

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Knowledge of Language	<b>Grade level:</b>	2
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### Standards Relating to Knowledge of Language

2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening, including making comparisons, between formal and informal English.

### Knowledge of Language: 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>
How do we use what we know to communicate effectively in a variety of formats?	<p>It is acceptable to use informal English with slang and incomplete sentences in certain situations.</p> <p>It is necessary to use formal English, utilizing academic language and complete sentences, in certain situations.</p>

### Learning Progression: Knowledge of Language (2.L.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.L.3 (Begins in grade 2)	<b>2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening, including making comparisons, between formal and informal English.</b>	<b>3.L.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> <li>a. Choose words and phrases for effect.</li> <li>b. Recognize and observe differences between formal and informal English.</li> </ol>

### Rigor and Cognitive Complexity

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural/ Application)</b>
<b>2.L.3</b> <ul style="list-style-type: none"> <li>● Formal English               <ul style="list-style-type: none"> <li>○ Academic vocabulary</li> <li>○ Formal structure of conventions</li> </ul> </li> <li>● Informal English               <ul style="list-style-type: none"> <li>○ Slang</li> <li>○ Incomplete sentences</li> <li>○ Incorrect grammar and punctuation conventions</li> </ul> </li> </ul>	<b>2.L.3</b> <p>Certain situations require formal use of the English language.</p> <p>Certain situations allow for the use of informal language.</p> <p>There is a difference between formal and informal English.</p> <p>The English language should be used appropriately according to the context</p>	<b>2.L.3</b> <p>Compare writing and speaking informal and formal English when reading or listening to text.</p> <p>Determine which writing and speaking situations and tasks require use of formal or informal English language.</p> <p>Write, speak, and read using the appropriate form of English.</p>

	of the situation and the purpose of the audience.	Discuss an author's or speaker's style and the effect it has on the style of English utilized.
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**Student Friendly Language**

**2.L.3**  
 I can use what I know about language and its conventions when I write, speak, read, or listen.  
 I can decide when it is appropriate to use formal or informal English.

**Key Vocabulary**

- 2.L.3**
- Informal English
  - Formal English
  - Compare
  - Writing conventions
  - Context
  - Author
  - Speaker
  - Slang
  - Determine

**Relevance and Applications:** How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

It is important for us to understand when it is appropriate to use informal or formal English in order to communicate effectively with others within a specific context or situation.

**Resources**

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

## Achievement Level Descriptors

### Knowledge of Language:

2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening, including making comparisons, between formal and informal English.

Level 1	Level 2	Level 3	Level 4
<p>When writing, speaking, reading, or listening, students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> <li>Minimally use language and vocabulary appropriate to purpose and audience when revising or composing texts.</li> <li>Apply or edit little grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.</li> </ul>	<p>When writing, speaking, reading, or listening, students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> <li>Partially use language and vocabulary appropriate to purpose and audience when revising or composing texts.</li> <li>Apply or edit some grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.</li> </ul>	<p>When writing, speaking, reading, or listening, students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> <li>Strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts.</li> <li>Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts, making comparisons between formal and informal English.</li> </ul>	<p>When writing, speaking, reading, or listening, students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> <li>Strategically and thoroughly use language and vocabulary appropriate to purpose and audience when revising or composing texts.</li> <li>Apply or edit grade-appropriate and higher grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts, making comparisons between formal and informal English.</li> </ul>