



## 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.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.</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 of writing appropriate to task, purpose, and audience?</p> <p>Writing occurs in all academic areas for varied reasons and time frames including research, reflection, and revision.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know task is a form of writing (e.g., narrative, informative, explanatory).  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 (e.g., persuade, inform, entertain).</p> <p><i>Reasoning Targets</i></p> <p>I can determine the task, purpose, and audience for my writing.</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 tasks, purposes, and audiences.</p>

Vocabulary

audience  
extended  
purpose  
range  
routinely  
task  
time frame

Teacher Tips

[30 Ideas to Teach Writing](#) – This article provides educators with thirty ideas to teach writing to students in engaging ways.

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

[Identify What a Writing Prompt is Asking](#) - In this lesson by "Learnzillion," students learn how to identify what a writing prompt is asking the student and the type of writing they will need use by identifying key words in the prompt.

Vertical Progression

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.

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.3.10](#)