

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 9–10 Standard (W.9–10.5): Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grades 9–10.)				GRADE LEVEL ACADEMIC DEMAND <i>Strengthen Writing by Revising, Editing or Trying a New Approach for a Specific Purpose and Audience</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 double column graphic organizer</i> to identify ideas and details that can be incorporated into written text when editing, 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 double column graphic organizer</i> to identify ideas and details that can be incorporated into written text when editing, 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 double column graphic organizer</i> to identify ideas and details that can be incorporated into written text when editing, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a double column graphic organizer</i> to identify ideas and details that can be incorporated into written text when editing, 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 matrix</i> to show what is most significant for the purpose and audience	Reading-Centered Activity: Organize <i>preidentified words and phrases on a matrix</i> to show what is most significant for the purpose and audience	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed matrix</i> to show what is most significant for the purpose and audience	Reading-Centered Activity: Organize <i>information on a matrix, after teacher modeling</i> , to show what is most significant for the purpose and 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</i> to <i>complete sentence starters</i> that explain the specific purpose of their written pieces and target audiences, 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 explain the specific purpose of their written pieces and target audiences, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to explain the specific purpose of their written pieces and target audiences, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use a <i>glossary</i> to explain the specific purpose of their written pieces and target audiences, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information independently</i> to explain the specific purpose of their written pieces and target audiences, 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 what is most significant for a specific purpose and audience	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that focus on what is most significant for a specific purpose and audience	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously created graphic organizers</i> to <i>compose a short essay</i> that focuses on what is most significant for a specific purpose and audience	Writing-Centered Activity: Use <i>previously created graphic organizers</i> and <i>teacher-provided models</i> to <i>compose an essay</i> that focuses on what is most significant for a specific purpose and audience	Writing-Centered Activity: Use <i>knowledge of a text, independently</i> , to <i>compose a multiple page essay</i> that focuses on what is most significant for a specific purpose and 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> .	in the <i>new language</i> .

Common Core Grade 9–10 Standard (W.9–10.5): Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grades 9–10.)

GRADE LEVEL ACADEMIC DEMAND
Strengthen Writing by Revising, Editing or Trying a New Approach for a Specific Purpose and Audience

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 9th–10th grades.