

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 8 Standard (W.8.4): Produce clear and 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.				Grade Level Academic Demand <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>		
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 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>	Listening-Centered Activity: 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>	Listening-Centered Activity: 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>	Listening-Centered Activity: 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>	Listening-Centered Activity: Organize <i>information in a note-taking guide, independently</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>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a triple column graphic organizer</i> to analyze how a mentor text addresses the task, purpose and audience	Reading-Centered Activity: Organize <i>preidentified words and phrases on a triple column graphic organizer</i> to analyze how a mentor text addresses the task, purpose and audience	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed triple column graphic organizer</i> to analyze how a mentor text addresses the task, purpose and audience	Reading-Centered Activity: Organize <i>information on a triple column graphic organizer, after teacher modeling</i> , to analyze how a mentor text addresses the task, purpose and audience	Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i> , to analyze how a mentor text 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> .

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 examine how the development of the reasons and details of their writing piece are appropriate to 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 examine how the development of the reasons and details of their writing piece are appropriate to 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 examine how the development of the reasons and details of their writing piece are appropriate to 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 examine how the development of the reasons and details of their writing piece are appropriate to 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 examine how the development of the reasons and details of their writing piece are appropriate to 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 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	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 a variety of cultures and perspectives and develop relevant reasons and details appropriate to the audience and purpose	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 a variety of cultures and perspectives and develops relevant reasons and details appropriate to the audience and purpose	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 a variety of cultures and perspectives and develops relevant reasons and details appropriate to the audience and purpose	Writing-Centered Activity: Use <i>information</i> to <i>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> .

Common Core Grade 8 Standard (W.8.4): Produce clear and 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.

GRADE LEVEL ACADEMIC DEMAND
*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*

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 8th grade.