SD State Standards Disaggregated English Language Arts

Strand:	Writing Standards	Anchor Standard:	Production and Distribution	Grade level:	5

Standards Relating to Production and Distribution

5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

5.W.6 With guidance as needed, use technology, including the Internet, to enhance writing.
    a. Produce and publish writing.
    b. Interact and collaborate with others.
    c. Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.

Production and Distribution: Relevance and Essential Questions: What's the point?

Essential Questions (Drive Intellectual Curiosity-The Hook)	Big Idea Statements (What students need to discover)
What are the purposes of writing?	Writing may look and sound different depending on the reason for writing and whom the writing is for.
Who do authors write for?	The specific writing task will help determine the development and organization of writing.
What situations do people have to try something more than once?	Effective writing follows a process.
In what situations is help needed from peers or adults?	Writing is improved when others offer support and feedback during the writing process.
Why is it important to get advice from others on difficult tasks?	
What Internet tools can be used to communicate with others?	The Internet is a tool that can be used for people to communicate in writing. The Internet has important uses in the writing process including producing, collaborating, editing, and publishing writing.
What features of technology assist writing?	Technology skills are important to know and practice when used as a tool for writing.

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**	6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	**5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)**	6.W.5 Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
4.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing. a. Produce and publish writing. b. Interact and collaborate with others. c. Demonstrate sufficient keyboarding skills to type.	**5.W.6 With guidance as needed, use technology, including the Internet, to enhance writing.** **a. Produce and publish writing.** **b. Interact and collaborate with others.** **c. Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.**	6.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. Demonstrate sufficient command of keyboarding skills to type produce writing with a minimum of two-three pages in a single sitting.

Rigor and Cognitive Complexity		
Know **(Factual)**	**Understand** **(Conceptual)** **The students will understand that:**	**Do** **(Procedural/ Application)**
5.W.4 ● Coherent ● Task ● Purpose ● Audience	**5.W.4** Purpose must be determined prior to writing. The audience must be determined prior to writing. Organized writing helps convey the message.	**5.W.4** Determine the purpose of the writing. Identify the audience for the writing. Determine how you will present the information through writing.

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5.W.5	5.W.5	5.W.5
● Peers ● Support ● Planning strategies ● Drafting ● Revising ● Editing ● Rewriting ● Conventions	Writing is a process. Exchanging feedback from adults and peers can improve writing. Good writing includes making changes to your original draft. Good writing includes correct writing conventions.	Determine the ideas for your writing. Revise writing. Apply editing skills to improve writing. Rewrite to strengthen writing. Implement peer-editing and support from outside sources.
5.W.6 ● Technology ● Internet ● Produce ● Publish ● Interact ● Collaborate ● Keyboarding skills	**5.W.6** How to use the Internet to produce writing. How to use the Internet to collaborate with others when writing. How to use keyboarding skills to write a one to two-page paper.	**5.W.6** Type a one to two-page paper in a single setting on the computer. Collaborate with another writer using the Internet. Use technology to assist the writing process.

Student Friendly Language

5.W.4
I can write clearly for different purposes.
I can write clearly for a variety of people.
I can organize my writing based on the writing task.

5.W.5
I can plan before writing.
I can write a draft using ideas from my plan.
I can revise my writing.
I can edit my writing.
I can rewrite my draft to reflect improvements from revising and editing.
I can consider suggestions from peers and adults to strengthen my writing.

5.W.6
 I can write and publish my own work using technology.
 I can work on my writing with others using technology.
 I can use keyboarding skills to create at least one to two pages of writing in one sitting.

Key Vocabulary

5.W.4	5.W.5	5.W.6

● Task
● Purpose
   ○ Inform
   ○ Persuade
   ○ Entertain
● Audience
   ○ Formal
   ○ Informal
● Coherent
● Organization
	● Plan
	● Draft
	● Revise
	● Edit
	● Rewrite
	● Guidance
		● Technology
		● Internet
		● Produce
		● Publish
		● Collaborate
		● Keyboarding skills
		● Single sitting

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 can complete written response questions on job or college applications. We can write a news article or letter to the editor. We can author a book or magazine article. We can email for personal or professional reasons. We can write letters, essays, and thank you notes. We can communicate with others (boss, co-workers, customers) in your job. We can seek guidance form peers, friends, co-workers, etc. when creating, editing, and revising written documents for various reasons and purposes. We can use technology and choose the best technology resources to support everyday life. We can seek guidance form peers, friends, co-workers, etc. when utilizing technology. We can use technology to interact and collaborate with others e.g., start our own blog or publish a book online. We can type quickly and efficiently to complete our tasks within expected time frames during the work day.

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

Achievement Level Descriptors

Production and Distribution:

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5.W.6 With guidance as needed, use technology, including the Internet, to enhance writing.
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    c. Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.

Level 1	Level 2	Level 3	Level 4
Students should be able to provide evidence that they can	Students should be able to provide evidence that they can	Students should be able to provide evidence that they can	Students should be able to provide evidence that they can
• Plan, write, revise, and edit simple opinion pieces, in which there may be a minimally stated opinion about a topic or source, minimal attention to purpose and audience, weakly organized ideas, use of few structures and few transitional strategies for coherence, weak identification of evidence/reasons, and an underdeveloped conclusion.	• Plan, write, revise, and edit opinion pieces, in which there may be a limited ability to state opinions about topics or sources, limited attention to purpose and audience, limited organization of ideas, partial statement of a context and focus, some structures and transitional strategies for coherence, some development of evidence/reasons, some elaboration, and a simple conclusion.	• Plan, write, revise, and edit full opinion pieces, demonstrating the ability to state opinions about topics or sources, attending to purpose and audience, organizing ideas by stating a context and focus, structures and appropriate transitional strategies for coherence, development of supporting evidence/reasons and elaboration, and developing an appropriate conclusion.	• Plan, write, revise, and edit full complex opinion pieces, demonstrating the ability to state opinions about topics or sources, effectively attending to purpose and audience, efficiently organizing ideas by stating a context and focus, including complex structures and appropriate transitional strategies for coherence, developing strong supporting evidence/reasons and elaboration, and developing a well-developed conclusion .
• Plan, write, revise, and edit full, simple informational/explanatory text on a topic, in which there may be minimal attention to purpose and audience, weak organization of ideas, an underdeveloped focus, minimal structures and transitional strategies for coherence, minimal evidence and elaboration, and an underdeveloped conclusion.	• Plan, write, revise, and edit full informational/explanatory text on a topic, in which there may be occasional attention to purpose and audience, organization of ideas by partial statement of a focus, inclusion of structures and transitional strategies for coherence, evidence and elaboration, and a conclusion.	• Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, and including structures and appropriate transitional strategies for coherence, supporting evidence and elaboration, and an appropriate conclusion.	• Plan, write, revise, and edit full complex informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, and including structures and appropriate transitional strategies for coherence, strong supporting evidence and elaboration, and a well-developed and appropriate
• Plan, write, revise, and edit	• Plan, write, revise, and edit	• Plan, write, revise, and edit full compositions,	

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full compositions, demonstrating minimal use of narrative techniques, chronology, and appropriate transitions for coherence.

• Implement minimal technology to produce and publish writing and interact and collaborate with others, demonstrating sufficient keyboarding skills to type less than one page in a single sitting. | full compositions, demonstrating limited use of narrative techniques, chronology, and appropriate transitions for coherence, and/or author's craft.

• Implement partial technology to produce and publish writing and interact and collaborate with others, demonstrating sufficient keyboarding skills to type a minimum of one page in a single sitting. | demonstrating narrative techniques, chronology, and appropriate transitions for coherence, and/or author's craft appropriate to purpose .

• Implement technology to produce and publish writing and interact and collaborate with others, demonstrating sufficient keyboarding skills to type a minimum of one to two pages in a single sitting. | conclusion.

• Plan, write, revise, and edit full and complex compositions, demonstrating specific narrative techniques, chronology, and appropriate transitions for coherence, and author's craft appropriate to purpose.

• Implement technology to thoroughly produce and publish writing and interact and collaborate with others, demonstrating sufficient keyboarding skills to type at least two pages in a single sitting. |