

<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.5.7):</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p><b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Strengthen Writing by Editing, Revising, Rewriting or Trying 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 essay outline</i> that is used for narratives, opinion or expository writing, to plan a writing piece, as a text is read aloud 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 essay outline</i> that is used for narratives, opinion or expository writing, to plan a writing piece, as a text is read aloud in <i>partnership and/or small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed essay outline</i> that is used for narratives, opinion or expository writing, to plan a writing piece, as a text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>sentences on an essay outline</i> that is used for narratives, opinion or expository writing, to plan a writing piece, as a text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>information, independently, on a self-created outline</i> to be used for narratives, opinion or expository writing, to plan a writing piece, as a text is read aloud 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 revision-graphic organizer</i> to analyze the format of a narrative, opinion-based and/or expository piece</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a revision-graphic organizer</i> to analyze the format of a narrative, opinion-based and/or expository piece</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed revision-graphic organizer</i> to analyze the format of a narrative, opinion-based and/or expository piece</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a revision-graphic organizer</i> to analyze the format of a narrative, opinion-based and/or expository piece</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information, independently, on a revision-graphic organizer</i> to analyze the format of a narrative, opinion-based and/or expository piece</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 explain a new approach to writing, 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 to complete sentence starters</i> that explain a new approach to writing, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to explain a new approach to writing, 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 explain a new approach to writing, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to explain a new approach to writing, when speaking 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 suggests and justifies a new approach for a peer written piece	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more paragraphs</i> that suggest and justify a new approach for a peer written piece	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> to develop a short essay that suggests and justifies a new approach for a peer written piece	<b>Writing-Centered Activity:</b> Use a <i>glossary</i> to develop an essay that suggests and justifies a new approach for a peer written piece	<b>Writing-Centered Activity:</b> Use <i>information, independently</i> , to develop a <i>multiple paragraph essay</i> that suggests and justifies a new approach for a peer written piece
		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 5 Standard (W.5.7):** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**GRADE LEVEL ACADEMIC DEMAND**  
*Strengthen Writing by Editing, Revising, Rewriting or Trying 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 the standard in their new and/or home language.

- Use words and phrases to introduce the research topic (e.g., This research is about \_\_\_\_; some authors think that \_\_\_\_, others think that \_\_\_\_).
- Use sentence structures to introduce the use of several sources (e.g., This research is based on \_\_\_\_; the following trade books, textbooks and websites were consulted \_\_\_\_).
- Use sentence structures to build knowledge of different aspects of a topic (e.g., another aspect, furthermore, in addition, finally).

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

This standard does not have an example of a linguistic demand since its purpose is to produce research projects based on focused questions. For examples of text excerpts, refer to the Reading for Information and Reading Literature standards for 5th grade.