

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Text Types and Purposes	Grade level:	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	<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 that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>

Student Friendly Language:
<p>I can write how I feel about an idea or book using a topic sentence.</p> <p>I can give reasons I feel a certain way.</p> <p>I can use a concluding sentence to tell my opinion.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Sentence structure ● Paragraph Structure (introduction, supporting details, conclusion) ● Fact versus opinion ● Various linking words 	<p>Writing needs to communicate thoughts and feelings to others.</p> <p>Good writers include a main idea, supporting details, and a concluding statement in their writing.</p> <p>Everyone has opinions which are supported by reasons.</p>	<p>Write an opinion statement.</p> <p>Supply reasons that support the opinion.</p> <p>Use linking words to connect the opinion and reasons.</p> <p>Provide a concluding statement.</p>

Key Vocabulary:
<p>Opinion Concluding Statement Topic Statement Supporting Reasons</p>
Relevance and Applications:
<p>How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p> <p>Write your opinion in a friendly or persuasive letter. Write an opinion letter to a boss or coworker. Write an opinion in a social studies or science paper and support it with multiple reasons.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing Standards K-5	Anchor Standard:	Text Types and Purpose	Grade level:	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	3.W.2 Write informative/exclamatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g. also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.

Student Friendly Language:
I can write a topic sentence for an informative and explanatory text.
I can use facts to support my topic for an informative and explanatory text.
I can use definitions to support my topic for an informative and explanatory text.
I can write a conclusion sentence for an informative and explanatory text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Difference between informative text and explanatory text Sentence Structure Paragraph Structure (topic sentence, supporting points, conclusion) 	<p>Using appropriate structure in writing will help communicate clear ideas to their audience.</p> <p>The purpose for writing helps determine the structure of the writing.</p>	<p>Write Informative text.</p> <p>Write Explanatory text.</p> <p>Develop a topic sentence.</p> <p>Support the topic sentence with facts and definitions.</p> <p>Construct a conclusion based on the supporting ideas.</p>

Key Vocabulary:
<p>Informative Text Explanatory Text Fact</p>
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>Write a letter to the school board to explain why we need new playground equipment.</p> <p>Write a 4-H presentation using facts on the topic.</p> <p>Write an explanation to a friend on how to make something.</p> <p>Write a research paper on a topic given to them for a class, such as animals in the community.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	W (Writing Standards for Literature K-5)	Anchor Standard:	Text Types and Purposes	Grade level:	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>2.W.3 Write narratives in which they 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.</p>	<p>3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, 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 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.</p>

Student Friendly Language:
<p>I can write a detailed story with a beginning, middle, and end using describing words.</p> <p>I can use words such as before, then, and after to put my story in the correct order.</p> <p>I can write a story sharing my thoughts and feelings.</p> <p>I can write a story using describing words.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Sequence of events ● Story Structure ● Elaborated/detailed events ● Types of temporal words (time order words) 	<p>A rich narrative includes details, and describes actions, thoughts, and feelings in sequence.</p> <p>Narratives are personal accounts of an event.</p>	<p>Write a narrative using elaborated sequence of events containing detailed action.</p> <p>Portray emotions by connecting personal thoughts and feeling.</p> <p>Construct a sentence to provide a clear closure.</p>

Key Vocabulary:
<p>Narrative Closure</p>
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>Write a story about a fun event that you just attended. Creating or watching plays and noticing the sequence of events. Writing on topic in a daily journal included thoughts and feelings.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Production and Distribution of Writing	Grade level:	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.W.5 With guidance and support from adults, 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, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)

Student Friendly Language:
I can write about one topic with supporting details. I can revise my writing with help from others. I can edit my writing with help from others.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● How to stick to a topic or main idea when writing ● main idea sentence ● supporting details ● concluding sentence ● paragraph structure ● revise written work ● edit written work 	Writing should focus on one topic. Writing can be strengthened by revising and editing. Writing communicates ideas to other people. Good writers include a topic (main idea), supporting details, and a concluding (ending) sentence in their writing. Writing is a process (prewrite, draft, revise, edit, publish).	Write about a topic. Include related supporting details when writing. Accept help from adults and peers to strengthen their writing. Revise their writing. Edit their writing and the writing of others.

Key Vocabulary:												
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">topic (main idea)</td> <td style="width: 33%;">supporting details</td> <td style="width: 33%;">concluding (ending) sentence</td> </tr> <tr> <td><u>revise</u></td> <td><u>edit</u></td> <td>peer review</td> </tr> <tr> <td>brainstorming</td> <td>writing conventions</td> <td>sentence structure</td> </tr> <tr> <td>paragraph structure</td> <td>word choice</td> <td></td> </tr> </table>	topic (main idea)	supporting details	concluding (ending) sentence	<u>revise</u>	<u>edit</u>	peer review	brainstorming	writing conventions	sentence structure	paragraph structure	word choice	
topic (main idea)	supporting details	concluding (ending) sentence										
<u>revise</u>	<u>edit</u>	peer review										
brainstorming	writing conventions	sentence structure										
paragraph structure	word choice											
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?												
To write essays throughout life (high school, college, job applications). To help become better writers in order to communicate ideas. To help think critically while improving writing. To be open to giving and receiving constructive feedback with a goal of improvement.												

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Strand:	Writing	Anchor Standard:	Production and Distribution of Writing	Grade level:	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Student Friendly Language:
I can use a variety of technology tools with my teacher’s help to write and share projects with my classmates.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● types of technology tools ● writing process ● basic rules of collaboration 	<p>Publishing is the final step in the writing process.</p> <p>Various technology tools can be used to publish writing.</p> <p>A published piece of writing is meant to be shared.</p> <p>Including pictures enhances writing.</p>	<p>Collaborate with peers to produce and publish writing.</p> <p>Research chosen topic.</p> <p>Apply the steps of the writing process to publish their work.</p> <p>Revise and edit work with peers.</p> <p>Utilize technology to compose text and include photographs and/or illustrations into their writing.</p> <p>Read aloud published pieces to others.</p>

Key Vocabulary:			
technology	tools	variety	projects
share	smart board	digital camera	projector
computer	keyboard	printer	<u>revise</u>
<u>edit</u>	publish		

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>To be able to use technology in everyday life to enhance written projects (e.g. brochures, stories, business presentations, etc.)</p> <p>To develop a confidence in their writing (for example, personal journaling, letter writing).</p> <p>To become comfortable with the use of technology.</p> <p>To respectfully give and receive feedback from others.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing Standards K-5	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.W.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	3.W.7 Conduct short research projects that build knowledge about a topic.

Student Friendly Language:
<p>I can work with others to read books and articles and then write a report.</p> <p>I can work with others to record science observations.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> purpose for writing shared research project shared writing project science observation writing process record data 	<p>Books, magazines, and other writings provide information that is helpful in writing reports.</p> <p>Working together on a written report or a research project can help improve the writing skills of everyone involved.</p> <p>Reports provide information to readers, so our purpose in writing a report is to present information in a way that someone else can understand it.</p>	<p>Gather information from many resources.</p> <p>Choose key information from selected articles to present in a report, putting the ideas into their own words.</p> <p>Organize selected information to create a report.</p> <p>Record science observations in writing.</p> <p>Using the writing process, write a report in collaboration with others.</p>

Key Vocabulary:									
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">research</td> <td style="width: 33%;">articles</td> <td style="width: 33%;">resources</td> </tr> <tr> <td>topic</td> <td>main idea</td> <td>details</td> </tr> <tr> <td>report</td> <td>scientific observations</td> <td>record data</td> </tr> </table>	research	articles	resources	topic	main idea	details	report	scientific observations	record data
research	articles	resources							
topic	main idea	details							
report	scientific observations	record data							
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?									
<p>When you have a question about something, you can find the answers through research and then share your learning with others by writing a report.</p> <p>To record procedures and observations from science experiments.</p> <p>To learn what other people have observed or written on a topic of interest.</p> <p>Knowing where to find information on a topic of interest or necessity.</p>									

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	2.W.8 Recall information from experiences or gather information from provided sources to answer a question.	3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Student Friendly Language:
I can use what I know, what I have read, and/or what I have learned to write an answer to a question.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • types of questions • reference materials 	<p>Writers can use prior knowledge and experiences to help them answer a question.</p> <p>Writers can use multiple sources to answer a question.</p>	<p>Gather information from reference materials.</p> <p>Apply information and experiences to written responses.</p> <p>Provide an appropriate, and complete response to a question.</p>

Key Vocabulary:
recall sources experience
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>A reporter’s job is to write answers to questions. Fill out a survey/ registry/ warranty information Complete a accident report form Complete a medical questionnaire Write a letter to Santa. (What do you want? Are you on the naughty or nice list? Evidence?) Complete a discipline referral form or conflict resolution form at school.</p>