

SD State Standards Disaggregated English Language Arts

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| Strand: | Writing Standards | Anchor Standard: | Texts Types and Purposes | Grade level: | 4 |
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Standards Relating to Text Types and Purposes

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| <p>4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using grade level appropriate words and phrases d. Provide a conclusion related to the opinion presented. |
| <p>4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within paragraphs and sections of information using grade level appropriate words and phrases. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a conclusion related to the information or explanation presented. |
| <p>4.W.3 Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events (when appropriate to the genre). |

Text Types and Purposes: 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> |
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| What types of writing can writers write and how is a topic chosen? | There are three types of writing (opinion, informational, and narrative writing). Within each type of writing, a writer chooses their own topic. |
| What format can writers use to write their piece? | Writers choose a format based on the purpose of writing. |
| How can writers organize or group the contents so they convey the information clearly? | Writers organize or group contents based on the type of writing and common details or ideas. |
| What information and details should writers include to give their readers enough information on the topic? | The information, details, and vocabulary included in a piece are determined by the type of writing. Providing all of these elements increases the quality of the writing, creating a clearer picture or more thorough understanding of the topic. |
| How do writers choose vocabulary for their writing? | |
| How do writers strengthen writing to hold | All of the following elements strengthen writing and create a smooth flow: |

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| <p>the reader's interest and make the writing flow smoothly?</p> | <ul style="list-style-type: none"> • An introduction should pique a reader's interest as well as telling the intent of the piece. • Including linking words and phrases enhance the flow of the piece as well as connecting ideas together. • The craft of writing is also enhanced by the use of multimedia. • A conclusion or section to end the piece brings closure and relates all information presented. |
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| Learning Progression: Text Types and Purposes (4.W.1 4.W.2 4.W.3) | | |
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| Correlating Standard in Previous Year | Number Sequence & Standard | Correlating Standard in Following Year |
| <p>3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure in which related ideas are grouped.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use grade level appropriate linking words and phrases to connect opinion and reasons.</p> <p>d. Provide a conclusion.</p> | <p>4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using grade level appropriate words and phrases.</p> <p>d. Provide a conclusion related to the opinion presented.</p> | <p>5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using grade level appropriate words, phrases, and clauses.</p> <p>d. Provide a conclusion related to the opinion presented.</p> |
| <p>3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use grade level appropriate linking words and phrase to connect ideas within categories of information.</p> <p>d. Provide a conclusion.</p> | <p>4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within paragraphs and sections of information using grade level appropriate words and phrases.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a conclusion related to the information or explanation presented.</p> | <p>5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features and multimedia when useful to support comprehension for the reader.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a conclusion related to the information or explanation presented.</p> |

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| <p>3.W.3 Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure conclusion (when appropriate to the genre).</p> | <p>4.W.3 Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events (when appropriate to the genre).</p> | <p>5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and figurative and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows the narrated experiences or events.</p> |
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| Rigor and Cognitive Complexity | | |
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| Know (Factual) | Understand (Conceptual) The students will understand that: | Do (Procedural/ Application) |
| <p>4.W.1</p> <ul style="list-style-type: none"> ● Opinion ● Topic ● Point of view ● Reasons ● Information ● Introduction ● Organizational structure ● Writer’s purpose ● Linking words and phrases ● Conclusion <p>4.W.2</p> <ul style="list-style-type: none"> ● Informative | <p>4.W.1</p> <p>Topics or texts need to be introduced by stating an opinion.</p> <p>An organizational structure needs to be established by grouping related ideas.</p> <p>Opinions should be supported with reasons and information.</p> <p>Reasons are supported by facts and details.</p> <p>Opinions and reasons are linked by using appropriate words and phrases.</p> <p>A conclusion relates to the opinion presented.</p> <p>4.W.2</p> <p>Topics need to be introduced</p> | <p>4.W.1</p> <p>Introduce your topic or text by stating an opinion.</p> <p>Group related ideas to establish an organizational structure.</p> <p>Support opinions with reasons and information.</p> <p>Support your reasons with facts and details.</p> <p>Link opinions and reasons by using appropriate words and phrases.</p> <p>Write a conclusion that relates the opinion presented.</p> <p>4.W.2</p> <p>Introduce a topic to convey ideas and</p> |

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| <ul style="list-style-type: none"> ● Explanatory ● Topic ● Paragraphs ● Sections ● Text features that support comprehension ● Facts ● Definitions ● Concrete details ● Quotations ● Words and phrases ● Precise language ● Domain-specific vocabulary ● Conclusion | <p>clearly.</p> <p>Related information should be grouped into paragraphs and sections including text features that support comprehension.</p> <p>Topics are developed with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>Ideas are linked within paragraphs and sections of information through the use of appropriate words and phrases.</p> <p>Precise language and domain-specific vocabulary are used to inform about or explain a topic.</p> <p>A conclusion relates to the information or explanation presented.</p> | <p>information clearly.</p> <p>Group related information into paragraphs and sections including text features that support comprehension.</p> <p>Develop a topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>Link ideas within paragraphs and sections of information through the use of appropriate words and phrases.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain a topic.</p> <p>Conclude the piece with a summary which relates the information presented or provides an explanation.</p> |
| <p>4.W.3</p> <ul style="list-style-type: none"> ● Narrative ● Story ● Poetry ● Drama ● Real and imagined experiences ● Introduction (establish a situation including narrator and/or characters) ● Organize an event sequence ● Clear event sequences ● Narrative techniques (dialogue & description) ● Transitional words and phrases ● Concrete words and phrases ● Sensory details ● Conclusion | <p>4.W.3</p> <p>Narratives (e.g., story, poetry, drama) are real or imagined experiences or events that use effective technique, descriptive details, and clear event sequences.</p> <p>Introductions orient the reader by establishing a situation (including narrator and/or characters) and organize an event sequence.</p> <p>Narrative techniques (dialogue & description) show the responses of characters to situations.</p> <p>Transitional words and phrases manage the sequence of events.</p> <p>Concrete words and phrases and sensory details convey experiences and events precisely.</p> <p>Conclusions bring together other parts of the story providing a closure of narrated experiences or events (when appropriate to the genre).</p> | <p>4.W.3</p> <p>Introduce a real or imagined experience or event that uses effective technique, descriptive details, and clear event sequences.</p> <p>Establish a situation.</p> <p>Introduce a narrator and/or characters.</p> <p>Organize an event sequence that unfolds naturally.</p> <p>Use narrative techniques (dialogue & description) to show the responses of characters to situations or to develop experiences.</p> <p>Use a variety of transitional words and phrases manage the sequence of events.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Write a conclusion to bring together other parts of the story providing a closure of narrated experiences or events (when appropriate to the genre).</p> |

Student Friendly Language

4.W.1

- I can introduce my topic or text clearly.
- I can state an opinion.
- I can organize my thoughts into paragraphs.
- I can state reasons that are supported by facts and details.
- I can link my opinion and reasons using appropriate words and phrases.
- I can write a conclusion.

4.W.2

- I can introduce my topic clearly.
- I can group related information into paragraphs and sections.
- I can include text features that support comprehension.
- I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- I can link ideas within paragraphs and sections using appropriate words and phrases.
- I can use precise language and domain-specific vocabulary to inform or explain the topic.
- I can write a conclusion related to the information or explanation presented.

4.W.3

- I can introduce a situation, narrator, and/or characters.
- I can organize an event sequence that unfolds naturally.
- I can use transitional words and phrases to sequence events.
- I can use dialog to show how characters deal with each other and events.
- I can use descriptive details so the reader can see and feel what is happening in my story.
- I can write a conclusion to my narrative.

Key Vocabulary

4.W.1

- Opinion
- Topic
- Point of view
- Reasons
- Information
- Introduction
- Organizational structure
- Writer's purpose
- Linking words and phrases
- Conclusion

4.W.2

- Informative
- Explanatory
- Topic
- Paragraphs
- Sections
- Text features that support comprehension
- Facts
- Definitions
- Concrete details
- Quotations
- Words and phrases
- Precise language
- Domain-specific vocabulary
- Conclusion

4.W.3

- Narrative
- Story
- Poetry
- Drama
- Real and imagined experiences
- Introduction (establish a situation including narrator and/or characters)
- Organize an event sequence
- Clear event sequences
- Narrative techniques (dialogue & description)
- Transitional words and phrases
- Concrete words and phrases
- Sensory details
- Conclusion

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 state our own viewpoints and perspectives in order to persuade others through letters to the editor, running for student council, personal causes, etc.

We can understand other viewpoints and perspectives.

We can use technology to determine fact from propaganda.

We can use our knowledge of the essay structure to write a college entrance essay, grant proposals, or other pieces.

We can write clear and concise emails that others can comprehend.

We can teach others a skill or about a topic that we know a lot about.

After we have prepared an informational piece, we can speak/present about that topic.

We can submit to writing competitions.

We can write in a variety of formats e.g., journaling, letter writing, e-mailing, blogging, and texting.

We can write to entertain e.g, poetry and stories.

We can write to deal with emotions and help others gain a deeper understanding of difficult situations e.g., losing a parent, adoption, social situations, current events, etc.

Resources

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

Achievement Level Descriptors

Text Types and Purposes:

4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using grade level appropriate words and phrases.
- Provide a conclusion related to the opinion presented.

4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within paragraphs and sections of information using grade level appropriate words and phrases.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a conclusion related to the information or explanation presented.

4.W.3 Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events (when appropriate to the genre).

| Level 1 | Level 2 | Level 3 | Level 4 |
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| <p>Students should be able to provide minimal evidence that they can</p> <ul style="list-style-type: none"> Write one simple paragraph, in which there may be a poorly stated opinion, few organized ideas, loosely developed evidence/reasons and elaboration, and an underdeveloped conclusion; and write simple opinion pieces, in which there may be a poorly stated opinion, minimal attendance to purpose and audience, few organized ideas, little statement of a context and focus, and inclusion of few structures and transitions for | <p>Students should be able to provide partial evidence that they can</p> <ul style="list-style-type: none"> Write one paragraph, with a briefly stated opinion about a topic or source, a loosely set context, partially organized ideas, loosely developed evidence/reasons and elaboration, or a conclusion with limited purpose and audience; and write full opinion pieces, occasionally demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitions for | <p>Students should be able to provide adequate evidence that they can</p> <ul style="list-style-type: none"> Write one or more paragraphs, demonstrating the ability to state opinions, set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience; and write full opinion pieces, demonstrating the ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate | <p>Students should be able to provide thorough evidence that they can</p> <ul style="list-style-type: none"> Write or revise more than one complex paragraph, demonstrating the ability to state opinions, set a specific context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, and develop a well-stated conclusion appropriate to purpose and audience; and write complex opinion pieces, demonstrating the ability to state opinions about topics or sources, effectively attend to purpose and audience, efficiently organize ideas by |

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| <p>coherence, few supporting reasons/evidence, and an underdeveloped conclusion.</p> <ul style="list-style-type: none"> • Write one simple informational/explanatory paragraph, minimally demonstrating the ability to organize ideas by stating a focus, including supporting evidence and some elaboration, or writing body paragraphs or a conclusion; and write full, simple informational/explanatory texts, in which there may be minimal attention to purpose and audience, minimal evidence of organization of ideas, underdeveloped focus, few structures and transitional strategies for coherence, minimal evidence and elaboration, and an underdeveloped conclusion. • Write one simple paragraph and full, simple compositions demonstrating minimal use of narrative techniques, chronology, appropriate transitional strategies for coherence, structure, or author’s craft appropriate to purpose. • Use, with significant support, language and vocabulary appropriate to purpose and audience. | <p>coherence, develop some supporting evidence/reasons and elaboration, and provide a conclusion.</p> <ul style="list-style-type: none"> • Write one informational/explanatory paragraph, partially demonstrating the ability to organize ideas by stating a focus, including transitional strategies for coherence, supporting evidence and elaboration, or writing body paragraphs or a conclusion; and write full informational/explanatory texts on a topic, in which there is some attention to purpose and audience, some organization of ideas and focus, inclusion of some structures and transitional strategies for coherence, some evidence and elaboration, and a simple conclusion. • Write one paragraph and full compositions demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, structure, or author’s craft appropriate to purpose. • Use language and vocabulary appropriate to purpose and audience when composing texts. | <p>transitions for coherence, develop some supporting evidence/reasons and elaboration, and provide an appropriate conclusion.</p> <ul style="list-style-type: none"> • Write one or more informational/explanatory paragraphs, adequately demonstrating the ability to organize ideas by stating a focus, including transitional strategies for coherence, supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience; and write full informational/explanatory texts on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including supporting evidence and elaboration, and developing an appropriate conclusion. • Write one or more paragraphs and full compositions, adequately demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose. • Use, strategically, language and vocabulary appropriate to purpose and audience when composing texts. | <p>stating a context and focus, include more complex structures and appropriate transitions for coherence, develop strong supporting evidence/reasons and elaboration, and provide an appropriate, well-developed conclusion.</p> <ul style="list-style-type: none"> • Write or revise more than one complex informational/explanatory paragraph, demonstrating the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, strong supporting evidence and elaboration, and writing body paragraphs and a strong conclusion appropriate to purpose and audience; and write full complex informational/explanatory texts on a topic, attending to purpose and audience, efficiently organizing ideas, keeping a strong focus, including structures and appropriate transitional strategies for coherence, strong supporting evidence and elaboration, and a well-developed conclusion. • Write or revise more than one complex paragraph and full, complex compositions, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose. • Use, strategically and effectively, language and vocabulary appropriate to purpose and audience when revising or composing |
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