

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Writing Standards	<b>Anchor Standard:</b>	Texts Types and Purposes	<b>Grade level:</b>	2
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### Standards Relating to Text Types and Purposes

2.W.1 Write opinion pieces that:

- a. Introduce an opinion about a topic or book they are writing about.
- b. Supply reasons that support the opinion.
- c. Use grade level appropriate linking words to connect the opinion and reasons.
- d. Provide a concluding statement or section.

2.W.2 Write informative/explanatory texts that:

- a. Introduce a topic.
- b. Use facts and definitions to develop points.
- c. Use grade level appropriate linking words and phrases to connect ideas.
- d. Provide a concluding statement or section.

2.W.3 Write narratives (e.g., story, poetry) that:

- a. Recount a well-elaborated event or short sequence of events.
- b. Include details to describe actions, thoughts, and feelings.
- c. Use temporal words to signal event order and provide a sense of closure.

### Text Types and Purposes: 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 are opinions communicated and supported in written form?	Writers must write sentences to state an opinion and support it with relevant reasons and details.
How do students communicate and support information in written form?	Writers must write sentences to inform the reader of a topic with relevant facts and details.
How do students communicate an important event?	Writers must write to tell about an event relevant to themselves using facts and details.

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.W.1 Write opinion pieces that: <ol style="list-style-type: none"> <li>a. Introduce an opinion about a topic or book they are writing about.</li> <li>b. Supply a reason for the opinion.</li> <li>c. Provide some sense of closure.</li> </ol>	<b>2.W.1 Write opinion pieces that:</b> <ol style="list-style-type: none"> <li><b>a. Introduce an opinion about a topic or book they are writing about.</b></li> <li><b>b. Supply reasons that support the opinion.</b></li> <li><b>c. Use grade level appropriate linking words to connect the opinion and reasons.</b></li> <li><b>d. Provide a concluding statement or section.</b></li> </ol>	3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> <li>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure in which related ideas are grouped.</li> <li>b. Provide reasons that support the opinion.</li> </ol>

		<ul style="list-style-type: none"> <li>c. Use grade level appropriate linking words and phrases to connect opinion and reasons.</li> <li>d. Provide a conclusion.</li> </ul>
<p>1.W.2 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> <li>a. Name a topic.</li> <li>b. Supply some facts about the topic.</li> <li>c. Provide some sense of closure.</li> </ul>	<p><b>2.W.2 Write informative/explanatory texts that:</b></p> <ul style="list-style-type: none"> <li><b>a. Introduce a topic.</b></li> <li><b>b. Use facts and definitions to develop points.</b></li> <li><b>c. Use grade level appropriate linking words and phrases to connect ideas.</b></li> <li><b>d. Provide a concluding statement or section.</b></li> </ul>	<p>3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.</li> <li>b. Develop the topic with facts, definitions, and details.</li> <li>c. Use grade level appropriate linking words and phrase to connect ideas within categories of information.</li> <li>d. Provide a conclusion.</li> </ul>
<p>1.W.3 Write narratives (e.g., story, poetry) that:</p> <ul style="list-style-type: none"> <li>a. Recount two or more appropriately sequenced events.</li> <li>b. Include some details regarding what happened.</li> <li>c. Use words to signal event order.</li> <li>d. Provide some sense of closure.</li> </ul>	<p><b>2.W.3 Write narratives (e.g., story, poetry) that:</b></p> <ul style="list-style-type: none"> <li><b>a. Recount a well-elaborated event or short sequence of events.</b></li> <li><b>b. Include details to describe actions, thoughts, and feelings.</b></li> <li><b>c. Use temporal words to signal event order and provide a sense of closure.</b></li> </ul>	<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> <ul style="list-style-type: none"> <li>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>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.</li> <li>c. Use temporal words and phrases to signal event order.</li> <li>d. Provide a sense of closure conclusion (when appropriate to the genre).</li> </ul>

<b>Rigor and Cognitive Complexity</b>		
<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural/ Application)</b>
<p><b>2.W.1</b></p> <ul style="list-style-type: none"> <li>• Sentence Structure</li> <li>• Paragraph Structure</li> <li>• Fact vs. Opinion</li> <li>• Usage of Linking Words</li> </ul> <p><b>2.W.2</b></p> <ul style="list-style-type: none"> <li>• Sentence Structure</li> <li>• Paragraph Structure</li> <li>• Usage of Linking Words</li> </ul> <p><b>2.W.3</b></p> <ul style="list-style-type: none"> <li>• Sequence of Events</li> <li>• Story Structure</li> <li>• Usage of Temporal Words</li> </ul>	<p><b>2.W.1</b> Writing communicates ideas.  Good writers fully develop an idea and paint a picture for the reader.  Opinions are supported by reasons.</p> <p><b>2.W.2</b> Using appropriate structure in writing will help communicate clear ideas to their audience.  The purpose for writing helps determine the structure of the writing.</p> <p><b>2.W.3</b> A rich narrative includes details, and describes actions, thoughts, and feelings in sequence.  Narratives are personal accounts of an event.</p>	<p><b>2.W.1</b> Write an opinion statement. Support the opinion with reasons and details.  Use linking words to connect the opinion and reasons.  Provide a concluding statement.</p> <p><b>2.W.2</b> Develop a topic sentence.  Support the topic sentence with facts and/or definitions.  Use linking words and phrases to connect ideas.  Construct a concluding statement.</p> <p><b>2.W.3</b> Write a narrative using elaborated sequence of events containing detailed action.  Portray emotions by connecting personal thoughts and feeling.  Construct a sentence to provide a clear closure.</p>

<b>Student Friendly Language</b>
<p><b>2.W.1</b> I can write an opinion statement. I can support my opinion with reasons and details. I can write a concluding statement.</p> <p><b>2.W.2</b> I can write a topic sentence. I can support the topic sentence with facts and definitions. I can write a concluding statement.</p> <p><b>2.W.3</b> I can write a narrative with a beginning, middle and end. I can use temporal words such as before, then, and after to write my story in the correct order. I can write a narrative sharing my thoughts and feelings.</p>

## Key Vocabulary

### 2.W.1

- Opinion
- Concluding statement
- Linking words

### 2.W.2

- Explanatory text
- Well-elaborated event
- Facts
- Concluding statement
- Linking words

### 2.W.3

- Narrative
- Recount
- Details
- Temporal words
- Closure

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

Sharing and supporting our opinions helps us appreciate others' ideas.

Writing informative pieces helps us learn about topics of interest.

Family histories can be written and shared through personal narratives.

## Resources

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

## Achievement Level Descriptors

### Text Types and Purposes:

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- Supply reasons that support the opinion.
- Use grade level appropriate linking words to connect the opinion and reasons.
- Provide a concluding statement or section.

2.W.2 Write informative/explanatory texts that:

- Introduce a topic.
- Use facts and definitions to develop points.
- Use grade level appropriate linking words and phrases to connect ideas.
- Provide a concluding statement or section.

2.W.3 Write narratives (e.g., story, poetry) that:

- Recount a well-elaborated event or short sequence of events.
- Include details to describe actions, thoughts, and feelings.
- Use temporal words to signal event order and provide a sense of closure.

Level 1	Level 2	Level 3	Level 4
Students should be able to provide evidence that they can, with significant support,	Students should be able to provide evidence that they can, with partial support,	Students should be able to provide evidence that they can	Students should be able to provide evidence that they can
• Write an opinion paragraph that introduces an opinion about a topic that minimally	• Write an opinion paragraph that introduces an opinion about a topic that partially	• Write an opinion paragraph that introduces an opinion about a topic or book that	• Write an opinion paragraph that introduces an opinion about a topic or book that

<p>states an opinion, supplies few reasons, uses few linking words and phrases, and provides an underdeveloped concluding statement.</p> <ul style="list-style-type: none"> <li>• Write an informational/explanatory paragraph that introduces a topic, uses few facts and definitions, uses few linking words and phrases, and provides an underdeveloped concluding statement.</li> <li>• Write a narrative paragraph that recounts an event, includes few details to describe actions, and few temporal words effectively.</li> </ul>	<p>states an opinion, supplies some reasons, uses grade-level linking words and phrases, and provides a concluding statement.</p> <ul style="list-style-type: none"> <li>• Write an informational/explanatory paragraph that introduces a topic, uses facts and definitions, uses some grade-level linking words and phrases, and provides a partial concluding statement.</li> <li>• Write a narrative paragraph that recounts an event or short sequence of events, includes some details to describe actions, thoughts, and feelings, and uses some temporal words effectively.</li> </ul>	<p>states an opinion, supplies reasons, uses grade-level linking words and phrases that connect the opinion and reasons, and provides a concluding statement.</p> <ul style="list-style-type: none"> <li>• Write an informational/explanatory paragraph that introduces a topic, uses facts and definitions to provide details, uses grade-level linking words and phrases to connect ideas, and provides a concluding statement.</li> <li>• Write a narrative paragraph that recounts a well-elaborated event or short sequence of events, includes adequate details to describe actions, thoughts, and feelings, and uses temporal words effectively to signal event order and provide closure.</li> </ul>	<p>states an opinion, supplies well-developed reasons, uses grade-level or above grade-level linking words and phrases that connect the opinion and reasons, and provides a well-developed concluding statement.</p> <ul style="list-style-type: none"> <li>• Write an informational/explanatory paragraph that introduces a topic, uses strategically chosen facts and definitions as details, uses grade-level or above grade-level linking words and phrases to connect ideas, and provides a well-developed concluding statement.</li> <li>• Write a narrative paragraph that recounts a well-elaborated specific event or short sequence of events, includes many strategically chosen details to describe actions, thoughts, and feelings, and uses well-chosen temporal words effectively to signal event order and provide closure.</li> </ul>
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