

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>Write by Revising, Editing or Trying a New Approach</i>	
Common Core Grade 7 Standard (W.7.5): 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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 7.)				GRADE LEVEL ACADEMIC DEMAND <i>With Guidance and Support, Develop and Strengthen Writing by Planning, Revising, Editing or Trying a New Approach Using Previous Strategies</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 text-specific (e.g., narrative, opinion or expository) graphic organizer</i> to plan an audience-specific written piece, 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 text-specific (e.g., narrative, opinion or expository) graphic organizer</i> to plan an audience-specific written piece, 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 text-specific (e.g., narrative, opinion or expository) graphic organizer</i> to plan an audience-specific written piece, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a text-specific (e.g., narrative, opinion or expository) graphic organizer</i> to plan an audience-specific written piece, as text is read aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Arrange <i>pretaught words and phrases on a flow chart</i> to suggest a new approach to a written piece, focusing on a specific audience	Reading-Centered Activity: Arrange <i>preidentified words and phrases on a flow chart</i> to suggest a new approach to a written piece, focusing on a specific audience	Reading-Centered Activity: Arrange <i>phrases and sentences on a partially completed flow chart</i> to suggest a new approach to a written piece, focusing on a specific audience	Reading-Centered Activity: Arrange <i>information on a flow chart</i> to suggest a new approach to a written piece, focusing on a specific audience
		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 to complete sentence starters</i> that discuss how well purpose is addressed in a written piece, 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 to complete sentence starters</i> that discuss how well purpose is addressed in a written piece, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to discuss how well purpose is addressed in a written piece, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to discuss how well purpose is addressed in a written piece, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>knowledge of the text, independently</i> , to discuss how well purpose is addressed in a written piece, 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> that focus on audience and purpose, to strengthen writing	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that focus on audience and purpose, to strengthen writing	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a short essay</i> that focuses on audience and purpose, to strengthen writing	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop an essay</i> that focuses on audience and purpose, to strengthen writing	Writing-Centered Activity: Use <i>knowledge of the text, independently</i> , to <i>develop a multiple paragraph essay</i> that focuses on audience and purpose, 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 7 Standard (W.7.5): 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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 7.)

GRADE LEVEL ACADEMIC DEMAND
With Guidance and Support, Develop and Strengthen Writing by Planning, Revising, Editing or Trying a New Approach Using Previous Strategies

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?).
- Use question forms that address purpose or audience (e.g., Who will be reading your essay? What is the purpose? What exactly do you want to say?).

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 7th grade.