**Analysis 1:**

RI2.8: Describe how reasons support specific points the author makes in a text.

* Identify the key points in a text (K)
* Identify details that support the key points (K)
* Describe how reasons support the author's specific points (K)

RI2.9: Compare and contrast the most important points presented by two texts on the same topic.

* Identify the most important points presented in two informational texts on the same topic. (K)
* Compare the most important points in two informational texts on the same topic. (R)
* Contrast the important points in two informational **texts on the same topic. (R)**

****

**Sample A reading**

**WIDA Level two expectations:**

****

****

**Analysis 2:**

* Text needs to:
	+ Be short simple sentences with repetitive sentence patterns and white space
	+ Be supported by graphics with largely tier 1 vocabulary
* As this is not a writing assessment, student does not have to produce writing to demonstrate standard proficiency
* If student’s lexicon prohibits reading, text can be read aloud
* Sentence frames should be allowed to facilitate depth
1. Step 1- Re-level text with graphic support
2. Step 2- match with appropriate support using WIDA guidelines

|  |
| --- |
| **COGNITIVE FUNCTION:**? **Describe** |
| **Reading** | **Level 1****Entering** | **Level 2****Emerging** | **Level 3****Developing** | **Level 4****Expanding** | **Level 5****Bridging** | **Level 6 - Reaching**  |
| Pair illustrated features or photographs of places or objects with icons in informational texts with a peer or a teacher.  | Connect illustrated features or photographs with descriptive words or phrases in informational text with a teacher or a peer.  | Compare/contrast illustrated features of places or objects using graphic organizers and phrases or short sentences in informational text working with a partner.  | Categorize illustrated features of places or objects using graphic organizers or sentences in informational text with a small group.  | Summarize features of places or objects from multiple compound sentences in informational text using graphic organizers.  |
| **Writing** | Communicate meaning of informational texts through drawing and/or phrase level grammatical structures from environmental print.  | Describe elements of informational text from illustrated examples and models using general content words and expressions from word banks and walls.  | Identify content-based information about informational text using visuals and graphics and specific content language, including cognates and expressions.  | Compare and contrast informational text using specific and some technical content area language.  | Elaborate on informational text using technical and abstract content area language.  |
| **TOPIC-RELATED LANGUAGE:** With which grade-level words and expressions will all students interact? |

|  |
| --- |
| **COGNITIVE FUNCTION:** What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards? **Compare and Contrast** |
| **Reading** | **Level 1****Entering** | **Level 2****Emerging** | **Level 3****Developing** | **Level 4****Expanding** | **Level 5****Bridging** | **Level 6 - Reaching**  |
| Match important points that are illustrated or have key words/phrases that have been presented in two texts on the same topic.  | Categorize important points and key details that have simple sentences with general content words that have been presented in two texts on the same topic with a partner using a graphic organizer.  | Compare important points and key details that have extended sentences with specific content language that have been presented in two texts on the same topic with a partner using graphic organizers.  | Compare and contrast important points and key details that have a variety of sentences with specific content and some technical content-area language that have been presented in two texts on the same topic with a partner using graphic organizers.  | Compare and contrast important points and key details that have complex sentences with specific content and technical and abstract content-area language that have been presented in two texts on the same topic with a partner using graphic organizers.  |
| **Writing** | Draw icons or symbols to represent basic similarities and differences between two texts on the same topic from models using single words to represent ideas.  | Produce labeled illustrations to represent basic similarities and differences between two texts on the same topic using illustrated word banks and graphic organizers.  | Provide details about basic similarities and differences between two texts on the same topic, following a model and using short and some expanded sentences with emerging complexity.  | Analyze basic similarities and differences between two texts on the same topic using short expanded and some complex sentences that show organized expression of ideas with emerging complexity.  | Evaluate and make connections between basic similarities and differences between two texts on the same topic using multiple complex sentences that are cohesive, organized expressions of ideas.  |
| **TOPIC-RELATED LANGUAGE:** With which grade-level words and expressions will all students interact? |