

<b>Common Core Anchor Standard (W.1):</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				MAIN ACADEMIC DEMAND <i>Write Persuasively with Reasoning and Evidence</i>		
<b>Common Core Grade 3 Standard (W.3.1):</b> Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i> ) to connect opinion and reasons. d. Provide a concluding statement or section.				GRADE LEVEL ACADEMIC DEMAND <i>Write Opinion Pieces Supporting a Point of View with Reasons and a Concluding Statement</i> <i>Use Linking Words</i>		
5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:						
RECEPTIVE	Oracy and Literacy Links	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on an opinion writing graphic organizer</i> to identify the introduction to a topic, an opinion and a conclusion, as a text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on an opinion writing graphic organizer</i> to identify the introduction to a topic, an opinion and a conclusion, as a text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed opinion writing graphic organizer</i> to identify the introduction to a topic, an opinion and a conclusion, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>sentences on an opinion writing graphic organizer</i> to identify the introduction to a topic, an opinion and a conclusion, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information, independently, on a self-created opinion writing graphic organizer</i> to identify the introduction to a topic, an opinion and a conclusion, as a text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a main-idea-and-supporting-reasons graphic organizer</i> to identify two or more reasons that support their opinion	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a main-idea-and-supporting-reasons graphic organizer</i> to identify two or more reasons that support their opinion	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main-idea-and-supporting-reasons graphic organizer</i> to identify two or more reasons that support their opinion	<b>Reading-Centered Activity:</b> Organize <i>sentences on a main-idea-and-supporting-reasons graphic organizer</i> , after <i>teacher modeling</i> , to identify multiple reasons that support their opinion	<b>Reading-Centered Activity:</b> Organize <i>information, independently, on a main-idea-and-supporting-reasons graphic organizer</i> , independently, to identify multiple reasons that support their opinion
		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	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that express their opinion and connect it with reasons using linking words, when speaking in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that express their opinion and connect it with reasons using linking words, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to express their opinion and connect it with reasons using linking words, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to express their opinion and connect it with reasons using linking words, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to express their opinion and connect it with reasons using linking words, when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to <i>complete a cloze paragraph</i> that introduces a topic or text, states an opinion that is connected to supporting reasons by linking words and provides a concluding statement	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that introduce a topic or text, state an opinion that is connected to supporting reasons by linking words and provide a concluding statement	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that introduces a topic or text, states an opinion that is connected to supporting reasons by linking words and provides a concluding statement	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that introduces a topic or text, states an opinion that is connected to supporting reasons by linking words and provides a concluding statement	<b>Writing-Centered Activity:</b> Use <i>information, independently</i> , to <i>develop a multiple paragraph essay</i> that introduces a topic or text, states an opinion that is connected to supporting reasons by linking words and provides a concluding statement
		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 3 Standard (W.3.1):** Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- Provide a concluding statement or section.

**GRADE LEVEL ACADEMIC DEMAND**  
*Write Opinion Pieces Supporting a Point of View with Reasons and a 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.

<ul style="list-style-type: none"> <li>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 ____).</li> <li>Use words and phrases to state an opinion (e.g., I think ____; I didn't like ____; I liked ____).</li> </ul>	<ul style="list-style-type: none"> <li>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons).</li> <li>Use concluding words and phrases (e.g., in summary, in conclusion) to complete a piece.</li> </ul>
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**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 3rd grade.