

SD State Standards Disaggregated English Language Arts

Strand:	Writing Standards	Anchor Standard:	Texts Types and Purposes	Grade level:	5
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Standards Relating to Text Types and Purposes

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

- 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.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using grade level appropriate words, phrases, and clauses.
- d. Provide a conclusion related to the opinion presented.

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

- 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.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses.
- 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.

5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences.

- 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, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and figurative and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows the narrated experiences or events.

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>
Why do people write?	Writing has three basic purposes: to entertain, to inform, to persuade.
How do people decide what to write about?	Understanding the purpose of writing will help guide the approach to writing.
How is most academic writing organized?	Most opinion, informative, and narrative texts include an introduction, supportive details, and a conclusion.
Why is it important to support ideas with details?	Including reasons and evidence makes points stronger and reliable. Details are important to support a main idea. People make strong arguments about a topic when they use information from a variety of reliable sources.
What makes writing interesting?	Writers use a variety of strategies to entertain and inform the reader.

Learning Progression: Text Types and Purposes (5.W.1 5.W.2 5.W.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul 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>5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using grade level appropriate words, phrases, and clauses. d. Provide a conclusion related to the opinion presented. 	<p>6.W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
<p>4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul 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>5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses. 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>6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from 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"> 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). 	<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> <ol style="list-style-type: none"> 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, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and figurative and sensory details to convey experiences and events precisely. Provide a conclusion that follows the narrated experiences or events. 	<p>6.W.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another. Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events. Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).
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Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>5.W.1</p> <ul style="list-style-type: none"> Point of view Opinion vs. fact Text organization <ul style="list-style-type: none"> topic sentence introduction supporting details conclusion Transition words, phrases, clauses <p>5.W.2</p> <ul style="list-style-type: none"> Informative text Explanatory text General observation Topic sentence Introduction elements Text features Multimedia Facts 	<p>5.W.1</p> <p>Opinions are supported by facts.</p> <p>Writing must be organized in a logical manner.</p> <p>Using transitions make writing fluent and more easily understood.</p> <p>5.W.2</p> <p>An introduction includes a topic sentence that states the purpose of the writing and a general observation that will grab the reader's attention.</p> <p>The purpose of writing should be supported with a combination of facts, definitions, concrete details,</p>	<p>5.W.1</p> <p>Write an opinion piece that includes an introduction, supporting facts, and a conclusion.</p> <p>Arrange your ideas in a logical order.</p> <p>Incorporate transition words, phrases, and clauses to connect your ideas.</p> <p>5.W.2</p> <p>Write a text to examine a topic and convey ideas and information clearly.</p> <p>Include an introduction, supporting details, and a conclusion.</p> <p>Include text features and multimedia.</p>

<ul style="list-style-type: none"> • Concrete details • Precise language • Quotations • Transition word purposes • Domain-specific vocabulary • Conclusion elements <p>5.W.3</p> <ul style="list-style-type: none"> • Narrator • Characters • Sequencing • Dialogue • Pacing • Behaviors • Responses • Events • Transitional words, phrases and clauses • Concrete words • Figurative details • Sensory details • Conclusion 	<p>quotations, or examples.</p> <p>Text features and multimedia influence the understanding of the text.</p> <p>To link various ideas together using specific transition words or phrases.</p> <p>Word choice influences the message.</p> <p>Conclusions are important to restate the purpose of the text.</p> <p>5.W.3</p> <p>Narratives follow a natural sequence of events including an introduction, a body, and a conclusion.</p> <p>A variety of narrative techniques such as dialogue, description, details, and pacing are used to tell the story including how characters respond to events in the story.</p> <p>A well-written narrative includes specific word choices and a variety of transitional words to help the reader personally connect to the story.</p>	<p>Use details, quotations, definitions, and facts to support your topic.</p> <p>Choose and include effective transitions.</p> <p>Choose and include word choices that help clarify the topic.</p> <p>5.W.3</p> <p>Write so that the reader can identify the characters, setting, and plot.</p> <p>Include narrative techniques in your writing.</p> <p>Include transitional words, phrases, and clauses to manage the sequence.</p> <p>Choose and include words that will make the reader feel like a part of the story.</p> <p>Write so that the story concludes with a resolution.</p>
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Student Friendly Language

5.W.1

- I can introduce my opinion clearly.
- I can logically organize my ideas into paragraphs.
- I can support my opinion with facts and details.
- I can connect my opinion and reasons using transition words, phrases, and clauses.
- I can provide a conclusion that includes my opinion.

5.W.2

- I can write to get the reader’s attention in informative text.
- I can organize details and facts within my writing to support my topic.
- I can use text features and multimedia to help readers understand and stay interested in my topic.
- I can find and organize supportive details for my topic.
- I can organize details and facts logically to support my writing.
- I can connect my ideas to each other using appropriate transition words.
- I can use vocabulary that explains and informs about my topic.
- I can write a conclusion that relates to the information in my text.

5.W.3

- I can write a narrative using real experiences and events.
- I can write a narrative using my imagination.
- I can write a narrative that includes character, setting and plot.
- I can write a narrative using a sequence of events.
- I can use dialogue, details, and pacing to establish events and characters.
- I can include details in a narrative.
- I can connect the details in my narrative with transition words.
- I can use different types of words to tell my narrative.

I can write a conclusion that relates to my narrative.

Key Vocabulary

5.W.1

- Opinion
- Point of view
- Organizational structure
- Logically
- Writer's purpose
- Details
- Facts
- Transition
- Phrase
- Clause

5.W.2

- Informative
- Explanatory
- Topic
- Observation
- Logically
- Text features
- Multimedia
- Fact
- Definition
- Concrete detail
- Quotation
- Transition (link) words, phrases, clauses
- Precise language
- Domain-specific vocabulary

5.W.3

- Narrative
- Events
- Relevant
- Descriptive
- Sequence
- Narrator
- Character
- Plot
- Dialogue
- Pacing
- Transitional words, phrases, clauses
- Concrete words
- Figurative words
- 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?

It is important for me to be able to express and support my opinion at home with family/parent situations.

It is important for me to be able to express and support my opinion with teachers and other adults at school.

It is important for me to be able to express my opinion on social media to explain my reasoning.

I may want to write a letter to the editor of a newspaper explaining my position on a current event.

In school, I will need to write to show what I have learned about a topic.

I may need to write to retell an event that I witnessed or experienced.

I might write an article for my school social media page, newspaper, or newsletter.

I might want to include a story for my family's Christmas card.

I may want to contribute to a journal or blog.

I may want to write a story to entertain my siblings or my friends.

Resources

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

Achievement Level Descriptors

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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"> 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 minimally stated opinion, minimal attention to purpose and audience, weakly organized ideas, use of few structures and few transitions for coherence, weak identification of evidence/reasons, and an 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> Write one paragraph, with a limited statement of opinion about a topic or source, a loosely set context, minimally organized ideas, partially developed evidence/reasons and elaboration, and a conclusion; and plan, write, revise, and edit full opinion pieces, in which there may be a limited ability to state opinions about topics or sources, limited attendance to purpose and audience, limited organization of ideas, partial statement of a context and focus, some structures and transitional strategies for 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> Write one or more paragraphs, demonstrating ability to state opinions about a topic or source, 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, attending to purpose and audience, organizing ideas by stating a context and focus, including structures and appropriate 	<p>Students should be able to provide 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 plan, write, revise, and edit complex opinion pieces, demonstrating the ability to state opinions about topics or sources, effectively attend to purpose and audience, efficiently organize ideas by

<p>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 weak focus or weak supporting evidence and some elaboration, or writing weak body paragraphs or an underdeveloped conclusion; and write full, simple informational/explanatory texts, in which there may be minimal attention to purpose and audience, weak organization of ideas, underdeveloped focus, minimal structures and transitional strategies for coherence, minimal evidence and elaboration, and an underdeveloped conclusion. • Write one simple paragraph and write full, simple compositions demonstrating minimal use of narrative techniques, chronology, and appropriate transitional strategies for coherence. • Use, with significant support, some basic language and vocabulary appropriate to purpose and audience. 	<p>coherence, some development of evidence/reasons, some elaboration, and a simple conclusion.</p> <ul style="list-style-type: none"> • Write one informational/explanatory paragraph, partially demonstrating a limited 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 occasional attention to purpose and audience, organization of ideas by a partial statement of a focus, inclusion of structures and transitional strategies for coherence, evidence and elaboration, and a conclusion. • Write one paragraph and write full compositions demonstrating limited use of narrative techniques, chronology, appropriate transitional strategies for coherence, structure, or author's craft appropriate to purpose. • Use, with minimal support, common language and vocabulary appropriate to purpose and audience when revising or composing texts. 	<p>transitional strategies for coherence, developing supporting evidence/reasons and elaboration, and developing an appropriate conclusion.</p> <ul style="list-style-type: none"> • Write one or more informational/explanatory paragraphs, demonstrating an ability to organize ideas by stating a focus, including appropriate 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, and including structures and appropriate transitional strategies for coherence, supporting evidence and elaboration, and an appropriate conclusion. • Write one or more paragraphs and full compositions demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, structure, or author's craft appropriate to purpose. • Strategically use a broad range of language and vocabulary appropriate to purpose and audience when composing texts. 	<p>stating a context and focus, include 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 plan, write, revise, and edit full complex informational/explanatory texts on a topic, attending to purpose and audience, efficiently organizing ideas by stating a 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. • Strategically use an extensive range of language and vocabulary appropriate to purpose and audience when revising or composing complex texts.
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