

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.		MAIN ACADEMIC DEMAND <i>Examine and Convey Complex Ideas and Information</i>				
Common Core Grade 9–10 Standard (W.9–10.2): Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension; b. Develop the topic with well-chosen, relevant and sufficient facts; extended definitions, concrete details, quotations or other information; and examples appropriate to the audience's knowledge of the topic; c. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts; d. Use precise language and domain-specific vocabulary to manage the complexity of the topic; e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		GRADE LEVEL ACADEMIC DEMAND <i>Write to Inform and Explain Complex Ideas Clearly, with Precision and Command of Textual and Formal Language Structures with Domain-Specific Vocabulary and Precise Language</i> <i>Use Well-Constructed Paragraphs and Transition Sentences That Connect Paragraphs to a Cohesive Whole</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: Organize <i>pretaught words and phrases on an expository writing graphic organizer</i> to identify complex ideas and concepts, as a text is read aloud in class or in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on an expository writing graphic organizer</i> to identify complex ideas and concepts, as a text is read aloud in class or in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed expository writing graphic organizer</i> to identify complex ideas and concepts, as a text is read aloud in class or in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on an expository writing graphic organizer</i> to identify complex ideas and concepts, as a text is read aloud in class or in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to identify complex ideas and concepts, as a text is read aloud in class or in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a matrix</i> to connect complex ideas with supporting details, including evidence, extended definitions, concrete details and quotations	Reading-Centered Activity: Organize <i>preidentified words and phrases on a matrix</i> to connect complex ideas with supporting details, including evidence, extended definitions, concrete details and quotations	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed matrix</i> to connect complex ideas with supporting details, including evidence, extended definitions, concrete details and quotations	Reading-Centered Activity: Organize <i>information on a matrix, after teacher modeling</i> , to connect complex ideas with supporting details, including evidence, extended definitions, concrete details and quotations	Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to connect complex ideas with supporting details, including evidence, extended definitions, concrete details and quotations
		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> .

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</i> , and the <i>previously completed graphic organizers to complete sentence starters</i> that clearly explain complex ideas supported by evidence, 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</i> , and the <i>previously completed graphic organizers to complete sentence starters</i> that clearly explain complex ideas supported by evidence, when speaking in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use a <i>word bank that includes domain-specific vocabulary and transitional words and phrases</i> to clearly explain complex ideas supported by evidence, 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> to clearly explain complex ideas supported by evidence, 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</i> , to clearly explain complex ideas supported by evidence, when speaking in <i>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</i> , to complete <i>cloze paragraphs</i> that target an introduction, well-constructed paragraphs and an appropriate concluding statement or section to convey complex ideas with precision and with command of textual and formal language	Writing-Centered Activity: Use <i>preidentified words and phrases, including domain-specific vocabulary and transitional words and phrases</i> , to write <i>two or more paragraphs</i> that target an introduction, well-constructed paragraphs and an appropriate concluding statement or section to convey complex ideas with precision and with command of textual and formal language	Writing-Centered Activity: Use a <i>word bank that includes domain-specific vocabulary and transitional words and phrases</i> to compose a <i>short essay</i> that targets an introduction, well-constructed paragraphs and an appropriate concluding statement or section to convey complex ideas with precision and with command of textual and formal language	Writing-Centered Activity: Use a <i>glossary that includes domain-specific vocabulary and transitional words and phrases</i> and <i>teacher-provided models</i> to compose an <i>essay</i> that targets an introduction, well-constructed paragraphs and an appropriate concluding statement or section to convey complex ideas with precision and with command of textual and formal language	Writing-Centered Activity: Use <i>knowledge of the text and domain-specific vocabulary and transitional words and phrases, independently</i> , to compose a <i>multiple page essay</i> that targets an introduction, well-constructed paragraphs and an appropriate concluding statement or section to convey complex ideas with precision and with command of textual and formal language
		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 9-10 Standard (W.9-10.2): Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension; b. Develop the topic with well-chosen, relevant and sufficient facts; extended definitions, concrete details, quotations or other information; and examples appropriate to the audience's knowledge of the topic; c. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts; d. Use precise language and domain-specific vocabulary to manage the complexity of the topic; e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

GRADE LEVEL ACADEMIC DEMAND

Write to Inform and Explain Complex Ideas Clearly, with Precision and Command of Textual and Formal Language Structures with Domain-Specific Vocabulary and Precise Language

Use Well-Constructed Paragraphs and Transition Sentences That Connect Paragraphs to a Cohesive Whole

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, nonetheless) 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 appropriate phrases (e.g., the purpose of the current study; this project was undertaken to; this assignment has explained that) to introduce the implications in an essay.

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 9th–10th grades.