

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 Kindergarten Standard (W.K.5): With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.			GRADE LEVEL ACADEMIC DEMAND <i>With Guidance and Support from Adults, 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
		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
PRODUCTIVE		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> .

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

GRADE LEVEL ACADEMIC DEMAND
*With Guidance and Support from Adults, 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 question forms (e.g., Where did it happen? Who was with you?) to offer suggestions.
- 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 Kindergarten.