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 4 Standard (W.4.4): Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)		GRADE LEVEL ACADEMIC DEMAND *Produce Writing according to Task, Purpose and Audience*	

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 a triple column graphic organizer* to identify sections of a mentor text that address the task, purpose and audience	**Reading-Centered Activity:** Organize *preidentified words and phrases on a triple column graphic organizer* to identify sections of a mentor text that address the task, purpose and audience	**Reading-Centered Activity:** Organize *phrases and sentences on a partially completed triple column graphic organizer* to identify sections of a mentor text that address the task, purpose and audience	**Reading-Centered Activity:** Organize *sentences on a triple column graphic organizer, after teacher modeling,* to identify sections of a mentor text that address the task, purpose and audience	**Reading-Centered Activity:** Organize *information, independently, on a self-created triple column graphic organizer* to identify sections of a mentor text that address the task, purpose and audience
		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 how their writing piece addresses the task, audience and purpose, 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 how their writing piece addresses the task, audience and purpose, when speaking in *partnership and/or small groups*	**Speaking-Centered Activity:** Use a *word bank* to explain how their writing piece addresses the task, audience and purpose, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use the *previously completed graphic organizers* to explain how their writing piece addresses the task, audience and purpose, when speaking in *partnership, small group and/or whole class settings*	**Speaking-Centered Activity:** Use *information, independently,* to explain how their writing piece addresses the task, audience and purpose, when speaking in *partnership, small group and/or whole class settings*
		Writing-Centered Activity: Use *pretaught words and phrases* to *complete a well-organized cloze paragraph* that addresses the task, purpose and audience	**Writing-Centered Activity:** Use *preidentified words and phrases* to write *two or more well-organized paragraphs* that address the task, purpose and audience	**Writing-Centered Activity:** Use a *word bank* and the *previously completed graphic organizers to develop a well-organized short essay* that addresses the task, purpose and audience	**Writing-Centered Activity:** Use the *previously completed graphic organizers* and *teacher provided models to develop a well-organized essay* that addresses the task, purpose and audience	**Writing-Centered Activity:** Use *information to develop a well-organized multiple paragraph essay, independently,* that addresses the task, purpose and audience
		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 4 Standard (W.4.4): Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)	GRADE LEVEL ACADEMIC DEMAND *Produce Writing according 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 4th grade.