



Nevada Academic Content 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.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)</p>
<p>W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p><u>Questions to Focus Learning</u></p> <p>What is the purpose of each stage of the writing process? How do writers go through stages multiple times during the writing process?</p> <p>The writing process involves several stages of planning, drafting, revising and editing a piece for clarity and cohesiveness. Writers revisit the paper and ideas many times before they publish to improve flow, descriptions, and mechanical errors.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i> With guidance and support from peers and adults:</p> <p>I know planning is a multi-step process: generate ideas, gather information, categorize and group findings, and arrange information according to task. I know revising is changing what is written to make it more effective (e.g., clarity, focus, description, or persuasive). I know editing is correcting a story for mechanical errors in conventions and grammar (e.g., spelling, grammar, punctuation, style). I know revising and editing are different processes. I know English conventions for writing structures. I 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.</p> <p><i>Reasoning Targets</i> With guidance and support from peers and adults:</p> <p>I can decide how to edit writing with correct conventions and grammar syntax. I can decide how to revise writing to make it clear, informative, descriptive, or convincing. I can analyze suggestions given and decide how to revise or edit writing based on those suggestions.</p>

Product Targets

With guidance and support from peers and adults:

I can compose a piece of writing that uses several stages of planning, revising, and editing.

Vocabulary

edit
English conventions
grammar
plan
revise
syntax

Teacher Tips

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

[Rereading](#) – In this video lesson, students learn to revise their writing by rereading through asking themselves, “Is this what I meant to say?”

[Revision](#) – This article discusses what revision is, how to help students revise their writing, and the appropriate amount of time students should spend in the revising process.

[Teaching Writing](#) – In this webcast, three experts discuss current research in writing and what teachers can do in their classrooms to develop and strengthen student writing.

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.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.)

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.3.5](#)