



## 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.8.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>W.CCR.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><u>Questions to Focus Learning</u></p> <p>What forms can writing take in other academic subjects? How can a writer develop a piece of writing appropriate to task, purpose, and audience?</p> <p>Writing occurs in all academic areas for varied reasons and time frames. Writing development may include note taking, projects, presentations, journals, observations, and formal reports.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know writing can be done in any academic area.  I know writing should be done routinely, each time with a specific purpose.  I know writing can be completed in extended and short time frames.  I know the difference between informational text and literary non-fiction.</p> <p><i>Reasoning Targets</i></p> <p>I can determine the purpose, task, and audience my writing will address.</p> <p><i>Product Targets</i></p> <p>I can compose multiple pieces of writing in a variety of time frames, in multiple content areas, and for different audiences, tasks, and purposes.</p> <p><u>Vocabulary</u></p> <p>discipline-specific</p>

### Teacher Tips

[Ba-Da-Bing!](#) - A sentence imitating exercise.

[A Trip to the Baseball Hall of Fame: Writing a Persuasive Letter](#) - Created by a high school English teacher, this lesson plan is designed to teach high school students some of the basic research skills needed to find information using the internet. The goal of the lesson is to use the Internet to review and gather information and to analyze the techniques used to persuade internet users.

[Swinging with the Times: Giving A Modern Slant to Favorite Children's Stories](#) - In this lesson, students examine the many changes in the Tarzan character from Edgar Rice Burroughs' first novel to Disney's newest movie version to understand how children's movies are often used to mirror and promote cultural attitudes and beliefs.

[Spend a Day in My Shoes: Exploring the Role of Perspective in Narrative](#) - In *To Kill a Mockingbird*, Atticus explains to Scout that "You never really understand a person until you consider things from his point of view...until you climb into his skin and walk around in it" (36). Using this quotation as a springboard, students explore writers' use of point of view and draft original stories from someone.

### Vertical Progression

W.3.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.4.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.5.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.6.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.7.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RI.9-10.10 - By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

W.11-12.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

Direct link for this standard: [W.8.10](#)