

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Writing Standards	<b>Anchor Standard:</b>	Production and Distribution	<b>Grade level:</b>	8
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### Standards Relating to Production and Distribution

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.)

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 command of Language standards 1–3 up to and including grade 8.)

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.

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

<i><b>Essential Questions</b></i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i><b>Big Idea Statements</b></i> <i>(What students need to discover)</i>
<p>How do writers reach their audiences?</p> <p>Why do writers revise their writing?</p>	<p>Writers shape or adapt their writing based on their audience and purpose.</p> <p>The writing process does not necessarily follow a linear, prescribed set of steps. Instead, writers move between planning, research, drafting, revising, editing, and rewriting as needed to strengthen their work.</p> <p>Writers get feedback from others throughout the writing process and use that feedback to improve their work.</p> <p>Technology allows writers to research, produce, and publish their work, and to collaborate with other writers.</p>

### Learning Progression: Production and Distribution (8.W.4 8.W.5 8.W.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.)	<b>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.)</b>	9-10.W.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
7.W.5 Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well	<b>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,</b>	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

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.)	<b>focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)</b>	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 1–3 up to and including grades 9–10.)
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	<b>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.</b>	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.

<b>Rigor and Cognitive Complexity</b>		
<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural/ Application)</b>
<p><b>8.W.4</b> Author’s Purpose Inform Persuade Entertain Express Audience Appropriate style</p> <p><b>8.W.5</b> Prewriting strategies (i.e. graphic organizers, outlines, freewriting, etc.) The steps of the writing process The difference between editing, revising, and rewriting Standard English conventions</p> <p><b>8.W.6</b> The tools available through technology related to the production and publication of writing Constructive criticism and feedback</p>	<p><b>8.W.4</b> There are different types of audiences, and writers adapt their style to connect with a specific audience.  Writers can present the same topic in different ways to accomplish different purposes.</p> <p><b>8.W.5</b> Writers can use a wide variety of prewriting strategies to generate and organize their ideas.  Strong writing is developed through a process that includes planning, drafting, and revising.  Standard conventions are essential to clear written communication.</p> <p><b>8.W.6</b> Writers consider their audience, task, and purpose when deciding how to publish their work.  Writers are more efficient when they understand the tools available to them through technology.</p>	<p><b>8.W.4</b> Write for a variety of audiences, adapting style as needed.  Write for a variety of purposes, adapting style as needed.</p> <p><b>8.W.5</b> Use a variety of prewriting strategies.  Follow a writing process.  Gather and use feedback from peers and adults to improve writing.  Evaluate writing to identify adherence to audience, purpose, and goals.  Revise and edit writing to meet the needs of the audience, accomplish the purpose, and follow standard conventions.</p> <p><b>8.W.6</b> Use various technologies to produce and publish writing.  Use technology to give and receive constructive criticism.  Use technology to collaborate with</p>

	<p>Constructive feedback is a valuable tool to improve writing.</p> <p>Writers can use technology to collaborate and give and receive feedback.</p>	peers and other writers.
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<b>Student Friendly Language</b>		
<p><b>8.W.4</b>  I can identify my audience and purpose.  I can adapt my writing for different audiences.  I can make my ideas clear and easy to understand.</p> <p><b>8.W.5</b>  I can plan my writing, researching as needed.  I can evaluate my writing to ensure that it makes sense for my audience and purpose.  I can improve my writing by adding or deleting information, reorganizing, and rewording sections.  I can edit my work based on grammar rules and standard writing conventions.  I can take feedback from peers and adults and use it to improve my writing.</p> <p><b>8.W.6</b>  I can use different forms of technology to create writing that can be published and shared with others.  I can collaborate with others effectively.</p>		

<b>Key Vocabulary</b>		
<p><b>8.W.4</b></p> <ul style="list-style-type: none"> <li>● Coherence</li> <li>● Task</li> <li>● Purpose</li> <li>● Audience</li> <li>● Style</li> </ul>	<p><b>8.W.5</b></p> <ul style="list-style-type: none"> <li>● Plan</li> <li>● Prewrite</li> <li>● Draft</li> <li>● Revise</li> <li>● Edit</li> <li>● Rewrite</li> <li>● Purpose</li> <li>● Audience</li> <li>● Conventions</li> </ul>	<p><b>8.W.6</b></p> <ul style="list-style-type: none"> <li>● Efficient</li> <li>● Collaboration</li> <li>● Publish</li> </ul>

<p><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?</p>		
<p>In our own lives, we constantly adapt our tone, style, and word choice based on our purpose and publication medium. For example, when posting on social media or text messaging, we use emojis, informal language, and different word choice based on our audience, but we adopt a more formal style in professional settings.</p> <p>Writing needs to be revised and polished until it meets the expectations of the purpose and audience. Especially in our professional lives, we go through the writing process to make sure that our written communication strikes the right tone and communicates our thoughts effectively.</p> <p>The writing process mirrors other aspects of our daily lives, where we must plan, attempt, evaluate, and modify to accomplish a complex task. This might happen when a coach modifies the game plan, when a cook adjusts a meal plan based on available ingredients, or when a doctor adjusts a patient’s prescriptions and dosage.</p> <p>In our modern world, it is possible to produce and access writing via technology like the Internet. 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 opens it up to wider audience.</p>		

## Resources

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

## Achievement Level Descriptors

### Production and Distribution:

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.)

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 command of Language standards 1–3 up to and including grade 8.)

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.

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"><li>• Plan, write, revise, and edit simple argument pieces, demonstrating minimal ability 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.</li><li>• Plan, write, revise, and edit full yet simple informational/explanatory text on a topic, minimally attending to purpose and audience; and minimally organize ideas with underdeveloped focus, simple structures and transitional strategies for</li></ul>	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"><li>• Plan, write, revise, and edit argument pieces, partially demonstrating ability to state claims about topics or sources; partially attending to 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.</li><li>• Plan, write, revise, and edit informational/explanatory text on a topic, occasionally attending to purpose and audience; organize ideas by stating a focus, including structures and transitional strategies for coherence, citing evidence and elaboration, and providing a conclusion.</li></ul>	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"><li>• Plan, write, revise, and edit full argument pieces, 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.</li><li>• Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating and maintaining a focus, including structures and appropriate transitional strategies for coherence,</li></ul>	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"><li>• Plan, write, revise, and edit full argument pieces, clearly 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.</li><li>• Plan, write, revise, and edit full complex informational/explanatory text on a topic, thoroughly attending to purpose and audience; organize ideas by stating and maintaining a</li></ul>

<p>coherence, including minimal evidence and elaboration, and developing an undeveloped conclusion.</p> <ul style="list-style-type: none"> <li>• Write narrative text demonstrating use of narrative strategies, structures, and occasional transitional strategies for coherence; and use minimal descriptive details and minimal sensory language to convey experiences or authors' craft appropriate to purpose, including an undeveloped conclusion.</li> <li>• Use technology to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Write narrative text demonstrating use of specific narrative strategies, structures, and transitional strategies for coherence; occasionally use precise words and phrases, descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion.</li> <li>• Use technology to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</li> </ul>	<p>citing supporting evidence and elaboration, and providing an appropriate conclusion.</p> <ul style="list-style-type: none"> <li>• Write full narrative texts demonstrating use of specific narrative strategies, structures, and appropriate transitional strategies for coherence; 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.</li> <li>• Use technology to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</li> </ul>	<p>focus, including structures and appropriate transitional strategies for coherence, citing strong supporting evidence and elaboration, and providing a well-developed effective conclusion.</p> <ul style="list-style-type: none"> <li>• Write well-developed narrative texts demonstrating use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence; 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.</li> <li>• Use technology to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</li> </ul>
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