

<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 3 Standard (W.3.5):</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 3.)</p>	<p><b>GRADE LEVEL ACADEMIC DEMAND</b> <i>With Guidance and Support from Peers and Adults, Plan, Revise and Edit Writing</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 a partially completed writing guide, with guidance and support</i>, to identify ideas for narrative writing, as 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 a partially completed writing guide, with guidance and support</i>, to identify ideas for narrative writing, as text is read aloud in <i>partnership and/or teacher-led small groups</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a writing guide, with guidance and support</i>, to identify ideas for narrative writing, as text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p><b>Listening-Centered Activity:</b> Organize <i>key ideas on a partially completed writing guide, with guidance and support</i>, to identify ideas for narrative writing, as 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 writing guide</i>, to identify ideas for narrative writing, as 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 planning page, with guidance and support</i>, to revise and edit writing in need of revisions</p>	<p><b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a planning page, with guidance and support</i>, to revise and edit writing in need of revisions</p>	<p><b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a planning page, with guidance and support</i>, to revise and edit writing in need of revisions</p>	<p><b>Reading-Centered Activity:</b> Organize <i>sentences on a planning page, with guidance and support</i>, to revise and edit writing in need of revisions</p>	<p><b>Reading-Centered Activity:</b> Organize <i>information, independently, on a planning page</i>, to revise and edit writing in need of revisions</p>
		<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and/or the home language</i>.</p>	<p>in the <i>new and, occasionally, in the home language</i>.</p>	<p>in the <i>new language</i>.</p>	<p>in the <i>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 share and explain revisions to writing, 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 share and explain revisions to writing, in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to participate in a discussion focused on sharing and explaining revisions to writing, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed guides</i> to participate in a discussion focused on sharing and explaining revisions to writing, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to initiate a discussion focused on sharing and explaining revisions to writing, in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed planning page, with guidance and support, to revise and edit a short paragraph</i> to strengthen writing	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases, and the previously completed planning page, with guidance and support, to revise and edit two or more paragraphs</i> to strengthen writing	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed planning page, with guidance and support, to revise and edit an essay</i> to strengthen writing	<b>Writing-Centered Activity:</b> Use the <i>previously completed planning page, with guidance and support, to revise and edit an essay</i> to strengthen writing	<b>Writing-Centered Activity:</b> Use a <i>previously completed planning page, independently, to revise and edit an essay</i> to strengthen 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>

**Common Core Grade 3 Standard (W.3.5):** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 3.)

**GRADE LEVEL ACADEMIC DEMAND**  
*With Guidance and Support from Peers and Adults,  
Plan, Revise and Edit Writing*

**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 for clarification and to ask for suggestions to and from peers (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?).

### **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 3rd grade.