

Common Core Standards - Resource Page

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

<p>College and Career Readiness (CCR) Anchor Standard</p>	<p>Standard: 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.</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 type of writing is appropriate for each academic subject? How can a writer develop a piece that is appropriate to task, purpose, and audience?</p> <p>Writing occurs in all academic areas for varied reasons and time frames. Writing in the content areas can be 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 purpose is an author's reason for writing.</p> <p><i>Reasoning Targets</i></p> <p>I can determine the purpose 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 and purposes.</p>

Vocabulary

audience
purpose
routinely
time frame

Teacher Tips

[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.

[Methods of Writing](#)—This 16-page book chapter on “Methods of Writing” Instruction focuses on three areas: The Basic Building Blocks of Writing, Instructional Contexts along a Continuum of Teacher Directedness, and The Writing Process.

[Planning Chart](#)—This planning chart helps writers to identify their purpose and audience.

[Reinvigorating Students' Enthusiasm for Writing](#)—This article from LDOnline offers suggestions for teachers on how to reinvigorate students’ enthusiasm for writing.

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.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.

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.

W.9-10.10 - 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.

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.4.10](#)