

SD State Standards Disaggregated English Language Arts

Strand:	Writing Standards	Anchor Standard:	Range of Writing	Grade level:	9-10
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Standards Relating to Range of Writing

9-10.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

Range of Writing: Relevance and Essential Questions: What's the point?

<i>Essential Questions</i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i>Big Idea Statements</i> <i>(What students need to discover)</i>
Why is it important to be able to write for a range of tasks, purposes, and audiences?	In mastering their craft, successful writers have many opportunities to write for a range of tasks, purposes, and audiences.
Why should students independently select writing topics and formats?	Expressing individuality and perspectives is important in all types of writing.

Learning Progression: Range of Writing (K.W.10)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.	9-10.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.	11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

Rigor and Cognitive Complexity

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
9-10.W.10 <ul style="list-style-type: none"> ● Routine writing ● Extended Time Frames (multiple days) ● Research ● Reflection ● Revision ● Shorter Time Frames (a single day or one sitting) 	9-10.W.10 Writing can occur over different time frames depending on task, purpose, or audience. Writing style can vary depending on task, purpose, and audience. Writing can be done for personal	9-10.W.10 Write routinely. Write for long periods of time. Write for short periods of time. Research information.

<ul style="list-style-type: none"> ● Discipline-Specific ● Tasks ● Purposes ● Audiences 	enjoyment.	Reflect upon writing. Revise writing. Write for a discipline-specific task, purpose, audience. Write independently selected topics. Write for enjoyment and interest.
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Student Friendly Language

9-10.W.10
I can write over long periods of time (for research, reflection, and revision).
I can write over short periods of time (a single day).
I can write for a specific task, purpose, and people.
I can write about topics I select.
I can write for personal enjoyment or interests.

Key Vocabulary

9-10.W.10

- Reflection
- Revision
- Editing
- Research
- Routine

Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

We need to know how to write over different time frames to meet the needs of different tasks, purposes, and audiences in order to accurately complete job tasks or college writing. For example, we may write for academic, business, technical purposes, office communications, or independent creative writing. These all entail different styles of writing and different time frames.

Resources

<https://doe.sd.gov/octe/ELA-resources.aspx>

Achievement Level Descriptors

Range of Writing:

9-10.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

Level 1

Level 2

Level 3

Level 4

Standard W.10 is not assessed and was written to show the importance of self-selected texts for personal enjoyment, interest, and academic tasks. This standard shows that students need skills to become independent writers for a variety of audiences and range of purposes. Independent writers are able to access multiple strategies and formats to communicate and craft a message so that it resonates with any reader.