

SD State Standards Disaggregated English Language Arts

Strand:	Writing Standards	Anchor Standard:	Production and Distribution	Grade level:	7
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Standards Relating to Production and Distribution

7.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.)

7.W.5 Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 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 7.)

7.W.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.

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 their audience?	Writing is an organic, ongoing process.
Why is the writing process important?	Knowing the task, purpose, and audience drives the writing approach.
How does technology enhance writing?	Technology increases efficiency and allows writers to collaborate and reach a wider audience.

Learning Progression: Production and Distribution (7.W.4 7.W.5 7.W.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.)	7.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.)	8.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.)
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	7.W.5 Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up	8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate

and including grade 6.).	to and including grade 7.)	command of Language standards 1–3 up to and including grade 8.)
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.	7.W.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.	8.W.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>7.W.4</p> <ul style="list-style-type: none"> • Task • Purpose • Audience <p>7.W.5</p> <ul style="list-style-type: none"> • Writing process (e.g., planning, drafting, editing, revising, rewriting) • Purpose • Audience • Giving and receiving feedback <p>7.W.6</p> <ul style="list-style-type: none"> • Technology (e.g., production, applications, collaboration, etc.) • Credible sources • Citations • Stamina • Published works • Produced works 	<p>7.W.4 Writers must consider purpose, audience, and organization.</p> <p>The writer's style will vary depending on the identified task, purpose, and audience.</p> <p>Organized writing creates a clear written message.</p> <p>7.W.5 The writing process helps to develop and strengthen writing.</p> <p>Successful writers seek and use feedback from others.</p> <p>7.W.6 Technology increases efficiency and allows writers to collaborate and reach a wider audience.</p> <p>Linking and citing sources is important when using others' ideas.</p>	<p>7.W.4 Produce clear and coherent writing appropriate to task, purpose, and audience.</p> <p>7.W.5 Use the writing process to develop and strengthen writing.</p> <p>Use guidance and support from peers and adults as needed.</p> <p>7.W.6 Use technology to produce and publish writing.</p> <p>Use technology to link to and cite sources.</p> <p>Use technology to interact and collaborate with others.</p> <p>Use technology to demonstrate writing stamina.</p>

Student Friendly Language

7.W.4

I can purposefully write for a specific audience in a clear, organized way.

7.W.5

I can - with some help - plan, revise, edit, and rewrite.

7.W.6

I can use technology to produce and publish my own works.

I can use technology to link and cite sources.

I can use technology to collaborate and interact with others.

Key Vocabulary

7.W.4

- Produce
- Coherent
- Development
- Organization
- Style
- Task
- Purpose
- Audience

7.W.5

- Develop
- Planning
- Drafting
- Editing
- Revising
- Rewriting
- Purpose
- Audience

7.W.6

- Produce
- Publish
- Link
- Cite
- Interact
- Collaborate
- Demonstrate
- Stamina

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 write formally and informally every day, for multiple tasks, purposes, and audiences. Our goal in formal writing (e.g., letters of application, emails to employers, an article for the newspaper) is to produce the best possible product. To make this happen, we need to follow a process, including utilizing feedback from others.

In our modern world, it is possible to produce and access writing via technology. Technology makes it possible to collaborate with others far away using blogs and other platforms. Writing can be efficiently produced and published using technology in a way that exposes it to a wider audience.

Resources

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

Achievement Level Descriptors

Production and Distribution:

7.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.)

7.W.5 Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 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 7.)

7.W.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.

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 narrative text demonstrating use of narrative techniques, chronology, and occasional transitional strategies for coherence; and use some descriptive details and some sensory language to convey experiences or authors' craft appropriate to purpose, including an undeveloped conclusion. • Plan, write, revise, and edit full yet simple informational/explanatory texts on a topic, minimally attending to purpose and audience; minimally organize ideas with underdeveloped focus, simple structures and transitional strategies for coherence; include minimal evidence and elaboration; and develop an undeveloped conclusion. • Plan, write, revise, and edit simple argument texts, demonstrating minimal ability 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Write narrative text demonstrating use of specific narrative techniques, chronology, and transitional strategies for coherence; and occasionally use precise words and phrases, descriptive details, and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion. • Plan, write, revise, and edit informational/explanatory texts on a topic, occasionally attending to purpose and audience; organize ideas by stating a focus, include structures and transitional strategies for coherence; citing evidence and elaboration; and provide a conclusion. • Plan, write, revise, and edit argument texts, partially demonstrating ability to state claims about topics or sources; partially attend to 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Write multi-paragraph narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence; and use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Plan, write, revise, and edit full informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating and maintaining a focus, include structures and appropriate transitional strategies for coherence; citing supporting evidence and elaboration; and provide an appropriate conclusion. • Plan, write, revise, and edit 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Write well-developed narrative texts demonstrating use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence; and use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Plan, write, revise, and edit full complex informational/explanatory texts on a topic, thoroughly attending to purpose and audience; organize ideas by stating and maintaining a focus, include structures and appropriate transitional strategies for coherence; citing strong supporting evidence and elaboration; and provide a well-developed, effective

<p>to state a claim about a topic or source; minimally attend to purpose and audience and organization of ideas by stating a context and focus; create few structures and transitional strategies for coherence or identifying evidence/reasons; and include an undeveloped conclusion.</p> <ul style="list-style-type: none"> • Use minimal technology to produce and publish writing, link to and cite sources, and to interact and collaborate with others, demonstrating few keyboarding skills to produce writing with stamina in a single sitting. 	<p>purpose and audience, organize ideas by stating a context and focus; include structures and transitional strategies for coherence, develop evidence/reasons and elaboration; and develop a conclusion.</p> <ul style="list-style-type: none"> • Use technology to partially produce and publish writing, link to and cite sources, and to interact and collaborate with others, demonstrating sufficient keyboarding skills to produce writing with partial stamina in a single sitting. 	<p>full argument texts, demonstrating ability to state claims about topics or sources; attend to purpose and audience, organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence, identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion.</p> <ul style="list-style-type: none"> • Use technology to produce and publish writing, link to and cite sources, and to interact and collaborate with others, demonstrating sufficient keyboarding skills to produce writing with stamina in a single sitting. 	<p>conclusion.</p> <ul style="list-style-type: none"> • Plan, write, revise, and edit full argument texts, demonstrating ability to state claims about topics or sources; effectively attend to purpose and audience, strategically organize ideas by stating a context and focus; include complex structures and appropriate transitional strategies for coherence, develop strong supporting evidence/reasons and elaboration from credible sources; and develop an appropriate, well-developed conclusion. • Use technology to produce and publish writing, link to and cite sources, and to interact and collaborate with others, thoroughly demonstrating sufficient keyboarding skills to produce writing with stamina in a single sitting.
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