# Common Core Standards - Resource Page

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

| College and Career Readiness (CCR) Anchor Standard | Standard: W.4.5 - With guidance and support from peers and adults develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of L.4.1-3.) |
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| W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | Questions to Focus Learning<br><br>Why is it important to edit, revise and proofread a paper? Why should proofreading be the last step in the revision process?<br><br>The writing process includes planning, drafting, revising, and editing a piece for sentence structure and complexity. Writers revisit the paper and ideas many times before they publish to improve content, flow and organization.<br><br>Student Friendly Objectives<br><br>*Knowledge Targets*<br>With guidance and support from peers and adults:<br><br>I know planning is a multi-step process (e.g. generate ideas, gather information, categorize and group findings, and arrange information according to task).<br>I know editing includes correcting a piece of writing for mechanical errors in sentence structure and complexity.<br>I know revising, editing, and proofreading are different processes.<br>I must know English conventions for writing structures.<br>I must know writing is recursive; through which I would cycle through the phases of the writing process numerous times in the course of developing a single piece of writing.<br><br>*Reasoning Targets*<br>With guidance and support from peers and adults:<br><br>I can decide how to edit my paper to correct sentence structure.<br>I can determine how to improve sentence complexity within a piece of writing.<br>I can decide how to revise my writing to make it clear, informative, descriptive, or convincing.<br>I can analyze the suggestions given and decide how to revise or edit based on those suggestions. |

*Product Targets*
With guidance and support from peers and adults:

I can compose a piece of writing by going through the writing process of prewriting (planning), writing, revising, and editing.

Vocabulary

conventions
editing
grammar
mechanical errors
planning
recursive revision
revising
sentence complexity
sentence structure
writing process

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.
Planning for Writing—Donald Graves writes that when students are truly writing, 85% of their time is actually spent planning. This Writing Fix website provides a variety of instructional ideas to increase the amount of quality time students spend pre-writing.
Writing Conferences—This website offers suggestions for conferencing with students as well as a variety of links to other writing conferencing websites.
Writing Process Overview—This International Reading Association K-5 strategy guide explains the writing process and offers ways to apply it in your classroom to help students become proficient writers. In addition, a link is provided to a peer editing PowerPoint tutorial to assist students in understanding what it means to provide meaningful feedback to their classmates.

Vertical Progression

W.K.5 - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.3.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of L.3.1-3)

W.5.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of L.5.1-3.)

W.6.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of L.6.1-3.)

W.7.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of L.7.1-3.)

W.8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of L.8.1-3.)

W.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of L.9-10.1-3.)

W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of L.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.4.5