

SD State Standards Disaggregated English Language Arts

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

K.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.

K.W.6 With guidance and support, individually and collaboratively explore a variety of digital tools to produce and publish writing.

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 can feedback strengthen an author's writing?	Feedback gives authors ideas for how to improve their writing.
How do writers use digital tools to produce writing?	There are many digital tools available for writers to produce and publish writing.

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	K.W.4 (Begins in grade 3)	1.W.4 (Begins in grade 3)
N/A	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.
N/A	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.

Rigor and Cognitive Complexity

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
K.W.4 (Begins in grade 3)	K.W.4 (Begins in grade 3)	K.W.4 (Begins in grade 3)

<p>K.W.5</p> <ul style="list-style-type: none"> • Write • Question • Respond • Details <p>K.W.6</p> <ul style="list-style-type: none"> • Digital tools • Labeling • Complete sentences 	<p>K.W.5</p> <p>Other people’s suggestions can provide ideas to help make their writing better.</p> <p>Adding details makes a story or sentence better.</p> <p>K.W.6</p> <p>Writing can be published with a variety of digital tools.</p> <p>Technology is always changing.</p>	<p>K.W.5</p> <p>Edit writing samples in response to peer questions and suggestions.</p> <p>Add details to writing.</p> <p>K.W.6</p> <p>Explore a variety of digital tools.</p> <p>Produce writing.</p> <p>Publish writing.</p> <p>Work with peers to produce and publish writing.</p>
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Student Friendly Language		
<p>K.W.4 (Begins in grade 3)</p> <p>K.W.5 I can answer questions about my writing. I can add details to improve my writing.</p> <p>K.W.6 With help, I can produce and publish my writing by using a variety of digital tools. With help, I can work together with my peers to produce and publish my writing.</p>		

Key Vocabulary		
<p>K.W.4</p> <ul style="list-style-type: none"> • (Begins in grade 3) 	<p>K.W.5</p> <ul style="list-style-type: none"> • Respond • Questions • Suggestions • Peers • Details • Writing 	<p>K.W.6</p> <ul style="list-style-type: none"> • Publish • Digital tools • Produce

<p>Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?</p>
<p>Authors work with editors to improve their writing.</p> <p>Writing can be published through work with computers, iPads, email, and texting.</p>

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

Achievement Level Descriptors

Production and Distribution:

K.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.

K.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"> • Use one of the following: drawing, dictating or writing to compose opinion writing that states a topic and an opinion about the topic. • Use one of the following: drawing, dictating or writing to compose an informative/explanatory text that names a topic and supplies a detail about the topic. • Use one of the following: drawing, dictating or writing to narrate a single event. 	<p>Students should be able to provide evidence that they can, with minimal support,</p> <ul style="list-style-type: none"> • Use a partial combination of drawing, dictating or writing to compose opinion writing that states a topic and an opinion about the topic. • Use a partial combination of drawing, dictating or writing to compose informative/explanatory texts that name a topic and supply few details about the topic. • Use a partial combination of drawing, dictating or writing to narrate a single event or several loosely linked events that tell the order in which they occurred. 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to compose opinion writing that states a topic or the name of the book and states an opinion or preference about the topic or book, exploring digital tools with guidance. • Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and supply some details about the topic, exploring digital tools with guidance. • Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, that tell the order in which they occurred, and provide a reaction to what happened, exploring digital tools with guidance. 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to compose opinion writing that states a topic or the name of the book and states a well-developed opinion or preference about the topic or book, exploring digital tools and using peer suggestions to enhance. • Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and supply many details about the topic, exploring digital tools and using peer suggestions to enhance. • Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, that tell the order in which they occurred, and provide a well-developed reaction to what happened, exploring digital tools and using peer suggestions to enhance.