

SD State Standards Disaggregated English Language Arts

Strand:	Writing Standards	Anchor Standard:	Production and Distribution	Grade level:	3
----------------	-------------------	-------------------------	-----------------------------	---------------------	---

Standards Relating to Production and Distribution

3.W.4 With guidance and support, 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.)

3.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 3.)

3.W.6 With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

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>
How do writers write for a specific audience and purpose?	Writers use different types of writing depending on their purpose and audience.
How do writers develop clear and coherent writing?	Writing can be strengthened through planning, drafting, revising and editing. To improve writing, students will accept guidance and support from teachers and peers.
How can writers use technology to enhance their writing?	Writers use technology to interact and collaborate with others. Writers use technology to produce and publish writing.
What sort of guidance or support do writers need and who is best to provide it?	Peers and adults provide guidance and support to develop and strengthen writing during planning, drafting, revising, and editing.

Learning Progression: Production and Distribution (3.W.4 3.W.5 3.W.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.W.4 (Begins in grade 3)	3.W.4 With guidance and support, 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.)	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.)
2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as	3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by	4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by

needed by revising and editing.	planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
2.W.6 With guidance and support, use a variety of digital tools to produce and publish writing, both Individually and collaboratively.	3.W.6 With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	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.

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
3.W.4 <ul style="list-style-type: none"> • Narrative • Opinion • Informative 3.W.5 <ul style="list-style-type: none"> • Conventions • Writing process • Plan • Revise • Edit 3.W.6 <ul style="list-style-type: none"> • Technology skills • Keyboarding skills • Produce and publish writing • Interact/collaborate 	3.W.4 There are different purposes for writing. Writing is organized depending on the purpose. 3.W.5 Making a plan organizes thoughts for the writing process. Revising and editing improves writing. Receiving feedback from peers and adults improves writing. 3.W.6 Technology is a tool that can be used to produce and publish writing. Technology is a tool used to interact/collaborate with others.	3.W.4 Produce writing that is appropriate to task, purpose, and audience. 3.W.5 Construct a plan to organize thoughts for the writing process. With guidance and support from peers and adults, students will edit and revise writing. 3.W.6 Produce and publish writing using technology. Collaborate with others using technology.

Student Friendly Language
3.W.4 I can write for a specific audience and purpose.

3.W.5

I can plan, draft, edit, and revise my writing.

I can seek guidance from my peers and adults.

3.W.6

I can use technology to produce and publish writing.

I can use technology to interact and collaborate with others while writing.

Key Vocabulary**3.W.4**

- Narrative
- Opinion
- Informative/explanatory
- Purpose
- Elements

3.W.5

- Grammar
- Capitalization
- Punctuation
- Spelling
- Plan
- Revise
- Edit
- Conventions

3.W.6

- Keyboarding skills
- Technology skills
- Produce
- Publish
- Interact
- Collaborate

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 for a specific audience or purpose helps me express my thoughts and ideas.

Using technology helps me publish and share my thoughts and ideas.

Accepting guidance, support, and feedback from my teachers and peers helps me improve my writing.

Resources

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

Achievement Level Descriptors

Production and Distribution:

3.W.4 With guidance and support, 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.)

3.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 3.)

3.W.6 With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Level 1	Level 2	Level 3	Level 4
<p>With significant guidance and support, students should be able to provide minimal evidence that they can</p> <ul style="list-style-type: none"> • Write simple opinion pieces, in which there may be a poorly stated opinion about a topic or source; minimal attendance to purpose and audience; few organized ideas; little statement of a context and focus; and inclusion of few structures and transitions for coherence, few supporting reasons/evidence, and an underdeveloped conclusion. • Write simple informational/explanatory texts, in which there may be minimal attention to purpose and audience, minimal evidence of organization of ideas, underdeveloped focus, few structures and transitional strategies for coherence, minimal evidence and elaboration, and an underdeveloped conclusion. • Write simple compositions, demonstrating minimal use of narrative techniques, 	<p>With guidance and support, students should be able to provide partial evidence that they can</p> <ul style="list-style-type: none"> • Plan and write opinion pieces, in which there may be occasionally a poorly stated opinion about a topic or source; attendance to purpose and audience; organization of ideas by stating a context and focus; and inclusion of structures and transitions for coherence, some supporting reasons/evidence and elaboration, and a conclusion. • Plan and write full, informational/explanatory texts, in which there may be some attention to purpose and audience, some organization of ideas and focus, inclusion of some structures and transitional strategies for coherence, some evidence and elaboration, and an underdeveloped conclusion. • Plan and write full compositions, occasionally 	<p>With guidance and support, students should be able to provide adequate evidence that they can</p> <ul style="list-style-type: none"> • Plan, write, revise, and edit full opinion pieces, demonstrating the ability to state opinions about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; and include structures and appropriate transitions for coherence, develop supporting reasons/evidence and elaboration, and a conclusion. • Plan, write, revise, and edit full, informational/explanatory texts, attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including supporting evidence and elaboration, and developing an appropriate conclusion. • Plan, write, revise, and edit 	<p>Students should be able to provide thorough evidence that they can</p> <ul style="list-style-type: none"> • Plan, write, revise, and edit complex opinion pieces, demonstrating the ability to state opinions about topics or sources; effectively attend to purpose and audience; efficiently organize ideas by stating a context and focus; and include more complex structures and appropriate transitions for coherence, develop strong supporting reasons/evidence and elaboration, and develop an appropriate, well-developed conclusion. • Plan, write, revise, and edit full complex informational/explanatory texts, attending to purpose and audience, efficiently organizing ideas, keeping a strong focus, including structures and appropriate transitional strategies for coherence, strong supporting evidence and elaboration, and a well-

<p>structures, or appropriate transitional strategies for coherence.</p> <ul style="list-style-type: none"> • Use technology to produce and publish writing. 	<p>demonstrating narrative techniques, or appropriate transitional strategies for coherence, or author's craft appropriate to purpose.</p> <ul style="list-style-type: none"> • Use technology to produce and publish writing, as well as interact and collaborate with others. 	<p>full, compositions, adequately demonstrating specific narrative techniques, or appropriate transitional strategies for coherence, and author's craft appropriate to purpose.</p> <ul style="list-style-type: none"> • Use technology to produce and publish writing, as well as interact and collaborate with others. 	<p>developed conclusion.</p> <ul style="list-style-type: none"> • Plan, write, revise, and edit full complex compositions, demonstrating specific narrative techniques, or appropriate transitional strategies for coherence, and author's craft appropriate to purpose. • Use technology to produce and publish writing, as well as interact and collaborate with others, demonstrating adequate keyboarding skills.
---	--	---	---