

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 9–10 Standard (W.9–10.4): 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.)		GRADE LEVEL ACADEMIC DEMAND <i>Produce Clear and Coherent Writing Appropriate to Task, Purpose and Audience</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 ideas and details appropriate to the task, audience and purpose that could be incorporated into a writing 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 main-idea-and-support-details graphic organizer</i> to identify ideas and details appropriate to the task, audience and purpose that could be incorporated into a writing 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 main-idea-and-support-details graphic organizer</i> to identify ideas and details appropriate to the task, audience and purpose that could be incorporated into a writing 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 main-idea-and-support-details graphic organizer</i> to identify ideas and details appropriate to the task, audience and purpose that could be incorporated into a writing 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 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
		<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>	<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	<p>Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers to complete sentence starters</i> that explain how the development, style and organization of ideas and details are appropriate to the task, audience and purpose, when speaking 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 explain how the development, style and organization of ideas and details are appropriate to the task, audience and purpose, when speaking in <i>partnership and/or small groups</i></p>	<p>Speaking-Centered Activity: Use a <i>word bank</i> to explain how the development, style and organization of ideas and details are appropriate to the task, audience and purpose, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to explain how the development, style and organization of ideas and details are appropriate to the task, audience and purpose, when speaking in <i>partnership, small group and/or whole class settings</i></p>	<p>Speaking-Centered Activity: Use <i>information, independently</i>, to explain how the development, style and organization of ideas and details are appropriate to the task, audience and purpose, when speaking in <i>partnership, small group and/or whole class settings</i></p>
		<p>Writing-Centered Activity: Use <i>pretaught words and phrases to complete well-organized, clear and coherent cloze paragraphs</i> that develop relevant ideas and details appropriate to the task, audience and purpose</p>	<p>Writing-Centered Activity: Use <i>preidentified words and phrases to write two or more well-organized, clear and coherent paragraphs</i> that develop relevant ideas and details appropriate to the task, audience and purpose</p>	<p>Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers to compose a well-organized, clear and coherent short essay</i> that develops relevant ideas and details appropriate to the task, audience and purpose</p>	<p>Writing-Centered Activity: Use the <i>previously completed graphic organizers and teacher-provided models to compose a well-organized, clear and coherent essay</i> that develops relevant ideas and details appropriate to the task, audience and purpose</p>	<p>Writing-Centered Activity: Use <i>information to compose a well-organized, clear and coherent multiple page essay, independently</i>, that develops relevant ideas and details appropriate to the task, audience and purpose</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 9–10 Standard (W.9–10.4): 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.)

GRADE LEVEL ACADEMIC DEMAND
Produce Clear and Coherent Writing Appropriate to Task, Purpose and Audience

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 9th–10th grades.