

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 6 Standard (W.6.5): With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 6.)			GRADE LEVEL ACADEMIC DEMAND <i>With Guidance and Support, Plan, Edit, Rewrite or Try a New Approach</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>pre-taught words and phrases on a semantic web</i> to plan a written composition, 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 semantic web</i> to plan a written composition, 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 semantic web</i> to plan a written composition, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a semantic web</i> to plan a written composition, as text is read aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a text revision graphic organizer</i> , with guidance and support, to edit a peer composition paper	Reading-Centered Activity: Organize <i>preidentified words and phrases on a text revision graphic organizer</i> , with guidance and support, to edit a peer composition paper	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed text revision graphic organizer</i> to edit a peer composition paper	Reading-Centered Activity: Organize <i>information on a text revision graphic organizer</i> to edit a peer composition paper
		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> .

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that suggest alternative ways of expressing an idea, or a new approach to writing, when speaking in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that suggest alternative ways of expressing an idea, or a new approach to writing, when speaking in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use a <i>word bank of words and phrases</i> to participate in discourse that suggests alternative ways of expressing an idea, or a new approach to writing, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use a <i>glossary of words and phrases</i> to initiate discourse that suggests alternative ways of expressing an idea, or a new approach to writing, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to lead discourse that suggests alternative ways of expressing an idea, or a new approach to writing, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete cloze paragraphs</i> rewriting a previously peer-edited written composition, trying a new approach	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> rewriting a previously peer-edited written composition, trying a new approach	Writing-Centered Activity: Use a <i>word bank and previously completed graphic organizers</i> to <i>develop a paragraph</i> rewriting a previously peer-edited written composition, trying a new approach	Writing-Centered Activity: Use <i>previously completed graphic organizers and teacher-provided models</i> to <i>develop an essay</i> rewriting a previously peer-edited written composition, trying a new approach	Writing-Centered Activity: Use <i>knowledge of the text</i> to <i>develop a multi-paragraph essay, independently</i> , rewriting a previously peer-edited written composition, trying a new approach
		in the new and/or the home language.	in the new and/or the home language.	in the new and, occasionally, in the home language.	in the new language.	in the new language.

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GRADE LEVEL ACADEMIC DEMAND
*With Guidance and Support, Plan, Edit, Rewrite or Try
a New Approach*

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 that support interaction with peers to offer and ask for suggestions to strengthen writing (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? What did you want to say? Have you thought about trying a different perspective?).

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 6th grade.