

<p>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.</p>	<p>MAIN ACADEMIC DEMAND <i>Develop, Organize and Produce Writing Appropriate to Task, Purpose and Audience</i></p>
<p>Common Core Grade 6 Standard (W.6.4): 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.</p>	<p>GRADE LEVEL ACADEMIC DEMAND <i>Write Clearly and Coherently, Taking into Account That Development, Organization and Style Are Appropriate to Task, Purpose and Audience</i> <i>Explore Cultures and Perspectives</i></p>

5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
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When acquiring a new language, using **grade level** texts and appropriate supports, students are able to:

RECEPTIVE	Oracy and Literacy Links	<p>Listening-Centered Activity: Organize <i>pretaught words and phrases on a text structure graphic organizer</i> to identify the organization and style of an informational, narrative or opinion piece, as text is read aloud in <i>partnership and/or teacher-led small groups</i></p>	<p>Listening-Centered Activity: Organize <i>preidentified words and phrases on a text structure graphic organizer</i> to identify the organization and style of an informational, narrative or opinion piece, as text is read aloud in <i>partnership and/or small groups</i></p>	<p>Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed text structure graphic organizer</i> to identify the organization and style of an informational, narrative or opinion piece, as text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>information on a text structure graphic organizer</i> to identify the organization and style of an informational, narrative or opinion piece, as text is read aloud in <i>partnership, small group and/or whole class settings</i></p>	<p>Listening-Centered Activity: Organize <i>information in a note-taking guide, independently</i>, to identify the organization and style of an informational, narrative or opinion piece, as text is read aloud in <i>partnership, small group and/or whole class settings</i></p>
		<p>Reading-Centered Activity: 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</p>	<p>Reading-Centered Activity: 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</p>	<p>Reading-Centered Activity: 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</p>	<p>Reading-Centered Activity: 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</p>	<p>Reading-Centered Activity: Organize <i>information in a note-taking guide, independently</i>, to identify how a mentor text addresses the task, purpose and audience</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>

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 their writing piece are appropriate to the task, audience and perspective, 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 their writing piece are appropriate to the task, audience and perspective, 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 their writing piece are appropriate to the task, audience and perspective, 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 their writing piece are appropriate to the task, audience and perspective, 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 their writing piece are appropriate to the task, audience and perspective, 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 explore a variety of cultures and perspectives and address the task, purpose and audience</p>	<p>Writing-Centered Activity: 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 address the task, purpose and audience</p>	<p>Writing-Centered Activity: 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 addresses the task, purpose and audience</p>	<p>Writing-Centered Activity: 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 addresses the task, purpose and audience</p>	<p>Writing-Centered Activity: 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 addresses the task, purpose and audience</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 6 Standard (W.6.4): 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
*Write Clearly and Coherently, Taking into Account
That Development, Organization and Style Are
Appropriate to Task, Purpose and Audience
Explore Cultures and Perspectives*

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 6th grade.