

SD State Standards Disaggregated English Language Arts

Strand:	Writing Standards	Anchor Standard:	Range of Writing	Grade level:	8
----------------	-------------------	-------------------------	------------------	---------------------	---

Standards Relating to Range of Writing

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.

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 do people write?	<p>There is joy in writing, and everyone has the potential to be a writer.</p> <p>People write to make sense of the world around them, understand different points of view, and express themselves.</p> <p>Selecting their own writing topics and formats empowers students and enables them to participate in the full range of writing.</p> <p>The more students write, the more proficient they become at it.</p>

Learning Progression: Range of Writing (8.W.10)

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

Rigor and Cognitive Complexity

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
8.W.10 <ul style="list-style-type: none"> • Task • Purpose • Audience 	8.W.10 Different writing tasks require different time frames.	8.W.10 Write for different time frames (long and short).

<ul style="list-style-type: none"> ● Reflection ● Revision ● Different time frames for writing ● How to select a writing topic and format for a task, purpose, or audience 	<p>Routine writing strengthens writing skills and improves writing stamina.</p> <p>Writing can be done for personal enjoyment, as well as academic purposes.</p> <p>Writers are invested in their work when they choose their topic and format.</p>	<p>Use the whole writing process to produce long and short works.</p> <p>Self-select topics and formats.</p> <p>Write for a broad range of tasks, purposes, and audiences.</p> <p>Write for personal enjoyment and academic purposes.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Student Friendly Language

8.W.10
 I can write for long and short periods of time for different tasks.
 I can use the whole writing process to produce long and short works.
 I can independently select topics and formats based on my task, purpose, and audience.
 I can write for personal enjoyment and academic purposes.

Key Vocabulary

8.W.10

- Routinely
- Research
- Reflection
- Revision
- Purpose
- Audience
- Discipline-specific tasks
- Academic tasks
- Time frame

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

Writing is a lifelong skill, and we practice it each time we complete an assignment, send a text, or email a colleague. Outside of school, we may write cover letters for job applications, texts, emails, social media posts, independent creative writing, and other personal and professional communications.

Writing routinely allows us to hone our skills and effectively communicate with others. Making our own decisions about what to write empowers us to become lifelong writers and helps us better organize our thoughts in order to share them with others.

Just as reading gives us a way to better understand the whole of human experience, writing allows us to join that conversation by contributing our own experiences, analysis and interpretation, or fictional stories.

Resources

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

Achievement Level Descriptors

Range of Writing:

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.

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.