

<b>Common Core Anchor Standard (W.4):</b> Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.			<b>MAIN ACADEMIC DEMAND</b> <i>Develop, Organize and Produce Writing Appropriate to Task, Purpose and Audience</i>		
<b>Common Core Grade 7 Standard (W.7.4):</b> Produce clear, coherent writing in which the development, organization and style 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.			<b>GRADE LEVEL ACADEMIC DEMAND</b> <i>Produce Clear and Well-Structured Writing, Developing Relevant Details or Reasons in a Manner That Meets the Needs of the Audience and Purpose, Using a Multicultural Perspective</i>		
<b>5 Levels of Language Development</b>	<b>Entering (Beginner)</b>	<b>Emerging (Low Intermediate)</b>	<b>Transitioning (High Intermediate)</b>	<b>Expanding (Advanced)</b>	<b>Commanding (Proficient)</b>
When acquiring a new language, using <b>grade level</b> texts and appropriate supports, students are able to:					
<b>RECEPTIVE</b>	<b>Oracy and Literacy Links</b>	<b>Listening-Centered Activity:</b> Organize <i>pretaught words and phrases on a main-idea-and-support-details graphic organizer</i> to identify relevant details or reasons appropriate to the audience and purpose, as text is read aloud in <i>partnership and/or teacher-led small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>preidentified words and phrases on a main-idea-and-support-details graphic organizer</i> to identify relevant details or reasons appropriate to the audience and purpose, as text is read aloud in <i>partnership and/or small groups</i>	<b>Listening-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed main-idea-and-support-details graphic organizer</i> to identify relevant details or reasons appropriate to the audience and purpose, as text is read aloud in <i>partnership, small group and/or whole class settings</i>	<b>Listening-Centered Activity:</b> Organize <i>information on a main-idea-and-support-details graphic organizer</i> to identify relevant details or reasons appropriate to the audience and purpose, as text is read aloud in <i>partnership, small group and/or whole class settings</i>
		<b>Reading-Centered Activity:</b> Organize <i>pretaught words and phrases on a triple column graphic organizer</i> to identify how a mentor text addresses the task, purpose and audience	<b>Reading-Centered Activity:</b> Organize <i>preidentified words and phrases on a triple column graphic organizer</i> to identify how a mentor text addresses the task, purpose and audience	<b>Reading-Centered Activity:</b> Organize <i>phrases and sentences on a partially completed triple column graphic organizer</i> to identify how a mentor text addresses the task, purpose and audience	<b>Reading-Centered Activity:</b> Organize <i>information on a triple column graphic organizer, after teacher modeling</i> , to identify how a mentor text addresses the task, purpose and audience
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and, occasionally, in the home language.</i>	<i>in the 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	<b>Speaking-Centered Activity:</b> Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that explain how the development of the reasons and details of their writing piece is appropriate to the task, audience and perspective, when speaking in <i>partnership and/or teacher-led small groups</i>	<b>Speaking-Centered Activity:</b> Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that explain how the development of the reasons and details of their writing piece is appropriate to the task, audience and perspective, when speaking in <i>partnership and/or small groups</i>	<b>Speaking-Centered Activity:</b> Use a <i>word bank</i> to explain how the development of the reasons and details of their writing piece is appropriate to the task, audience and perspective, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use the <i>previously completed graphic organizers</i> to explain how the development of the reasons and details of their writing piece is appropriate to the task, audience and perspective, when speaking in <i>partnership, small group and/or whole class settings</i>	<b>Speaking-Centered Activity:</b> Use <i>information, independently</i> , to explain how the development of the reasons and details of their writing piece is appropriate to the task, audience and perspective, when speaking in <i>partnership, small group and/or whole class settings</i>
		<b>Writing-Centered Activity:</b> Use <i>pretaught words and phrases to complete well-organized, clear and coherent cloze paragraphs</i> that explore a variety of cultures and perspectives and develop relevant reasons and details appropriate to the audience and purpose	<b>Writing-Centered Activity:</b> Use <i>preidentified words and phrases to write two or more well-organized, clear and coherent paragraphs</i> that explore a variety of cultures and perspectives and develop relevant reasons and details appropriate to the audience and purpose	<b>Writing-Centered Activity:</b> Use a <i>word bank</i> and the <i>previously completed graphic organizers to develop a well-organized, clear and coherent short essay</i> that explores a variety of cultures and perspectives and develops relevant reasons and details appropriate to the audience and purpose	<b>Writing-Centered Activity:</b> Use the <i>previously completed graphic organizers and teacher-provided models to develop a well-organized, clear and coherent essay</i> that explores a variety of cultures and perspectives and develops relevant reasons and details appropriate to the audience and purpose	<b>Writing-Centered Activity:</b> Use <i>information to develop a well-organized, clear and coherent multiple paragraph essay, independently</i> , that explores a variety of cultures and perspectives and develops relevant reasons and details appropriate to the audience and purpose
		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><b>Common Core Grade 7 Standard (W.7.4):</b> Produce clear, coherent writing in which the development, organization and style 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><b>GRADE LEVEL ACADEMIC DEMAND</b></p> <p><i>Produce Clear and Well-Structured Writing, Developing Relevant Details or Reasons in a Manner That Meets the Needs of the Audience and Purpose, Using a Multicultural Perspective</i></p>
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**Example to Address the Linguistic Demands**

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 7th grade.