Make Monstrous, Big, Huge, Unbelievably Big Bubbles*, David Stein [2005]).
- Use sequence words and phrases to introduce multiple steps (e.g., first, second, then, after; e.g., in making bubbles).

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 1st grade.