

SD State Standards Disaggregated English Language Arts

Strand:	Writing Standards	Anchor Standard:	Range of Writing	Grade level:	5
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Standards Relating to Range of Writing

5.W.10 Write routinely over extended time frames (time 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.

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>
<p>Why is it important for me to write for different purposes?</p> <p>Why do teacher-assigned writing tasks seem more difficult to complete than student-selected tasks?</p> <p>When should teachers select writing tasks and when should students select what to write about?</p> <p>What are the benefits of choosing to write independently?</p>	<p>Writing skills improve with continued practice in a variety of ways for a variety of reasons.</p> <p>Writing for interest can have different text complexity than writing for academic tasks.</p> <p>There are different purposes for writing. At times, it may be necessary for teachers to choose writing tasks for instructional goals. Other times, students may be encouraged to choose to write for entertainment, interest, or relaxation.</p>

Learning Progression: Range of Writing (5.W.10)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>4.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.</p>	<p>5.W.10 Write routinely over extended time frames (time 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.</p>	<p>6.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.</p>

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
5.W.10 <ul style="list-style-type: none"> • Research • Reflection • Revision • Purpose • Audience 	5.W.10 There are multiple reasons to write. Academic writing takes a different process than informal writing. Writing is necessary for communication in everyday life.	5.W.10 Students will write a text for formal purposes. Students will write text for informal purposes.

Student Friendly Language
5.W.10 I can write for different tasks, different purposes and for different audiences. I can choose the topic and format of my writing.

Key Vocabulary		
5.W.10 <ul style="list-style-type: none"> • Research • Reflection • Revision • Purpose • Audience 	N/A	N/A

Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?
I write in school to show what I know. I write on my own for relaxation or entertainment. I write to communicate with others. I write to reinforce my thinking. I write to improve my language skills.

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

Achievement Level Descriptors

Range of Writing:

5.W.10 Write routinely over extended time frames (time 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.

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.