

## 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.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.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 can a writer develop a paper appropriate to task, purpose, and audience?</p> <p>A writer makes the decisions about the development and organization 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, including the organization, style, and audience associated with each 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 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 piece that is appropriately developed and organized according to task and purpose.</p>

Vocabulary

audience  
development  
form  
organization  
purpose  
style  
task  
tone  
topic

Teacher Tips

[Determining an Audience](#)—This interactive website offers short scenarios for students to determine the appropriate audience. This website would work nicely in a mini-lesson for introducing audience or as a closure activity.

[ELA - Language and Writing Crosswalk - Fourth Grade](#)—This CCSD document shows an example of how the writing and language standards might be integrated during instruction.

[Graphic Organizer Suggestions](#)—This four-page handout from the Northern Nevada Writing Project offers teachers a series of graphic organizers to assist students to preparing to writing and organizing their thoughts.

[Teacher Vision's Top 10 Graphic Organizers](#)—Teachervision.com offers their top 10 graphic writing graphic organizers for students.

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.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.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.4.4](#)