

<p>Common Core Anchor Standard (W.5): Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>	<p>MAIN ACADEMIC DEMAND <i>Strengthen Writing by Revising, Editing or Trying a New Approach</i></p>
<p>Common Core Grade 4 Standard (W.4.5): With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 4.)</p>	<p>GRADE LEVEL ACADEMIC DEMAND <i>With Guidance and Support from Peers and Adults, Plan, Revise and Edit Writing</i></p>

5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
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When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:

RECEPTIVE	Oracy and Literacy Links	<p>Listening-Centered Activity: Organize <i>pretaught words and phrases on a partially completed planning page</i> to plan a narrative, opinion based and/or expository piece of writing, as text is read aloud in class or in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a partially completed planning page</i> to plan a narrative, opinion based and/or expository piece of writing, as text is read aloud in class or in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed planning page</i> to plan a narrative, opinion based and/or expository piece of writing, as text is read aloud in class or in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>sentences on a planning page, with guidance and support</i>, to plan a narrative, opinion based and/or expository piece of writing, as text is read aloud in class or in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>information on a planning page, independently</i>, to plan a narrative, opinion based and/or expository piece of writing, as text is read aloud in class or in <i>partnership, small group and/or whole class settings</i></p>
		<p>Reading-Centered Activity: Highlight <i>pretaught words and phrases</i> that support a specific style of writing, using a <i>revision checklist</i>, to analyze text</p>	<p>Reading-Centered Activity: Highlight <i>preidentified words and phrases</i> that support a specific style of writing, using a <i>revision checklist</i>, to analyze text</p>	<p>Reading-Centered Activity: Highlight <i>phrases and sentences</i> that support a specific style of writing, using a <i>revision checklist</i>, to analyze text</p>	<p>Reading-Centered Activity: Highlight <i>sentences</i> that support a specific style of writing, using a <i>revision checklist</i>, to analyze text</p>	<p>Reading-Centered Activity: Highlight <i>information</i> that supports a specific style of writing, <i>independently</i>, to analyze text</p>
		<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and/or the home language.</i></p>	<p><i>in the new and, occasionally, in the home language.</i></p>	<p><i>in the new language.</i></p>	<p><i>in the new language.</i></p>

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 graphic organizers to complete sentence starters</i> that analyze and revise a piece of writing, 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 graphic organizers to complete sentence starters</i> that analyze and revise a piece of writing, in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank</i> to participate in a discussion that analyzes and revises a piece of writing, in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use a <i>checklist, with teacher support</i>, to initiate a discussion that analyzes and revises a piece of writing, in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use a <i>checklist, independently</i>, to lead a discussion that analyzes and revises a piece of writing, in <i>partnership, small group and/or whole class settings</i></p>
		<p>Writing-Centered Activity: Use <i>pretaught words and phrases, a previously completed planning page</i> and a <i>checklist, with guidance and support, to revise and edit a paragraph</i> to strengthen writing</p>	<p>Writing-Centered Activity: Use <i>preidentified words, a previously completed planning page</i> and a <i>checklist, with guidance and support, to revise and edit two or more paragraphs</i> to strengthen writing</p>	<p>Writing-Centered Activity: Use a <i>word bank, a previously completed planning page</i> and a <i>checklist, with guidance and support, to revise and edit a short essay</i> to strengthen writing</p>	<p>Writing-Centered Activity: Use a <i>previously completed planning page</i> and a <i>checklist, with guidance and support, to revise and edit an essay</i> to strengthen writing</p>	<p>Writing-Centered Activity: Use <i>information and a checklist, independently, to revise and edit an essay</i> to strengthen writing</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 4 Standard (W.4.5): With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 4.)

GRADE LEVEL ACADEMIC DEMAND
*With Guidance and Support from Peers and Adults,
Plan, Revise and Edit Writing*

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 for clarification and to ask for suggestions to and from peers (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?).

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 4th grade.