

SD State Standards Disaggregated English Language Arts

Strand:	Writing Standards	Anchor Standard:	Production and Distribution	Grade level:	6
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Standards Relating to Production and Distribution

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.)

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 and including grade 6.)

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.

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 do authors develop a piece of writing from an idea to printed text?</p> <p>After consideration of the audience, how does an author know what to write about?</p> <p>How does an author use technology to enhance writing?</p>	<p>Students will identify audience and purpose (reason) before beginning to write.</p> <p>The writing process is a useful tool to convey complex ideas and information.</p> <p>Collaboration and use of constructive feedback improves their writing.</p> <p>Students will discover they can publish their own writing using technology.</p>

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	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.)
5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	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 and including grade 6.)	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.)
<p>5.W.6 With guidance as needed, use technology, including the internet, to enhance writing.</p> <ol style="list-style-type: none"> Produce and publish writing. Interact and collaborate with others. Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting. 	<p>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.</p>	<p>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.</p>

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>6.W.4</p> <ul style="list-style-type: none"> Identify the writing process Identify audience Determine purpose for writing <p>6.W.5</p> <ul style="list-style-type: none"> Identify sentence patterns & structure Use correct grammar <p>6.W.6</p> <ul style="list-style-type: none"> Collaborate with others Publish original text Keyboarding skills Use technology 	<p>6.W.4 There is a need to identify audience and purpose (reason) before beginning to write.</p> <p>Organized writing is easy to follow and makes a strong statement.</p> <p>6.W.5 The writing process is important when completing a writing task to convey complex ideas and information.</p> <p>6.W.6 Collaboration and use of constructive feedback improves students' writing.</p> <p>Accurate and fluent keyboarding skills are needed to efficiently produce a two to three page publication in one</p>	<p>6.W.4 Students will produce writing that is clear and coherent in its development, organization, and style.</p> <p>Students must develop the ability to adhere to the specific task, purpose, and audience in their writing.</p> <p>6.W.5 Sixth grade students share their work with each other in order to give and receive feedback during the writing process.</p> <p>Students move from planning to drafting, revising, editing, and rewriting when necessary.</p> <p>The use of peer editing partners/groups enables students to obtain feedback from classmates in order to strengthen their writing skills.</p> <p>Students can use tools including (blogs, rubrics, wikis. etc.) to develop their writing.</p> <p>6.W.6 Teachers may guide students toward internet tools already available to them which allow students to upload documents and participate in collaborative work groups.</p>

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Student Friendly Language

6.W.4

I can write clear and focused pieces of writing where the development, organization, and style are appropriate for my purpose and audience.

6.W.5

I can make my writing better by using adults and peers help with my planning, revising, editing, rewriting, or trying new approaches.

6.W.6

I can use technology to produce and publish writing and to interact and collaborate with others.

I can use my keyboarding skills to type at least three pages of writing in one sitting.

Key Vocabulary

6.W.4

- Organization
- Style
- Task
- Purpose
- Audience

6.W.5

- Planning
- Revising
- Editing
- Rewriting
- Organization

6.W.6

- Publish
- Keyboarding
- Medium
- Collaborate
- Interact
- Skills

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 need to communicate our writing effectively to audiences for different purposes. Examples include job applications, research papers, essay contests, online reviews, blogs, emails, and other text.

Resources

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

Achievement Level Descriptors

Production and Distribution:

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.)

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 and including grade 6.)

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.

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"> Plan, write, revise, and edit simple argument texts, demonstrating minimal ability to state a claim about a topic or source; minimally attend to purpose, audience, and organization; create few structures and transitional strategies for coherence or identifying evidence/reasons; and include an underdeveloped conclusion. Plan, write, revise, and edit full yet simple informational/explanatory text on a topic, minimally attending to purpose and audience; minimally organize ideas with underdeveloped focus, structures and transitional strategies for coherence; include some evidence and elaboration; and provide an underdeveloped conclusion. Write narrative text demonstrating use of narrative techniques, loose chronology, and occasional 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> Plan, write, revise, and edit argument texts, demonstrating ability to state claims about topics or sources; partially attend to purpose, audience, and organization; include some structures and transitional strategies for coherence, develop evidence/reasons and elaboration; and develop a conclusion. 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 a conclusion. Write narrative text demonstrating use of specific narrative techniques, chronology, and transitional strategies for coherence; use precise words and phrases, 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> Plan, write, revise, and edit full argument texts, demonstrating ability to state claims about topics or sources; attend to purpose, 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. Plan, write, revise, and edit full informational/explanatory text on a topic, occasionally 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 an appropriate conclusion. Write multi-paragraph narrative texts demonstrating use of specific narrative 	<p>Students should be able to provide thorough evidence that they can</p> <ul style="list-style-type: none"> Plan, write, revise, and edit full complex argument texts, 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 more 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. Plan, write, revise, and edit full complex informational/explanatory text on a topic, clearly 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 a well-developed

<p>transitional strategies for coherence; use descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including an underdeveloped conclusion.</p> <ul style="list-style-type: none"> • Use minimal technology to produce and publish writing, demonstrating sufficient command of keyboarding skills producing one to two pages in a single sitting. 	<p>descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion.</p> <ul style="list-style-type: none"> • Use technology to partially produce and publish writing as well as to interact and collaborate with others, demonstrating sufficient command of keyboarding skills producing one and one-half to two pages in a single sitting. 	<p>techniques, chronology, and appropriate transitional strategies for coherence; use precise words and phrases, relevant descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience.</p> <ul style="list-style-type: none"> • Use technology to produce and publish writing as well as to interact and collaborate with others, demonstrating sufficient command of keyboarding skills producing two-three pages in a single sitting. 	<p>appropriate conclusion.</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; use precise words and phrases, relevant descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Use technology to produce and publish writing as well as to interact and collaborate with others, demonstrating sufficient command of keyboarding skills producing three pages in a single sitting.
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