

SD State Standards Disaggregated English Language Arts

Strand:	Writing Standards	Anchor Standard:	Range of Writing	Grade level:	6
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Standards Relating to Range of Writing

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.

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>
How do students learn to love to write?	Writing, over time, helps you to develop a voice for your target audience.
How do students choose what to write about?	Writing is a great way to communicate with others and is a lifelong skill.

Learning Progression: Range of Writing (6.W.10)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	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.	7.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.

Rigor and Cognitive Complexity

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
6.W.10 <ul style="list-style-type: none"> Identify and understand the task Identify and understand the purpose Identify and understand the audience Compose a variety of text types Communicate information 	6.W.10 The specific task needs to be identified. Students will ensure that their pieces of writing are related to their audience.	6.W.10 Students engage in numerous writing pieces throughout the year. Students write with a broad range of tasks, purposes, and audiences in mind. Students should produce writing over both extended and shorter time

effectively		frames.
<ul style="list-style-type: none">• How to choose a writing topic		

Student Friendly Language

6.W.10

I can use my writing stamina to write for a short period of time or to write a longer piece of writing (research, reflections, and revisions), always keeping my purpose and audience in mind.

Key Vocabulary

6.W.10

- Reflection
- Revision
- Rough draft
- Editing
- Summary

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 learn this in order to know that someday we will need to write a cover letter for a job application, promotion, detailed instructions for a work-related position, and/or college or scholarship applications.

We need to learn this in order to write for enjoyment and to communicate with others over different environments or reasons.

We need to learn this in order to organize and communicate our thoughts when we use text messages, email, or social media.

Resources

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

Achievement Level Descriptors

Range of Writing:

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.

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.