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| 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 4 Standard (W.4.2): Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. | | | | GRADE LEVEL ACADEMIC DEMAND <i>Write Informative/Explanatory Texts to Examine a Topic and Convey Information Clearly, Using Well-Defined Text Structures and Vocabulary and Provide a Concluding Statement</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 a main-idea-and-details graphic organizer</i> to identify a topic and supporting details | Listening-Centered Activity: Organize <i>preidentified words and phrases on a main-idea-and-details graphic organizer</i> to identify a topic and supporting details | Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed main-idea-and-details graphic organizer</i> to identify a topic and supporting details | Listening-Centered Activity: Organize <i>sentences on a main-idea-and-details graphic organizer</i> to identify a topic and supporting details | Listening-Centered Activity: Organize <i>information on a self-created main-idea-and-details graphic organizer, independently</i> , to identify a topic and supporting details |
| | | Reading-Centered Activity: Organize <i>pretaught words and phrases on a nonfiction writing planning sheet</i> to identify facts, definitions, concrete details, quotations or other information and examples that develop a topic | Reading-Centered Activity: Organize <i>preidentified words and phrases on a nonfiction writing planning sheet</i> to identify facts, definitions, concrete details, quotations or other information and examples that develop a topic | Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed nonfiction writing planning sheet</i> to identify facts, definitions, concrete details, quotations or other information and examples that develop a topic | Reading-Centered Activity: Organize <i>sentences on a nonfiction writing planning sheet, after teacher modeling</i> , to identify facts, definitions, concrete details, quotations or other information and examples that develop a topic | Reading-Centered Activity: Organize <i>sentences on a self-created nonfiction writing planning sheet, independently</i> , to identify facts, definitions, concrete details, quotations or other information and examples that develop 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> |

| 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</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that convey ideas and information about a text that are supported by facts, definitions, concrete details, quotations or other information and examples | Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that convey ideas and information about a text that are supported by facts, definitions, concrete details, quotations or other information and examples | Speaking-Centered Activity: Use a <i>word bank</i> to convey ideas and information about a text that are supported by facts, definitions, concrete details, quotations or other information and examples | Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to convey ideas and information about a text that are supported by facts, definitions, concrete details, quotations or other information and examples | Speaking-Centered Activity: Use <i>knowledge of the text, independently</i> , to convey ideas and information about a text that are supported by facts, definitions, concrete details, quotations or other information and examples |
| | | Writing-Centered Activity: Use <i>pretaught words and phrases to complete a cloze paragraph, including a concluding statement</i> , that examines a topic and conveys information clearly, using well-defined text structures and vocabulary | Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more paragraphs, including a concluding statement</i> , that examine a topic and convey information clearly, using well-defined text structures and vocabulary | Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay, including a concluding statement</i> , that examines a topic and conveys information clearly, using well-defined text structures and vocabulary | Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to develop an essay, including a concluding statement</i> , that examines a topic and conveys information clearly, using well-defined text structures and vocabulary | Writing-Centered Activity: Use <i>knowledge of the text, independently, to develop a multiple paragraph essay, including a concluding statement</i> , that examines a topic and conveys information clearly, using well-defined text structures and vocabulary |
| | | 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 4 Standard (W.4.2): Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

GRADE LEVEL ACADEMIC DEMAND

Write Informative/Explanatory Texts to Examine a Topic and Convey Information Clearly, Using Well-Defined Text Structures and Vocabulary and Provide a Concluding Statement

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, definitions, details, examples and/or quotations related to the topic.
- Use appropriate headings to categorize information.
- Use words (e.g., also, because, for example) to link information.
- Use Tier 2 words found in writing but seldom in oral language (e.g., benefit, analyze) and Tier 3 words or technical words (e.g., delta, pharaoh).
- Use concluding words and phrases (e.g., clearly, to sum up, in conclusion) to provide an ending and restate the topic.

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 4th grade.