

<p>Common Core Anchor Standard (RW.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.</p>	<p>MAIN ACADEMIC DEMAND <i>Examine and Convey Complex Ideas and Information</i></p>
<p>Common Core Grade 8 Standard (W.8.2): Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information on broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>GRADE LEVEL ACADEMIC DEMAND <i>Write Informative/Explanatory, Well-Structured Texts That Introduce and Develop a Topic, Using Precise Language and Style</i></p>

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

RECEPTIVE	Oracy and Literacy Links	<p>Listening-Centered Activity: Organize <i>pretaught words and phrases on a main idea map</i> to identify and organize ideas, concepts and information, as the text is read aloud in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a main idea map</i> to identify and organize ideas, facts and details, as the text is read aloud in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed main idea map</i> to identify and organize ideas, facts and details, as the text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize information on a <i>main idea map</i> to identify and organize ideas, facts and details, as the text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize information in a <i>note taking guide, independently</i>, to identify and organize ideas, facts and details, as the text is read aloud in <i>partnership, small group and/or whole class settings</i></p>
		<p>Reading-Centered Activity: Organize <i>pretaught words and phrases in a matrix</i> that connects the topic with supporting details to identify relevant facts, definitions, concrete details, quotations or other information and examples that develop the topic</p>	<p>Reading-Centered Activity: Organize <i>preidentified words and phrases in a matrix</i> that connects the topic with supporting details to identify relevant facts, definitions, concrete details, quotations or other information and examples that develop the topic</p>	<p>Reading-Centered Activity: Organize <i>phrases and sentences in a partially completed matrix</i> that connects the topic with supporting details to identify relevant facts, definitions, concrete details, quotations or other information and examples that develop the topic</p>	<p>Reading-Centered Activity: Organize information in a <i>matrix, after teacher modeling</i>, that connects the topic with supporting details to identify relevant facts, definitions, concrete details, quotations or other information and examples that develop the topic.</p>	<p>Reading-Centered Activity: Organize information in a <i>note taking guide, independently</i>, to connect the topic with supporting details to identify relevant facts, definitions, concrete details, quotations or other information and examples that develop the topic</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>

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, including domain-specific vocabulary and transitional words, and the previously completed graphic organizers to complete sentence starters</i> that examine and convey complex ideas and information about a topic, when speaking in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use <i>preidentified words and phrases, including domain-specific vocabulary and transitional words and phrases, and the previously completed graphic organizers to complete sentence starters</i> that examine and convey complex ideas and information about a topic, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank that includes domain-specific vocabulary and transitional words and phrases</i> that examine and convey complex ideas and information about a topic, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use a <i>glossary that includes domain-specific vocabulary and transitional words and phrases</i> that examine and convey complex ideas and information about a topic, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>knowledge of the text and domain-specific vocabulary and transitional words and phrases, independently, that examine and convey complex ideas and information about a topic, when speaking in partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases, including domain-specific vocabulary and transitional words, to complete well-organized, formally written cloze paragraphs</i> that introduce, develop and conclude a topic	Writing-Centered Activity: Use <i>preidentified words and phrases, including domain-specific vocabulary and transitional words and phrases, to write two or more well-organized, formally written paragraphs</i> that introduce, develop and conclude a topic	Writing-Centered Activity: Use a <i>word bank of domain-specific vocabulary and transitional words and phrases</i> and the <i>previously completed graphic organizers, to develop a well-organized, formally written short essay</i> that introduces, develops and concludes a topic	Writing-Centered Activity: Use a <i>glossary of domain-specific vocabulary and transitional words and phrases, and teacher-provided models to develop a well-organized, formally written essay</i> that introduces, develops and concludes a topic	Writing-Centered Activity: Use <i>domain-specific vocabulary and transitional words and phrases, independently, to develop a well-organized, formally written multiple paragraph essay</i> that introduces, develops and concludes a topic
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the new language.</i>	<i>in the new language.</i>

Common Core Grade 8 Standard (W.8.2): Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information on broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

GRADE LEVEL ACADEMIC DEMAND
*Write Informative/Explanatory, Well-Structured
Texts That Introduce and Develop a Topic, Using
Precise Language and Style*

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 facts, definitions, quotations, examples and details related to the topic.
- Identify multimedia that can strengthen the topic.
- Use introductory words and phrases to introduce a topic clearly, presenting the ideas that will follow.
- Use a variety of words (e.g., in contrast, especially, because, thus, therefore, hence, even though) to link ideas and information.
- Use Tier 2 words found in writing but seldom in oral language (e.g., allocated, adjusted, benefit, analyze, evaluate, access) and Tier 3 words or technical words (e.g., delta, pharaoh, mummification).
- Use appropriate words (e.g., as a result, for these reasons, to sum up, overall, due to, obviously, all in all, indeed, definitely), to provide a concluding statement restating the topic.
- Use and maintain a formal style throughout a text.

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 8th grade.