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| <p>Common Core Anchor Standard (W.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 7 Standard (W.7.2): 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 using strategies such as definition, classification, comparison/contrast and cause/effect; 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 facts, definitions, concrete details, quotations or other information and examples.</p> <p>c. Use appropriate 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 to Examine an Idea and Express Opinions with Clarity, Using Precise Language and Formal 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:

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| RECEPTIVE | Oracy and Literacy Links | <p>Listening-Centered Activity: Organize <i>pretaught words and phrases on an expository writing graphic organizer</i> to identify and organize ideas, concepts and information, as a text is read in <i>partnership and/or teacher-led small groups</i></p> | <p>Listening-Centered Activity: Organize <i>preidentified words and phrases on an expository writing graphic organizer</i> to identify and organize ideas, concepts and information, as a text is read in <i>partnership and/or small groups</i></p> | <p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed expository writing graphic organizer</i> to identify and organize ideas, concepts and information, as a text is read in <i>partnership, small group and/or whole class settings</i></p> | <p>Listening-Centered Activity: Organize <i>information on an expository writing graphic organizer</i> to identify and organize ideas, concepts and information, as a text is read in <i>partnership, small group and/or whole class settings</i></p> | <p>Listening-Centered Activity: Organize <i>information in a note taking guide, independently</i>, to identify and organize ideas, concepts and information, as a text is read in <i>partnership, small group and/or whole class settings</i></p> |
| | | <p>Reading-Centered Activity: Organize <i>pretaught words and phrases on a web that connects the topic with supporting details</i> to identify relevant facts, definitions, concrete details, quotations, or other information and examples</p> | <p>Reading-Centered Activity: Organize <i>preidentified words and phrases on a web that connects the topic with supporting details</i> to identify relevant facts, definitions, concrete details, quotations, or other information and examples</p> | <p>Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed web that connects the topic with supporting details</i> to identify relevant facts, definitions, concrete details, quotations, or other information and examples</p> | <p>Reading-Centered Activity: Organize <i>information on a web that connects the topic with supporting details, after teacher modeling</i>, to identify relevant facts, definitions, concrete details, quotations, or other information and examples</p> | <p>Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i>, to identify relevant facts, definitions, concrete details, quotations, or other information and examples</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) |
|----------------------------------|---------------------------------|---|---|---|---|--|
| PRODUCTIVE | Oracy and Literacy Links | <p>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 clearly express their opinions about a topic, when speaking in <i>partnership and/or teacher-led small groups</i></p> | <p>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 clearly express their opinions about a topic, when speaking in <i>partnership and/or small groups</i></p> | <p>Speaking-Centered Activity: Use a <i>word bank that includes domain-specific vocabulary and transitional words and phrases, to clearly express their opinions about a topic, when speaking in partnership, small group and/or whole class settings</i></p> | <p>Speaking-Centered Activity: Use a <i>glossary that includes domain-specific vocabulary and transitional words and phrases, to clearly express their opinions about a topic, when speaking in partnership, small group and/or whole class settings</i></p> | <p>Speaking-Centered Activity: Use <i>knowledge of the text and domain-specific vocabulary and transitional words and phrases, independently, to clearly express their opinions about a topic, when speaking in partnership, small group and/or whole class settings</i></p> |
| | | <p>Writing-Centered Activity: Use <i>pretaught words, including domain-specific vocabulary and transitional words, to complete well-organized, formally written cloze paragraphs</i> that examine ideas and express opinions, focusing on an introduction, body paragraphs with relevant details and a conclusion</p> | <p>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 examine ideas and express opinions, focusing on an introduction, body paragraphs with relevant details and a conclusion</p> | <p>Writing-Centered Activity: Use a <i>word bank of domain-specific vocabulary and transitional words and phrases and the previously completed graphic organizers, to develop a well-organized, formally written short essay</i> that examines ideas and expresses opinions, focusing on an introduction, body paragraphs with relevant details and a conclusion</p> | <p>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 examines ideas and expresses opinions, focusing on an introduction, body paragraphs with relevant details and a conclusion</p> | <p>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 examines ideas and expresses opinions, focusing on an introduction, body paragraphs with relevant details and a conclusion</p> |
| | | 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 7 Standard (W.7.2): 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 using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
- c. Use appropriate 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 to Examine an Idea and Express Opinions with Clarity, Using Precise Language and Formal 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 to provide a concluding statement (e.g., as a result, for these reasons, to sum up, overall, due to, obviously, all in all, indeed, definitely), restating the topic.
- Use a formal style.

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 7th grade.