



## 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.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.)</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>How do you support details in a written piece? How can the details and support help to convey tone and meaning in a written piece?</p> <p>Support details in a written piece help to convey tone and meaning while developing details.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know a variety of writing types (e.g., opinion, informative, narrative) including the organization, style, and audience associated with each type.  I know how to support details in a written piece.  I know which details and support to use depending on the writing type.</p> <p><i>Reasoning Targets</i></p> <p>I can determine an appropriate writing type for a specific task, purpose, and audience.  I can support details in a written piece appropriately to task, purpose, and audience.  I can develop their ideas and a writing style to convey their tone and meaning to the audience.</p> <p><i>Product Targets</i></p> <p>I can create a clear and coherent writing piece that provides proper support of details for a specific writing type.  I can compose a written piece that uses details and support to effectively convey tone and meaning to the audience.</p>

### Vocabulary

meaning  
style  
support  
tone

### Teacher Tips

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

[Exemplar](#) - A two/three day exemplar using Fredrick Douglass' *Narrative of the Life of Fredrick Douglass*.

[Heroes and Villains](#) - A PowerPoint presentation on character description.

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

[Prewriting for the Concluding Paragraph](#) - An excellent graphic organizer.

[Prewriting for the Introduction](#) - Another great graphic organizer.

[Sub-Plotting](#) - A lesson plan on sub-plotting that supports the CCSS.

[Sub-Plotting](#) - A sub-plot activity.

[Writing the RTL 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.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.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.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.8.4](#)