



## Nevada Academic Content Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

<p><b>College and Career Readiness (CCR) Anchor Standard</b></p>	<p><b>Standard:</b> 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 W.6.1-3.)</p>
<p>W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><u>Questions to Focus Learning</u></p> <p>What are organization and style? How does a writer determine the overall structure and style for their piece?</p> <p>A writer makes the decisions about the development, organization and style in writing a clear and coherent text based on the task, purpose and audience.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know that development, organization, and style are dependent upon the task, purpose, and audience. I know a variety of writing types.</p> <p><i>Reasoning Targets</i></p> <p>I can determine an appropriate writing type for a specific task, purpose, and audience. I can organize a text appropriately to task, purpose, and audience. I can develop my ideas and a writing style to convey my tone and meaning to the audience.</p> <p><i>Product Targets</i></p> <p>I can create a clear and coherent writing piece that is appropriately developed and organized according to task, purpose and audience.</p> <p><u>Vocabulary</u></p> <p>style</p>

### Teacher Tips

[A Colorized Memory](#) - Writing about a memory with a twist.

[Memorial Day](#) - Tiered writing prompts for Memorial Day.

[Prewriting for the Concluding Paragraph](#) - An exercise for writing conclusions.

[Prewriting for the Introduction](#) - An exercise for introductions.

[Quick Write Paragraph](#) - A prompt and quick write exercise.

[Reason Season](#) - An activity on writing a five paragraph clarification paper.

[Sub-Plotting](#) - A lesson on writing subplots.

[The More Plots, the Merrier](#) - An activity on writing subplots.

[Paragraph "Think" Sheet](#) - A graphic organizer for writing paragraphs.

[Writing an Essay](#) - A PowerPoint presentation on writing the response-to-literature essay.

### Vertical Progression

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 W.3.1-3)

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 W.4.1-3.)

W.5.4 - 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 W.5.1-3.)

W.7.4 - 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 W.7.1-3.)

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 W.8.1-3.)

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 W.9-10.1-3.)

W.11-12.4 - 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 W.11-12.1-3.)

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [W.6.4](#)