

<b>Strand:</b>	Writing Standards	<b>Anchor Standard:</b>	Range of Writing	<b>Grade level:</b>	3
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**Standards Relating to Range of Writing**

3.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?**

<b>Essential Questions</b> <i>(Drive Intellectual Curiosity-The Hook)</i>	<b>Big Idea Statements</b> <i>(What students need to discover)</i>
Why do writers write?	Writers write for personal enjoyment, interest, and for academic tasks.
Why is it important to write often and for extended periods of time?	Writers research, reflect, and revise writing according to task, purpose and audience.
Why is it important to write for different purposes?	Writing skills improve with continued practice writing in a variety of ways for a variety of reasons.
Which type of writing tasks seem more difficult?	Writing for interest can have different text complexity than writing for academic tasks.
What are the benefits for choosing to write on my own?	Writing skills are increased through continued practice. Choosing to write on your own also offers the ability to: write for enjoyment, build stamina, process your thoughts through journaling, and interact with others through blogging.

**Learning Progression: Range of Writing (3.W.10)**

<b>Correlating Standard in Previous Year</b>	<b>Number Sequence &amp; Standard</b>	<b>Correlating Standard in Following Year</b>
2.W.10 Write routinely to increase stamina.	<b>3.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.</b>	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.

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<b>3.W.10</b> <ul style="list-style-type: none"> <li>• Research</li> <li>• Reflection</li> <li>• Revision</li> <li>• Self-select</li> </ul>	<b>3.W.10</b> There are different purposes and audiences for writing.  Writing frequently and for extended periods of time supports academic growth.	<b>3.W.10</b> Write for specific purposes and audiences.  Research, reflect, and revise while writing.  Select writing topics based on personal enjoyment and interest.  Write frequently and for extended periods of time.

Student Friendly Language
<b>3.W.10</b> I can write for personal enjoyment. I can research, reflect, and revise while writing. I can write for different tasks and audiences. I can write for extended periods of time.

Key Vocabulary
<b>3.W.10</b> <ul style="list-style-type: none"> <li>• Research</li> <li>• Narrative</li> <li>• Opinion</li> <li>• Informational</li> <li>• Interest</li> <li>• Enjoyment</li> <li>• Extended period of time</li> <li>• Independently</li> </ul>
<b>Relevance and Applications:</b> How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?
Writing for enjoyment helps me improve my writing skills.  Writing helps me express my thoughts and feelings.  Writing helps me communicate with others and the world around me.

Resources
<a href="https://doe.sd.gov/octe/ELA-resources.aspx">https://doe.sd.gov/octe/ELA-resources.aspx</a>

## Achievement Level Descriptors

### Range of Writing:

**3.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.