

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 <i>Strengthen Writing by Revising, Editing or Trying a New Approach</i>				
Common Core Prekindergarten Standard (W.PK.5): With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.		GRADE LEVEL ACADEMIC DEMAND <i>With Guidance and Support, Add Details and Suggestions from Peers</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	Organize <i>illustrated, pretaught words on a web</i> to add two or more details to strengthen writing, in response to suggestions from peers, <i>with guidance and support</i> , during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words on a web</i> to add two or more details to strengthen writing, in response to suggestions from peers, <i>with guidance and support</i> , during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified words and phrases on a web</i> to add two or more details to strengthen writing, in response to suggestions from peers, <i>with guidance and support</i> , during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified phrases and sentences on a web</i> to add two or more details to strengthen writing, in response to suggestions from peers, <i>with guidance and support</i> , during/after a teacher read aloud, shared reading or independent reading time	Organize <i>illustrated, preidentified phrases and sentences on a web</i> to add two or more details to strengthen writing, in response to suggestions from peers, <i>independently</i> , during/after a teacher read aloud, shared reading or independent reading time
		Use <i>illustrated, pretaught words to add details and/or suggestions from peers to writing</i> , <i>with guidance and support</i> , when dictating to a teacher and/or drawing/writing	Use <i>illustrated, preidentified words to add details and/or suggestions from peers to writing</i> , <i>with guidance and support</i> , when dictating to a teacher and/or drawing/writing	Use <i>illustrated, preidentified words and phrases from a bank to add details and/or suggestions from peers to writing</i> , <i>with guidance and support</i> , when dictating to a teacher and/or drawing/writing	Use <i>illustrated, preidentified words and phrases to add details and/or suggestions from peers to writing</i> , <i>with guidance and support</i> , when dictating to a teacher and/or drawing/writing	Use <i>illustrated, preidentified words and phrases to add details and/or suggestions from peers to writing</i> , <i>independently</i> , when dictating to a teacher and/or drawing/writing
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> .	
PRODUCTIVE						

Common Core Kindergarten Standard (W.K.5): With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.

GRADE LEVEL ACADEMIC DEMAND
With Guidance and Support, Add Details and Suggestions from Peers

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 verbs and adjectives (e.g., tall, tired, happy) to describe characters, settings and events that add details.
- Use words and phrases (e.g., I will add _____; You said _____) to respond to questions that add details.

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 Prekindergarten.