Common Core Anchor Standard (W.5): Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	MAIN ACADEMIC DEMAND *Strengthen Writing by Revising, Editing or Trying a New Approach*
Common Core Grade 11–12 Standard (W.11–12.5): Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1–3, up to and including grades 11–12.)	GRADE LEVEL ACADEMIC DEMAND *Develop and Strengthen Writing by Focusing on What Is Most Significant for a Specific Purpose and Audience*

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:

		Entering	Emerging	Transitioning	Expanding	Commanding
RECEPTIVE	**Oracy and Literacy Links**	**Listening-Centered Activity:** Organize *pretaught words and phrases on a graphic organizer* that highlights significant information for a specific purpose, to strengthen writing, as a text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a graphic organizer* that highlights significant information for a specific purpose, to strengthen writing, as a text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed graphic organizer* that highlights significant information for a specific purpose, to strengthen writing, as a text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a graphic organizer* that highlights significant information for a specific purpose, *after teacher modeling,* to strengthen writing, as a text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information* when *taking notes independently* to highlight significant information for a specific purpose, to strengthen writing, as a text is read aloud in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Use *pretaught words and phrases* to list revision comments on a *graphic organizer* focusing on text features that match a specific purpose and audience, when reading peer writing or model texts	**Reading-Centered Activity:** Use *preidentified words and phrases* to list revision comments on a *graphic organizer* focusing on text features that match a specific purpose and audience, when reading peer writing or model texts	**Reading-Centered Activity:** Use *phrases and sentences* to list revision comments on a *graphic organizer* focusing on text features that match a specific purpose and audience, when reading peer writing or model texts	**Reading-Centered Activity:** Use *information* and *teacher-provided models* to list revision comments on a *graphic organizer* focusing on text features that match a specific purpose and audience, when reading peer writing or model texts	**Reading-Centered Activity:** Use *information* to *independently* list revision comments on a *graphic organizer* focusing on text features that match a specific purpose and audience, when reading peer writing or model texts
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

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 *pretaught words and phrases* and the *previously completed graphic organizers to complete sentence starters* that focus on the most significant text features for purpose and audience, when giving verbal feedback about a peer-written piece, in *partnership and/or teacher-led small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* that focus on the most significant text features for purpose and audience, when giving verbal feedback about a peer-written piece, in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to focus on the most significant text features for purpose and audience, when giving verbal feedback about a peer-written piece, in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to focus on the most significant text features for purpose and audience, when giving verbal feedback about a peer-written piece, in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *knowledge of the text* to focus on the most significant text features for purpose and audience, *independently,* when giving verbal feedback about a peer-written piece, in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to complete cloze paragraphs that* address the revision process and incorporate peer feedback	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that address the revision process and incorporate peer feedback	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to compose a short essay that* addresses the revision process and incorporates peer feedback	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to compose an essay that* addresses the revision process and incorporates peer feedback	**Writing-Centered Activity:** Use *knowledge of the text, independently, to compose an essay that* addresses the revision process and incorporates peer feedback
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

Common Core Grade 11–12 Standard (W.11–12.5): Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Standards 1–3, up to and including grades 11–12.)	GRADE LEVEL ACADEMIC DEMAND *Develop and Strengthen Writing by Focusing on What Is Most Significant for a Specific Purpose and Audience*

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?).

- Use question forms that address purpose or audience (e.g., Who will be reading your essay? What is the purpose? What exactly do you want to say?).

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 11th–12th grades.