



## All About Writing Standard #10: Standard Progression and Research Base



### 6<sup>th</sup> – 12<sup>th</sup> – Routine Writing

*(Underlined portions indicate what is new to the grade level)*

6 <sup>th</sup> - 8 <sup>th</sup> Grade	9 <sup>th</sup> - 10 <sup>th</sup> Grade	11 <sup>th</sup> - 12 <sup>th</sup> Grade
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 audience.	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 audience.	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 audience.
<b>About Standard #10</b>		
<p>Writing routinely means to make writing a habit. Students are required to produce numerous pieces of writing over various time frames to develop skills in research and allow time for reflection and revision. Task (type of writing assignment), audience (the intended reader), and purpose (the writer’s designated reason for writing) should be reflected in the student’s development of a topic related to the content area for which they are writing about.</p>		



## Research Base for Standard #10: Routine Writing

Standard Ten of the Common Core Anchor Standards requires students to 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.

*“Providing adequate time for students to write is one essential element of an effective writing instruction program. However, recent surveys of elementary teachers indicate that students spend little time writing during the school day. Students need dedicated instructional time to learn the skills and strategies necessary to become effective writers, as well as time to practice what they learn. Time for writing practice can help students gain confidence in their writing abilities. As teachers observe the way students write, they can identify difficulties and assist students with learning and applying the writing process,” (Graham, S., Bollinger, A., Booth Olson, C., D’Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N., 2012)*

Teachers need to provide students with opportunities to engage routinely in writing from sources, which can in turn, develop their abilities to analyze complex text, and think critically. Creating tasks and activities that cause students to write about complex texts also provides opportunities for teachers to employ useful scaffolds which enhance and develop students’ persuasive and analytical writing skills. (Critical Thinking Works, 2012)

Effective writers know how to deal with a wide variety of genres. Within a single day, an individual’s writing tasks might include genres such as academic papers, technical reports, memos, personal reflections, emails, visual and oral presentations, notes on reading, and research documents. Skill in writing is developed and refined through practice, which means students should have frequent opportunities to write and receive formative assessment such as comments on a draft, peer response, or suggestions for revision.

We need to stress demonstrating more thinking and thinking process in our teaching of writing. And we need to teach writing in every subject, not just in language arts. Because writing deepens reading comprehension, subject knowledge learning— math, science, social studies, language development. So without writing, which allows people to engage in slow thinking or deep thinking, we read, but we may not reach certain levels of understanding or remember well what we have read. We learn the subject knowledge, but may not digest well the new concepts; we study language and may recognize language rules and vocabulary, but we may not own the language rules and words, we may not use them to think, to express, to dig deeper into our thinking. Writing can enable this, it can help deep thinking happen. (Fu & Hansen, 2012).

## References

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