

<b>Common Core Anchor Standard (W.5):</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.				<b>MAIN ACADEMIC DEMAND</b> <i>Strengthen Writing by Revising, Editing or Trying a New Approach</i>	
<b>Common Core Grade 2 Standard (W.2.5):</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.				<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Revise and Edit with Guidance and Support from Adults and Peers</i>	
<b>5 Levels of Language Development</b>	<b>Entering (Beginner)</b>	<b>Emerging (Low Intermediate)</b>	<b>Transitioning (High Intermediate)</b>	<b>Expanding (Advanced)</b>	<b>Commanding (Proficient)</b>
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:					
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a partially completed planning page</i> to revise and edit writing, as text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a partially completed planning page</i> to revise and edit writing, as text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a planning page</i> to revise and edit writing, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a planning page, with guidance and support</i> , to revise and edit writing, as text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Use a <i>writing checklist, with teacher support</i> , to analyze and edit small highlighted sections of a text	<b>Reading-Centered Activity:</b> Use a <i>writing checklist</i> to analyze and edit small highlighted sections of a text	<b>Reading-Centered Activity:</b> Use a <i>writing checklist and highlighted text in need of revisions, with teacher support</i> , to analyze and edit text	<b>Reading-Centered Activity:</b> Use a <i>writing checklist and highlighted text in need of revisions</i> , to note improvements in a <i>note-taking guide, independently</i> , to analyze and edit text
		<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>

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed planning page</i> to complete <i>sentence starters</i> that ask clarifying questions and explain revisions to text, 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 planning page</i> to complete <i>sentence starters</i> that ask clarifying questions and explain revisions to text, in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> and a <i>writing checklist</i> to participate in discourse that asks clarifying questions and explains revisions to text, <i>with guidance and support</i> , in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> and a <i>writing checklist</i> to initiate discourse that asks clarifying questions and explains revisions to text, in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information</i> to lead discourse, <i>independently</i> , that asks clarifying questions and explains revisions to text, in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases</i> to revise and edit a paragraph, focusing on a specific topic, using a <i>writing checklist</i> and a <i>previously completed planning page</i>	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases</i> to revise and edit a paragraph, focusing on a specific topic, using a <i>writing checklist</i> and a <i>previously completed planning page</i>	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> to revise and edit a short essay, focusing on a specific topic, using a <i>writing checklist</i> and a <i>previously completed planning page</i>	<b>Writing-Centered Activity:</b> Use <i>teacher provided models</i> to revise and edit an essay, focusing on a specific topic, using a <i>writing checklist</i> and a <i>previously completed planning page</i>	<b>Writing-Centered Activity:</b> Use a <i>writing checklist</i> and a <i>previously completed planning page</i> , focusing on a specific topic, <i>independently</i> , to revise and edit an essay
		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 2 Standard (W.2.5):** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**GRADE LEVEL ACADEMIC DEMAND**  
*Revise and Edit with Guidance and Support from  
Adults and 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 words and phrases (e.g., Where did this take place? Who was present? How did it occur?) to respond to adult and peer support to focus on a topic.
- Use question forms (e.g., Where did it happen? Who was with you? When did it take place? How did it happen? I didn't understand \_\_\_\_\_) to offer suggestions to peers.

### **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 2nd grade.