

<p><b>Common Core Anchor Standard (W.5):</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>	<p><b>MAIN ACADEMIC DEMAND</b> <i>Strengthen Writing by Revising, Editing or Trying a New Approach</i></p>
<p><b>Common Core Grade 5 Standard (W.5.5):</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 5.)</p>	<p><b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Strengthen Writing by Editing, Revising, Rewriting or Trying a New Approach, with Guidance and Support</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:

<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<p><b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on an outline</i> for narrative, opinion or expository writing, <i>with teacher support</i>, to plan a writing piece, as text is read aloud in class or in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on an outline</i> for narrative, opinion or expository writing, <i>with teacher support</i>, to plan a writing piece, as text is read aloud in class or in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed outline</i> for narrative, opinion or expository writing, to plan a writing piece, as text is read aloud in class or in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on an outline</i> for narrative, opinion or expository writing, to plan a writing piece, as text is read aloud in class or in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information in a note-taking guide, independently</i>, to plan a writing piece, as text is read aloud in class or in <i>partnership, small group and/or whole class settings</i></p>
		<p><b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a peer editing graphic organizer, with guidance and support</i>, to analyze and give suggestions about a narrative, opinion based, and/or expository piece written by a peer</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a peer editing graphic organizer, with guidance and support</i>, to analyze and give suggestions about a narrative, opinion based, and/or expository piece written by a peer</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed peer editing graphic organizer</i> to analyze and give suggestions about a narrative, opinion based, and/or expository piece written by a peer</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a peer editing graphic organizer</i> to analyze and give suggestions about a narrative, opinion based, and/or expository piece written by a peer</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information on a note-taking guide, independently</i>, to analyze and give suggestions about a narrative, opinion based, and/or expository piece written by a peer</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)
<b>PRODUCTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that discuss a new approach to a writing piece 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 to complete sentence starters</i> that discuss a new approach to a writing piece in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to discuss a new approach to a writing piece 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 lead a discussion about a new approach to a writing piece in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to lead a discussion about a new approach to a writing piece in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete a cloze paragraph</i> that follows some aspects of a previously completed outline, to strengthen writing	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that follow some aspects of a previously completed outline, to strengthen writing	<b>Writing-Centered Activity:</b> Use a <i>word bank, with guidance and support</i> , to write a <i>short essay</i> that follows a previously completed outline, to strengthen writing	<b>Writing-Centered Activity:</b> Use a <i>glossary, with guidance and support</i> , to write an <i>essay</i> that follows a previously completed outline, to strengthen writing	<b>Writing-Centered Activity:</b> Use <i>information, independently</i> , to write a <i>short essay</i> that follows a previously completed outline, to strengthen writing
	<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>	

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**GRADE LEVEL ACADEMIC DEMAND**  
*Strengthen Writing by Editing, Revising, Rewriting or Trying a New Approach, with Guidance and Support*

**Linguistic Demands:** The following are 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.

Use question forms that support interaction with peers to offer and ask for suggestions to strengthen writing (e.g., Can you explain this more clearly? Is this the right sequence of events? Why did you use that word? Do you think that \_\_\_\_\_? Can you help me with this section? What did you want to say? Have you thought about trying a different perspective?).

### **Example to Address the Linguistic Demands**

This standard does not have an example of a linguistic demand because it requires that students ask and answer questions to strengthen their writing. For examples of text excerpts, refer to the Reading for Information and Reading Literature standards for 5th grade.