

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 Grade 1 Standard (W.1.5): With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.		GRADE LEVEL ACADEMIC DEMAND <i>With Guidance and Support, Add Details in Response to Questions and Suggestions</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	Listening-Centered Activity: Organize <i>pretaught words and phrases on a T-chart</i> to focus on a topic, <i>with guidance and support</i> , as text is read aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a T-chart</i> to focus on a topic, <i>with guidance and support</i> , as text is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed T-chart</i> to focus on a topic, <i>with guidance and support</i> , as text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>sentences on a T-chart</i> to focus on a topic, <i>with guidance and support</i> , as text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a self-created T-chart</i> to focus on a topic, <i>independently</i> , as text is read aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Highlight relevant <i>pretaught words and phrases, with guidance and support</i> , to focus on a topic to respond to questions	Reading-Centered Activity: Highlight relevant <i>preidentified words and phrases, with guidance and support</i> , to focus on a topic to respond to questions	Reading-Centered Activity: Highlight relevant <i>phrases and sentences, with guidance and support</i> , to focus on a topic to respond to questions	Reading-Centered Activity: Highlight relevant <i>sentences, with guidance and support</i> , to focus on a topic to respond to questions	Reading-Centered Activity: Highlight relevant <i>information, independently</i> , to focus on a topic to respond to questions
		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>

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	<p>Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed T-chart to complete sentence starters</i> that respond to questions and suggestions from peers, when speaking in <i>partnership and/or teacher-led small groups</i></p>	<p>Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed T-chart to complete sentence starters</i> that respond to questions and suggestions from peers, when speaking in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank</i> to respond to questions and suggestions from peers, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use the <i>previously completed charts</i> to respond to questions and suggestions from peers, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use <i>information about a topic</i> to respond to questions and suggestions from peers, <i>independently</i>, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p>Writing-Centered Activity: Use <i>pretaught words and phrases to complete a cloze paragraph</i> that adds details to strengthen writing, <i>with guidance and support</i>, using suggestions from peers</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases to complete several cloze paragraphs</i> that add details to strengthen writing, <i>with guidance and support</i>, using suggestions from peers</p>	<p>Writing-Centered Activity: Use a <i>word bank to develop a short essay</i> that adds details to strengthen writing, <i>with guidance and support</i>, using suggestions from peers</p>	<p>Writing-Centered Activity: Use the <i>previously completed charts and teacher-provided models to develop an essay</i> that adds details to strengthen writing, <i>with guidance and support</i>, using suggestions from peers</p>	<p>Writing-Centered Activity: Use <i>information, independently, to develop an essay</i> that adds details to strengthen writing, using suggestions from peers</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>	

Common Core Grade 1 Standard (W.1.5): With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.

GRADE LEVEL ACADEMIC DEMAND
With Guidance and Support, Add Details in Response to Questions and Suggestions

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 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.
- Use verbs and adjectives (e.g., tall, tired, happy) to add details to characters, settings and events to strengthen writing.

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 1st grade.