

Common Core Anchor Standard (W.4): Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.				MAIN ACADEMIC DEMAND <i>Develop, Organize and Produce Writing Appropriate to Task, Purpose and Audience</i>	
Common Core Grade 5 Standard (W.5.4): Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3.) a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.				GRADE LEVEL ACADEMIC DEMAND <i>Write Clearly and Coherently, Producing Pieces That Have Organization and Take into Account Audience, Task and Purpose</i> <i>Explore Multicultural Perspectives</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 structure graphic organizer</i> to identify the organization of an informational, narrative or opinion 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 structure graphic organizer</i> to identify the organization of an informational, narrative or opinion 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 structure graphic organizer</i> to identify the organization of an informational, narrative or opinion 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 self-created text structure graphic organizer; independently</i> , to identify the organization of an informational, narrative or opinion piece, 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 triple column graphic organizer</i> to identify sections of a mentor text that address the task, purpose and audience	Reading-Centered Activity: Organize <i>preidentified words and phrases on a triple column graphic organizer</i> to identify sections of a mentor text that address the task, purpose and audience	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed triple column graphic organizer</i> to identify sections of a mentor text that address the task, purpose and audience	Reading-Centered Activity: Organize <i>information, independently, on a self-created triple column graphic organizer</i> to identify sections of a mentor text that address the task, 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 explore multicultural perspectives and explain how their writing piece addresses the task, audience and purpose, 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 explore multicultural perspectives and explain how their writing piece addresses the task, audience and purpose, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to explore multicultural perspectives and explain how their writing piece addresses the task, audience and purpose, 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 explore multicultural perspectives and explain how their writing piece addresses the task, audience and purpose, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to explore multicultural perspectives and explain how their writing piece addresses the task, audience and purpose, 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 a well-organized, clear and coherent cloze paragraph</i> that explores multicultural perspectives and addresses the task, purpose and audience	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more well-organized, clear and coherent paragraphs</i> that explore multicultural perspectives and address the task, purpose and audience	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a well-organized, clear and coherent short essay</i> that explores multicultural perspectives and addresses the task, purpose and audience	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop a well-organized, clear and coherent essay</i> that explores multicultural perspectives and addresses the task, purpose and audience	Writing-Centered Activity: Use <i>information to develop a well-organized, clear and coherent multiple paragraph essay, independently</i> , that explores multicultural perspectives and addresses the task, 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> .

<p>Common Core Grade 5 Standard (W.5.4): Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)</p> <p>a. Produce text (print or non-print) that explores a variety of cultures and perspectives.</p>	<p>GRADE LEVEL ACADEMIC DEMAND</p> <p><i>Write Clearly and Coherently, Producing Pieces That Have Organization and Take into Account Audience, Task and Purpose</i></p> <p><i>Explore Multicultural Perspectives</i></p>
<p align="center">Example to Address the Linguistic Demands</p> <p>This standard does not have an example of a linguistic demand because it requires that students produce writing according to task, purpose and audience. For examples of text excerpts, refer to the Reading for Information, Reading Literature and Speaking and Listening standards for 5th grade.</p>	