

SD State Standards Disaggregated English Language Arts

Strand:	Writing Standards	Anchor Standard:	Production and Distribution	Grade level:	2
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Standards Relating to Production and Distribution

2.W.4 (Begins in grade 3)

2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

2.W.6 With guidance and support, use a variety of digital tools to produce and publish writing, both individually and collaboratively.

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>
How can a piece of writing be strengthened?	With guidance and support from adults and peers, the process of revising and editing strengthens a piece of writing.
How can technology be used in the writing process?	With guidance and support from adults and peers, a variety of digital tools can be used to produce and publish writing.

Learning Progression: Production and Distribution (2.W.4 2.W.5 2.W.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.W.4 (Begins in grade 3)	2.W.4 (Begins in grade 3)	3.W.4 With guidance and support, 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.)
1.W.5 With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
1.W.6 With guidance and support, use a variety of digital tools to produce and publish writing, both individually and	2.W.6 With guidance and support, use a variety of digital tools to produce and publish writing, both individually and collaboratively.	3.W.6 With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and

collaboratively.		collaborate with others.
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Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>2.W.4 (Begins in grade 3)</p> <p>2.W.5</p> <ul style="list-style-type: none"> • Topic focus • Writing process • Edit • Revise <p>2.W.6</p> <ul style="list-style-type: none"> • Usage of digital tools • Writing process 	<p>2.W.4 (Begins in grade 3)</p> <p>2.W.5 Writing should focus on one topic.</p> <p>Writing is a process (prewrite, draft, revise, edit, publish).</p> <p>Good writing includes a topic (main idea), supporting details, and a concluding (ending) sentence.</p> <p>Writing can be strengthened by revising and editing.</p> <p>2.W.6 Publishing is the final step in the writing process.</p> <p>Various digital tools can be used to publish writing.</p> <p>A published piece of writing is meant to be shared.</p>	<p>2.W.4 (Begins in grade 3)</p> <p>2.W.5 Write about a topic.</p> <p>Include related supporting details when writing.</p> <p>Accept help from adults and peers to strengthen writing.</p> <p>Revise a written piece.</p> <p>Edit own writing and the writing of others.</p> <p>2.W.6 Collaborate with peers to produce and publish writing.</p> <p>Apply the steps of the writing process to publish a written piece.</p> <p>Revise and edit work.</p> <p>Utilize digital tools to compose text.</p>

Student Friendly Language
<p>2.W.4 (Begins in grade 3)</p> <p>2.W.5 I can write about a topic and include details. I can edit and revise my writing. I can edit my friend's writing.</p> <p>2.W.6 I can use digital tools to publish a piece of my writing. I can collaborate with peers to publish a piece of writing.</p>

Key Vocabulary

2.W.4
(Begins in grade 3)

- 2.W.5**
- Edit
 - Revise
 - Topic
 - Details
 - Writing process

- 2.W.6**
- Collaborate
 - Publish
 - Digital tool
 - Writing process
 - Edit
 - Revise

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

Providing constructive feedback to each other helps strengthen our writing.

Publishing a piece of writing allows us to share it with others.

Resources

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

Achievement Level Descriptors

Production and Distribution:

2.W.4 (Begins in grade 3)

2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

2.W.6 With guidance and support, use a variety of digital tools to produce and publish writing, both individually and collaboratively.

Level 1	Level 2	Level 3	Level 4
<p>Students should be able to provide evidence that they can, with significant support,</p> <ul style="list-style-type: none"> • Write an opinion paragraph that introduces an opinion about a topic that minimally states an opinion, supplies few reasons, uses few linking words and phrases, and provides an under-developed concluding statement. • Write an informational/explanatory paragraph that introduces a topic, uses few facts and definitions, uses few linking words and phrases, and provides an under-developed concluding statement. • Write a narrative paragraph that recounts an event, includes few details to describe actions, and few temporal words effectively. 	<p>Students should be able to provide evidence that they can, with partial support,</p> <ul style="list-style-type: none"> • Write an opinion paragraph that introduces an opinion about a topic that partially states an opinion, supplies some reasons, uses grade-level linking words and phrases, and provides a concluding statement. • 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. • 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. 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Write and revise an opinion paragraph, using digital tools with guidance, that introduces an opinion about a topic or book that states an opinion, supplies reasons, uses grade-level linking words and phrases that connect the opinion and reasons, and provides a concluding statement. • Write and revise an informational/explanatory paragraph, using digital tools with guidance, 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. • Write and revise a narrative paragraph, using digital tools with guidance, 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 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Write and revise an opinion paragraph, using digital tools, that introduces an opinion about a topic or book that 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. • Write and revise an informational/explanatory paragraph, using digital tools, 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. • Write and revise a narrative paragraph, using digital tools, that recounts a well-elaborated specific event or short sequence of events, includes many strategically

		provide closure.	chosen details to describe actions, thoughts, and feelings, and uses well-chosen temporal words effectively to signal event order and provide closure.
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