

SD State Standards Disaggregated English Language Arts

Strand:	Writing Standards	Anchor Standard:	Production and Distribution	Grade level:	11-12
----------------	-------------------	-------------------------	-----------------------------	---------------------	-------

Standards Relating to Production and Distribution

11-12.W.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to grade-specific task, purpose, and audience.

11-12.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Production and Distribution: 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 to produce clear and coherent writing?</p> <p>Why is it important to follow a process when writing?</p> <p>How can technology enhance the writing process?</p>	<p>It is important to produce clear and coherent writing because it helps writers to achieve a determined purpose in writing.</p> <p>It is important to follow a process because it helps assure cohesiveness.</p> <p>Technology can enhance writing by allowing writing to be shared to multiple audiences and allow revision and collaboration.</p>

Learning Progression: Production and Distribution (11-12.W.4 11-12.W.5 11-12.W.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.W.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.	11-12.W.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to grade-specific task, purpose, and audience.	N/A
9-10.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards	11-12.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	N/A

1-3 up to and including grades 9-10.)		
9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	N/A

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>11-12.W.4</p> <ul style="list-style-type: none"> ● Development ● Organization ● Style ● Tone ● Task ● Purpose (to persuade, to inform, to entertain, to tell a story) ● Audience ● Thesis statement ● Conclusion ● Voice ● Syntax ● Figurative language <p>11-12.W.5</p> <ul style="list-style-type: none"> ● Writing process ● Prewriting strategies ● Drafting ● Revising ● Editing ● Proofreading ● Purpose ● Audience ● Conventional grammar ● Conventional mechanics ● Organizational strategies <p>11-12.W.6</p> <ul style="list-style-type: none"> ● Technological resources ● Collaborative process ● Revision process 	<p>11-12.W.4</p> <p>Writing must be geared to a specific audience.</p> <p>Effective writing must be appropriately organized to achieve its purpose.</p> <p>11-12.W.5</p> <p>Purpose and audience are driving factors in the writing process.</p> <p>Writing is a process with multiple steps.</p> <p>Good writing demonstrates conventional language standards.</p> <p>11-12.W.6</p> <p>Giving, receiving, and using feedback is vital to the writing process.</p> <p>There are many different print and online options for publishing ideas.</p> <p>Shared writing tasks require participants to be effective collaborators.</p>	<p>11-12.W.4</p> <p>Determine the purpose of a writing task.</p> <p>Apply the steps of the writing process.</p> <p>Produce writing for a variety of audiences.</p> <p>11-12.W.5</p> <p>Conduct planning and prewriting strategies.</p> <p>Identify audience and purpose.</p> <p>Proofread, revise, and edit drafts.</p> <p>Create and submit a final product.</p> <p>11-12.W.6</p> <p>Use available technology to produce, publish, and update individual writing.</p> <p>Collaborate to produce, publish, and update shared writing.</p> <p>Evaluate feedback to make decisions about how to revise the writing.</p>

	When an author shares their writings, he/she may respond to feedback.	
--	-----------------------------------------------------------------------	--

Student Friendly Language
<p>11-12.W.4 I can create organized drafts and final works. I can use appropriate voice for my audience. I can use proper syntax, specific vocabulary, and literary techniques in my writing.</p> <p>11-12.W.5 I can use prewriting strategies appropriate to my purpose and audience. I can revise for content and organization. I can proofread and edit my writing for grammar and syntax. I can identify a specific purpose and specific audience in my writing. I can write multiple drafts of a single piece of work to produce a final draft.</p> <p>11-12.W.6 I can use technology to create, revise, and publish my writing. I can revise, expand, or clarify my writing based on feedback. I can create writing on my own and as a member of a group. I can participate appropriately in an evolving conversation using technology.</p>

Key Vocabulary		
<p>11-12.W.4</p> <ul style="list-style-type: none"> ● Thesis Statement ● Conclusion ● Voice ● Relevance ● Figurative Language ● Tone ● Purpose ● Audience 	<p>11-12.W.5</p> <ul style="list-style-type: none"> ● Audience ● Purpose ● Writing Process <ul style="list-style-type: none"> ○ Prewriting ○ Drafting ○ Revising ○ Editing ○ Proofreading ○ Publishing 	<p>11-12.W.6</p> <ul style="list-style-type: none"> ● Feedback ● Collaboration

Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?
<p>People must be able to produce clear and concise writing for a variety of situations and audiences in their lives (emails, memos, business letters, bids, letters to the editor, scholarship applications, college applications, etc.).</p> <p>In any post-secondary education, students must do academic writing specific to a task and audience (applications, letters, research papers, literary essays, etc.).</p> <p>People write for a variety of purposes and audiences in school, work, and personal communication. People need to</p> <ul style="list-style-type: none"> ● be collaborative in order to interact productively with others in the classroom, workplace, or other settings. ● use feedback to evaluate the quality of their work in academic, career, or personal situations. ● make use of available technology to communicate for personal, professional, or academic purposes.

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

Achievement Level Descriptors

Production and Distribution:

11-12.W.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to grade-specific task, purpose, and audience.

11-12.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Level 1	Level 2	Level 3	Level 4
<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Write informational/explanatory texts, in which there may be weak coherence, organization, attention to purpose and audience, and/or supporting evidence. • Implement a writing process, appropriate for the task, that develops and strengthens the writing as needed by planning, writing, revising, editing, rewriting. • Use technology to produce, publish, and update minimal individual or shared writing products in response to ongoing feedback, including new arguments or information. 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Write informational/explanatory texts, in which there may be limited use of transitional strategies for coherence, gaps in organization and focus, limited supporting evidence and elaboration, and/or a brief conclusion. • Implement a writing process, appropriate for the task, that develops and strengthens the writing as needed by planning, writing, revising, editing, rewriting. • Use technology to produce, publish, and update partial individual or shared writing products in response to ongoing feedback, including new arguments or information. 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Write well-developed informational/explanatory texts, attending to purpose and audience by clearly and coherently organizing complex ideas, using appropriate language to maintain a focus/tone, and integrating relevant supporting evidence from sources, as appropriate, in which there may be limited use of transitional strategies for coherence, gaps in organization and focus, limited supporting evidence and elaboration, and/or a brief conclusion. • Implement a writing process, appropriate for the task, that develops and strengthens the writing as needed by planning, writing, revising, editing, rewriting, trying a new approach, focusing on most significant concerning purpose and audience. • Use technology to produce, publish, and update 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Write strategically developed informational/explanatory texts, attending to purpose and audience by clearly and coherently organizing complex ideas, using appropriate language to maintain a focus/tone, and integrating relevant supporting evidence from sources, as appropriate, in which there may be limited use of transitional strategies for coherence, gaps in organization and focus, limited supporting evidence and elaboration, and/or a brief conclusion. • Implement a thorough writing process, appropriate for the task, that develops and strengthens the writing as needed by planning, writing, revising, editing, rewriting, trying a new approach, focusing on most significant concerning purpose and audience. • Use technology to produce,

		individual or shared writing products in response to ongoing feedback, including new arguments or information.	publish, and update thorough individual or shared writing products in response to ongoing feedback, including new arguments or information.
--	--	----------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------