

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Writing Standards	<b>Anchor Standard:</b>	Production and Distribution	<b>Grade level:</b>	9-10
----------------	-------------------	-------------------------	-----------------------------	---------------------	------

### Standards Relating to Production and Distribution

9-10.W.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.

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 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.)

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.

### 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>What are all the steps for producing and distributing a piece of writing?</p>	<p>The use of a writing process (planning, revising, editing, rewriting, peer-reviewing, or trying a new approach) aids in the production of clear and coherent writing for any task, purpose, or audience.</p> <p>Technology provides numerous and diverse tools that should be used to produce, publish, and update writing products.</p>

### Learning Progression: Production and Distribution (9-10.W.4 9-10.W.5 9-10.W.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>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.)</p>	<p><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.</b></p>	<p>11-12.W.4 Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.</p>
<p>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</p>	<p><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 significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate</b></p>	<p>11-12.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards</p>

demonstrate command of Language standards 1–3 up to and including grade 8.)	<b>command of Language standards 1–3 up to and including grades 9–10.)</b>	1–3 up to and including grades 11–12.)
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>	11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

<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>9-10.W.4</b></p> <ul style="list-style-type: none"> <li>• Audience</li> <li>• Task</li> <li>• Purpose</li> <li>• Writing process</li> <li>• Style</li> <li>• Tone</li> <li>• Coherency</li> <li>• Development</li> <li>• Organization</li> <li>• Modes of discourse</li> </ul> <p><b>9-10.W.5</b></p> <ul style="list-style-type: none"> <li>• Prewriting strategies</li> <li>• Purpose</li> <li>• Conventions</li> <li>• Syntax</li> <li>• Organization</li> <li>• Audience</li> <li>• Revision</li> <li>• Peer review</li> </ul> <p><b>9-10.W.6</b></p> <ul style="list-style-type: none"> <li>• Technology use</li> <li>• Individual and shared writing products</li> <li>• Internet use</li> <li>• Information display</li> <li>• Publication</li> </ul>	<p><b>9-10.W.4</b> Determining an audience is important when beginning the writing process.</p> <p>Different kinds of writing require specific organizational patterns.</p> <p>Personality within the context of one’s writing develops individual, formal style.</p> <p><b>9-10.W.5</b> There are steps in the writing process.</p> <p>The writing process is ongoing.</p> <p>There are various strategies they can use to develop and strengthen writing.</p> <p>The audience will influence their approach to writing.</p> <p>The purpose of the writing will shape how it is written.</p> <p>Trying new approaches can enhance writing skills.</p> <p><b>9-10.W.6</b> Information, through the use of technology, can be shared in many forms.</p> <p>Technology has the capacity to link writers to each other, and to also provide additional links to other information.</p>	<p><b>9-10.W.4</b> Produce a clear and coherent document using the writing process.</p> <p>Demonstrate the ability to develop a variety of writing styles.</p> <p>Determine audience and purpose and choose appropriate style.</p> <p><b>9-10.W.5</b> Plan a piece of writing using prewriting and brainstorming strategies.</p> <p>Revise and edit a piece of writing using various proofreading tools.</p> <p>Examine audience’s relation to the purpose of the writing.</p> <p>Organize writing in a logical format.</p> <p>Apply new approaches to strengthen writing.</p> <p>Use guidance and support from adults and peers as needed, such as in a form of peer review.</p> <p><b>9-10.W.6</b> Use technology to link information in a variety of ways.</p> <p>Publish and update information in a variety of way</p> <p>Share and display information flexibly and dynamically.</p>

## Student Friendly Language

### 9-10.W.4

I can write for a specific audience, task, and purpose.

### 9-10.W.5

I can use pre-writing and brainstorming strategies to plan a piece of writing.

I can identify and apply the correct format, considering audience and purpose, for a specific piece of writing.

I can use a variety of sentence structures to create a unique voice and style in my writing.

I can use appropriate proofreading strategies, like peer review, conferencing, self-evaluation, and proofreading programs, to improve my final draft.

### 9-10.W.6

I can use technology to produce, publish, and update an individual or shared writing product.

I can use technology to link, display, and present information to an individual or shared writing product in a variety of ways.

## Key Vocabulary

### 9-10.W.4

- Audience
- Purpose
- Task
- Informal/Casual
- Formal
- Credibility

### 9-10.W.5

- Audience
- Purpose
- Writing Process
  - Prewriting
  - Drafting
  - Revising
  - Editing
  - Proofreading
  - Peer-reviewing
  - Publishing

### 9-10.W.6

- Capacity
- Flexibility
- Dynamic
- Technology

**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 use the writing process to develop, organize, and clarify our ideas.

We produce a variety of writing in everyday life: holiday correspondence, emails, letters of recommendation, family histories, proposals (bids), job evaluations, self-expression, etc.

We have to write for a variety of purposes in any secondary and post-secondary situation; examples can include AP/ACT testing, scholarship writing, standardized writing assessment, grant writing, essay writing, cover letters, résumés, and business plans.

Information can be accessed and displayed using many different technological mediums because many situations in life or on the job require that presentations be generated, either individually or collaboratively (e.g., a presentation for a company, a church group, a family vacation).

## Resources

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

## Achievement Level Descriptors

### Production and Distribution:

9-10.W.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.

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 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.)

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.

Level 1	Level 2	Level 3	Level 4
<p>Students should be able to</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 coherence, including minimal evidence and elaboration, and developing an undeveloped conclusion.</li> <li>Write narrative text demonstrating use of</li> </ul>	<p>Students should be able to</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> <li>Write narrative text demonstrating use of specific narrative strategies, structures, and transitional strategies for coherence; occasionally use precise</li> </ul>	<p>Students should be able to</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, citing supporting evidence and elaboration, and providing an appropriate conclusion.</li> <li>Write multiple-paragraph narrative texts demonstrating</li> </ul>	<p>Students should be able to</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>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 focus, including structures and appropriate transitional strategies for coherence, citing strong supporting evidence and elaboration, and providing a well-developed effective conclusion.</li> </ul>

<p>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.</p> <ul style="list-style-type: none"> <li>• Use technology to minimally produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information.</li> </ul>	<p>words and phrases, descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion.</p> <ul style="list-style-type: none"> <li>• Use technology to partially produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information.</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>• Use technology 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.</li> </ul>	<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>• Use technology to thoroughly 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.</li> </ul>
---	---	---	--