

<p><b>Common Core Anchor Standard (W.2):</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content</p>	<p><b>MAIN ACADEMIC DEMAND</b> <i>Examine and Convey Complex Ideas and Information</i></p>
<p><b>Common Core Grade 2 Standard (W.2.2):</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.</p>	<p><b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Write Informative/Explanatory Texts Naming Topic and Include Facts and Closing Section</i></p>

<p><b>5 Levels of Language Development</b></p>	<p><b>Entering (Beginner)</b></p>	<p><b>Emerging (Low Intermediate)</b></p>	<p><b>Transitioning (High Intermediate)</b></p>	<p><b>Expanding (Advanced)</b></p>	<p><b>Commanding (Proficient)</b></p>
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When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:

<p><b>RECEPTIVE</b></p>	<p><b>Oracy and Literacy Links</b></p>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a main-idea-and-details graphic organizer</i> to identify the topic and details of an informative/explanatory text, as text is read in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a main-idea-and-details graphic organizer</i> to identify the topic and details of an informative/explanatory text, as text is read in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main-idea-and-details graphic organizer</i> to identify the topic and details of an informative/explanatory text, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>sentences on a main-idea-and-details graphic organizer</i> to identify the topic and details of an informative/explanatory text, as text is read in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information on a self-created main-idea-and-details graphic organizer, independently</i>, to identify the topic and details of an informative/explanatory text, as text is read in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a concept web</i> to identify facts and definitions that support the development of points</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a concept web</i> to identify facts and definitions that support the development of points</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed concept web</i> to identify facts and definitions that support the development of points</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a concept web, after teacher modeling</i>, to identify facts and definitions that support the development of points</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a self-created concept web, independently</i>, to identify facts and definitions that support the development of points</p>
		<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and, occasionally, in the home language.</i></p>	<p><i>in the new language.</i></p>	<p><i>in the new language.</i></p>

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that explain the topic and use facts and definition to develop their points, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that explain the topic and use facts and definition to develop their points, when speaking in <i>partnership and/or small groups</i></p>	<p><b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to explain the topic and use facts and definition to develop their points, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to explain the topic and use facts and definition to develop their points, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Speaking-Centered Activity:</b> Use <i>information, independently</i>, to explain the topic and use facts and definition to develop their points, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete a cloze paragraph</i> that includes an introduction to a topic, facts and definitions to support their points and a conclusion</p>	<p><b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to complete several cloze paragraphs</i> that include an introduction to a topic, facts and definitions to support their points and a conclusion</p>	<p><b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that includes an introduction to a topic, facts and definitions to support their points and a conclusion</p>	<p><b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay</i> that includes an introduction to a topic, facts and definitions to support their points and a conclusion</p>	<p><b>Writing-Centered Activity:</b> Use <i>information, independently</i>, to develop a <i>multiple paragraph essay</i> that includes an introduction to a topic, facts and definitions to support their points and a conclusion</p>
	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>new language</i>.</p>	

**Common Core Grade 2 Standard (W.2.2):** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.

**GRADE LEVEL ACADEMIC DEMAND**  
*Write Informative/Explanatory Texts Naming Topic and Include Facts and Closing Section*

**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 and definitions to develop key points.
- Use introductory words to present the topic.
- Use concluding words and phrases (e.g., in the end, to finish, finally) to provide an ending and restate the topic of the writing piece.

### **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 2nd grade.