

## Common Core Standards - Resource Page

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

<b>College and Career Readiness (CCR) Anchor Standard</b>	<b>Standard:</b> 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.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>Why are thesis statements and topic sentences important in a piece of writing? Why should a writer develop paragraphs within a piece of writing?</p> <p>A writer uses a thesis statement, topic sentences, and paragraphs help develop the task, purpose and audience in a piece of writing.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know that a piece of writing includes a thesis statement, and topic sentences. I know that a traditional piece of writing includes paragraphs, including an introduction and conclusion.</p> <p><i>Reasoning Targets</i></p> <p>I can develop a thesis statement in a piece of writing that clearly states the topic, task or purpose of my writing. I can develop topic sentences that state the main idea, task, or purpose of each paragraph in my writing. I can define paragraphs within my writing, including an introduction and conclusion.</p> <p><i>Product Targets</i></p> <p>I can compose a clear and coherent piece of writing that includes a thesis statement and topic sentences. I can compose writing with clearly defined paragraphs, including an introduction and conclusion.</p>

Vocabulary

audience  
drafting  
organization  
prewriting  
publishing  
proofreading  
purpose  
revising  
task  
thesis statement  
topic sentence

Teacher Tips

[ELA - Language and Writing Crosswalk - Fifth Grade](#)

[Peer Editing Lesson](#) - Students are introduced to a three-step strategy for peer editing, providing (1) compliments, (2) suggestions, and (3) corrections in response to a sample of student writing.

[Strategies](#) - Teaching organization

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.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.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 defined in 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.5.4](#)