



Nevada Academic Content Standards - Resource Page

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

College and Career Readiness (CCR) Anchor Standard	Standard: 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.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p><u>Questions to Focus Learning</u></p> <p>How do the thesis statement, topic sentences, and details affect the development, organization and style of writing? How can they enhance it?</p> <p>The thesis statement, topic sentences, and details in writing help the development, organization, and style of the written piece.</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 task, purpose, and audience. I know that the thesis statement, topic sentences, and details in writing help convey the task, purpose, and audience of the written piece.</p> <p><i>Reasoning Targets</i></p> <p>I can develop clear and coherent writing that uses a thesis statement, topic sentences, and details. I can demonstrate task, purpose, and audience in writing through development, organization and style.</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 and purpose.</p>

Vocabulary

audience
details
purpose
task
thesis statement
topic sentence

Teacher Tips

[A Colorized Memory](#) - Writing about a memory with a twist.
[Memorial Day](#) - Tiered writing prompts for Memorial Day.
[Sub-Plotting](#) - A lesson that supports the CCSS.
[Sub-Plotting](#) - A sub-plotting activity.
[Think Sheet](#) - A graphic organizer for writing a paragraph.
[Writing the RTL Essay](#) - A PowerPoint presentation on how to write 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.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.)
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.7.4](#)