

SD State Standards Disaggregated English Language Arts

Strand:	Writing Standards	Anchor Standard:	Production and Distribution	Grade level:	1
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Standards Relating to Production and Distribution

1.W.4 (Begins in grade 3)

1.W.5 With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

1.W.6 With guidance and support use a variety of digital tools to produce and publish writing, both individually and collaboratively.

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>
<p>How can writing be improved?</p> <p>How is technology used to help with writing?</p>	<p>Students improve writing by accepting guidance and support from teachers and peers.</p> <p>Writers use technology to produce and publish writing with guidance and support from teachers and peers.</p>

Learning Progression: Production and Distribution (1.W.4 1.W.5 1.W.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.W.4 (Begins in grade 3)	1.W.4 (Begins in grade 3)	2.W.4 (Begins in grade 3)
K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing.	1.W.5 With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
K.W.6 With guidance and support, individually and collaboratively explore a variety of digital tools to produce and publish writing.	1.W.6 With guidance and support use a variety of digital tools to produce and publish writing, both individually and collaboratively.	2.W.6 With guidance and support, use a variety of digital tools to produce and publish writing, both Individually and collaboratively.

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>1.W.4 (Begins in Grade 3)</p> <p>1.W.5</p> <ul style="list-style-type: none"> • Topic • Details • Peer Review <p>1.W.6</p> <ul style="list-style-type: none"> • Variety of digital tools • Collaboration with peers • Produce • Publish 	<p>1.W.4 (Begins in Grade 3)</p> <p>1.W.5 A focused topic will be more interesting to the reader.</p> <p>Peer feedback is valuable to strengthen writing.</p> <p>Details make writing more interesting.</p> <p>1.W.6 Publishing writing is a way to share it with others.</p> <p>There are a variety of digital tools to produce and publish writing.</p> <p>Publishing and producing can be an effort of collaboration with peers.</p>	<p>1.W.4 (Begins in Grade 3)</p> <p>1.W.5 Choose a topic.</p> <p>Develop a piece of writing focused on one topic.</p> <p>Accept and apply peer suggestions to the writing, as appropriate.</p> <p>Add details that strengthen writing.</p> <p>1.W.6 Use a variety of digital tools.</p> <p>Produce writing using technology.</p> <p>Publish writing using technology.</p> <p>Collaborate on writing and publishing with other students.</p>

Student Friendly Language
<p>1.W.4 (Begins in 3rd grade)</p> <p>1.W.5 I can get feedback from my peers to make my writing better.</p> <p>1.W.6 I can produce and publish my writing using technology.</p>

Key Vocabulary

<p>1.W.4</p> <ul style="list-style-type: none"> • (Begins in Grade 3) 	<p>1.W.5</p> <ul style="list-style-type: none"> • Guidance • Details • Topic • Feedback • Peers 	<p>1.W.6</p> <ul style="list-style-type: none"> • Publish • Produce • Collaboration • Digital tools
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Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

Understanding how to use digital tools helps us to produce and publish our writing.

Accepting guidance, support, and feedback can help us to strengthen our writing.

Resources

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

Achievement Level Descriptors

Production and Distribution:

1.W.4 (Begins in grade 3)

1.W.5 With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

1.W.6 With guidance and support use a variety of digital tools to produce and publish writing, both individually and collaboratively.

Level 1	Level 2	Level 3	Level 4
<p>Students should be able to provide evidence that they can, with significant support,</p> <ul style="list-style-type: none"> • Write an opinion paragraph that introduces an opinion about a topic that minimally states an opinion, supplies few reasons, uses few linking words and phrases, and provides an under-developed concluding statement. 	<p>Students should be able to provide evidence that they can, with partial support,</p> <ul style="list-style-type: none"> • Write an opinion paragraph that introduces an opinion about a topic that partially states an opinion, supplies some reasons, uses grade-level linking words and phrases, and provides a concluding statement. 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Write and revise, with peer suggestions, an opinion paragraph, using digital tools with guidance, that introduces an opinion about a topic or book that states an opinion, supplies reasons, uses grade-level linking words and phrases that connect the opinion and reasons, and provides a 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Write and revise, with peer suggestions, an opinion paragraph, using digital tools, that introduces an opinion about a topic or book that states an opinion, supplies well-developed reasons, uses grade-level or above grade-level linking words and phrases that connect the opinion and

<ul style="list-style-type: none"> • Write an informational/explanatory paragraph that introduces a topic, uses few facts and definitions, uses few linking words and phrases, and provides an under-developed concluding statement. • Write a narrative paragraph that recounts an event, includes few details to describe actions, and few temporal words effectively. 	<ul style="list-style-type: none"> • Write an informational/explanatory paragraph that introduces a topic, uses facts and definitions, uses some grade-level linking words and phrases, and provides a partial concluding statement. • Write a narrative paragraph that recounts an event or short sequence of events, includes some details to describe actions, thoughts, and feelings, and uses some temporal words effectively. 	<p>concluding statement.</p> <ul style="list-style-type: none"> • Write and revise, with peer suggestions, an informational/explanatory paragraph, using digital tools with guidance, that introduces a topic, uses facts and definitions to provide details, uses grade-level linking words and phrases to connect ideas, and provides a concluding statement. • Write and revise, with peer suggestions, a narrative paragraph, using digital tools with guidance, that recounts a well-elaborated event or short sequence of events, includes adequate details to describe actions, thoughts, and feelings, and uses temporal words effectively to signal event order and provide closure. 	<p>reasons, and provides a well-developed concluding statement.</p> <ul style="list-style-type: none"> • Write and revise, with peer suggestions, an informational/explanatory paragraph, using digital tools, that introduces a topic, uses strategically chosen facts and definitions as details, uses grade-level or above grade-level linking words and phrases to connect ideas, and provides a well-developed concluding statement. • Write and revise, with peer suggestions, a narrative paragraph, using digital tools, that recounts a well-elaborated specific event or short sequence of events, includes many strategically chosen details to describe actions, thoughts, and feelings, and uses well-chosen temporal words effectively to signal event order and provide closure.
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