Common Core Anchor Standard (W.1): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		MAIN ACADEMIC DEMAND *Write Persuasively with Reasoning and Evidence*		
Common Core Grade 2 Standard (W.2.1): Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons and provide a concluding statement or section.		GRADE LEVEL ACADEMIC DEMAND *Write Opinion Pieces Stating the Topic, Opinion, Reasons and Concluding Statement* *Use Linking Words*		
5 Levels of Language Development	**Entering (Beginner)**	**Emerging (Low Intermediate)**	**Transitioning (High Intermediate)**	**Expanding (Advanced)**	**Commanding (Proficient)**

		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 an opinion web* to determine the topic or book and their opinion, as the text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on an opinion web* to determine the topic or book and their opinion, as the text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a partially completed opinion web* to determine the topic or book and their opinion, as the text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *sentences on an opinion web* to determine the topic or book and their opinion, as the text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information, independently, on a self-created opinion web* to determine the topic or book and their opinion, as the text is read aloud in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on an In-my-Opinion graphic organizer* to identify reasons that support their opinion	**Reading-Centered Activity:** Organize *preidentified words and phrases on an In-my-Opinion graphic organizer* to identify reasons that support their opinion	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed In-my-Opinion graphic organizer* to identify reasons that support their opinion	**Reading-Centered Activity:** Organize *sentences on an In-my-Opinion graphic organizer, after teacher modeling,* to identify reasons that support their opinion	**Reading-Centered Activity:** Organize *information, independently, on a self-created In-my-Opinion graphic organizer* to identify reasons that support their opinion
		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 use linking words to express an opinion and support it with reasons, 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 use linking words to express an opinion and support it with reasons, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to use linking words to express an opinion and support it with reasons, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to use linking words to express an opinion and support it with reasons, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to use linking words to express an opinion and support it with reasons, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to complete a cloze paragraph* that introduces the book or topic, states an opinion that is connected to reasons by linking words and provides a concluding statement	**Writing-Centered Activity:** Use *preidentified words and phrases to complete several cloze paragraphs* that introduce the book or topic, state an opinion that is connected to reasons by linking words and provide a concluding statement	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that introduces the book or topic, states an opinion that is connected to reasons by linking words and provides a concluding statement	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop a short essay* that introduces the book or topic, states an opinion that is connected to reasons by linking words and provides a concluding statement	**Writing-Centered Activity:** Use *information, independently, to develop a short essay* that introduces the book or topic, states an opinion that is connected to reasons by linking words and provides a concluding statement
		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 2 Standard (W.2.1): Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons and provide a concluding statement or section.	GRADE LEVEL ACADEMIC DEMAND *Write Opinion Pieces Stating the Topic, Opinion, Reasons 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 these linguistic demands in the new and/or home language.

- Use introductory words and phrases to begin a topic or name a book (e.g., I read _____; I read a book about _____; My favorite book is _____).
- Use words and phrases to state an opinion (e.g., I think _____; I didn't like _____; I liked _____).
- Use adjectives and/or verbs (e.g., liked, didn't like, was mean) to illustrate the opinion.

- Use linking words (e.g., because, so, that is why) to explain an opinion.
- Use concluding words and phrases (e.g., in summary, in conclusion) to complete a piece.

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it requires giving an opinion. For examples of text excerpts, refer to Reading for Information and Reading Literature standards for 2nd grade.