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 *Develop, Organize and Produce Writing Appropriate to Task, Purpose and Audience*		
Common Core Grade 3 Standard (W.3.4): With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)		GRADE LEVEL ACADEMIC DEMAND *With Guidance and Support from Adults, Develop and Organize Writing according to Task and Purpose*		

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 *pretaught words and phrases on a text features graphic organizer* to identify the sections of an informational, narrative or opinion piece, as text is read aloud in *partnership and/or teacher-led small groups*	**Listening-Centered Activity:** Organize *preidentified words and phrases on a text features graphic organizer* to identify the sections of an informational, narrative or opinion piece, as text is read aloud in *partnership and/or small groups*	**Listening-Centered Activity:** Organize *phrases and sentences on a partially completed text features graphic organizer* to identify the sections of an informational, narrative or opinion piece, as text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *sentences on a text features graphic organizer* to identify the sections of an informational, narrative or opinion piece, as text is read aloud in *partnership, small group and/or whole class settings*	**Listening-Centered Activity:** Organize *information on a self-created text features graphic organizer, independently, to* identify the sections of an informational, narrative or opinion piece, as text is read aloud in *partnership, small group and/or whole class settings*
		Reading-Centered Activity: Organize *pretaught words and phrases on an author's purpose graphic organizer* to identify sections of a mentor text that address the task and purpose	**Reading-Centered Activity:** Organize *preidentified words and phrases on an author's purpose graphic organizer* to identify sections of a mentor text that address the task and purpose	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed author's purpose graphic organizer* to identify sections of a mentor text that address the task and purpose	**Reading-Centered Activity:** Organize *sentences on an author's purpose graphic organizer, after teacher modeling, to* identify sections of a mentor text that address the task and purpose	**Reading-Centered Activity:** Organize *information on a self-created author's purpose graphic organizer, independently, to* identify sections of a mentor text that address the task and purpose
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

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 *pretaught words and phrases* and the *previously completed graphic organizers to complete sentence starters* that explain the task and purpose of a writing piece, when speaking in *partnership and/or teacher-led, small groups*	**Speaking-Centered Activity:** Use *preidentified words and phrases* and the *previously completed graphic organizers to complete sentence starters* that explain the task and purpose of a writing piece, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to explain the task and purpose of a writing piece, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to explain the task and purpose of a writing piece, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to explain the task and purpose of a writing piece, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases to complete a cloze paragraph* that addresses the task and purpose	**Writing-Centered Activity:** Use *preidentified words and phrases to write two or more paragraphs* that address the task and purpose	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a short essay* that addresses the task and purpose	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher-provided models to develop an essay* that addresses the task and purpose	**Writing-Centered Activity:** Use *information to develop a multiple paragraph essay, independently,* that addresses the task and purpose
		in the *new and/or the home language.*	in the *new and/or the home language.*	in the *new and, occasionally, in the home language.*	in the *new language.*	in the *new language.*

Common Core Grade 3 Standard (W.3.4): With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)	GRADE LEVEL ACADEMIC DEMAND *With Guidance and Support from Adults, Develop and Organize Writing according to Task and Purpose*

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 3rd grade.