

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Writing Standards	<b>Anchor Standard:</b>	Texts Types and Purposes	<b>Grade level:</b>	1
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### Standards Relating to Text Types and Purposes

1.W.1 Write opinion pieces that:

- a. Introduce an opinion about a topic or book they are writing about.
- b. Supply a reason for the opinion.
- c. Provide some sense of closure.

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

- a. Name a topic.
- b. Supply some facts about the topic.
- c. Provide some sense of closure.

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

- a. Recount two or more appropriately sequenced events.
- b. Include some details regarding what happened.
- c. Use words to signal event order.
- d. Provide some 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 can opinions be shared when writing?	Writers introduce a topic, give a reason for the opinion, and has a sense of closure.
How can facts about a topic be shared when writing?	Writers write a piece that names a topic, gives some facts, and has a sense of closure.
How are narratives written?	Writers write a narrative that has two or more sequenced events, includes details, uses words to signal event order, and has a sense of closure.

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.	<b>1.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 a reason for the opinion.</b></li> <li><b>c. Provide some sense of closure.</b></li> </ol>	<b>2.W.1 Write opinion pieces that:</b> <ol style="list-style-type: none"> <li>a. Introduce an opinion about a topic or book they are writing about.</li> <li>b. Supply reasons that support the opinion.</li> <li>c. Use grade level appropriate linking words to connect the opinion and reasons.</li> <li>d. Provide a concluding statement or section.</li> </ol>

<p>K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p><b>1.W.2 Write informative/explanatory texts that:</b></p> <ol style="list-style-type: none"> <li><b>Name a topic.</b></li> <li><b>Supply some facts about the topic.</b></li> <li><b>Provide some sense of closure.</b></li> </ol>	<p>2.W.2 Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> <li>Introduce a topic.</li> <li>Use facts and definitions to develop points.</li> <li>Use grade level appropriate linking words and phrases to connect ideas.</li> <li>Provide a concluding statement or section.</li> </ol>
<p>K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p><b>1.W.3 Write narratives (e.g., story, poetry) that:</b></p> <ol style="list-style-type: none"> <li><b>Recount two or more appropriately sequenced events.</b></li> <li><b>Include some details regarding what happened.</b></li> <li><b>Use words to signal event order.</b></li> <li><b>Provide some sense of closure.</b></li> </ol>	<p>2.W.3 Write narratives (e.g., story, poetry) that:</p> <ol style="list-style-type: none"> <li>Recount a well-elaborated event or short sequence of events.</li> <li>Include details to describe actions, thoughts, and feelings.</li> <li>Use temporal words to signal event order and provide a sense of closure.</li> </ol>

<b>Rigor and Cognitive Complexity</b>		
<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural/ Application)</b>
<p><b>1.W.1</b></p> <ul style="list-style-type: none"> <li>Opinion statements/Fact statements</li> <li>Complete sentence</li> <li>Closure</li> <li>Title (Refer to 1.RI.5)</li> </ul> <p><b>1.W.2</b></p> <ul style="list-style-type: none"> <li>Topic</li> <li>Title (Refer to 1.RI.5)</li> <li>Definition of “fact”</li> <li>Informative texts (nonfiction)</li> <li>Explanatory texts (how-to)</li> <li>Closure</li> </ul> <p><b>1.W.3</b></p> <ul style="list-style-type: none"> <li>Narrative</li> <li>Title (Refer to 1.RI.5)</li> <li>Sequencing</li> </ul>	<p><b>1.W.1</b></p> <p>Everyone can have an opinion.</p> <p>Everyone has a reason to support their opinion.</p> <p>Reasons to support opinions can vary from student to student.</p> <p>Opinion pieces need a sense of closure.</p> <p><b>1.W.2</b></p> <p>Informative/explanatory texts need a title/topic, facts and an ending/closure.</p> <p>Facts should support the topic.</p> <p><b>1.W.3</b></p> <p>Stories follow a logical sequence with a beginning, middle, and end.</p>	<p><b>1.W.1</b></p> <p>Write an opinion.</p> <p>Add a title to the text.</p> <p>Support the opinion with details.</p> <p>Write a closing sentence to sum up the opinion.</p> <p><b>1.W.2</b></p> <p>Name a topic.</p> <p>Add a title to the text.</p> <p>Supply facts about the topic.</p> <p>Write informative text.</p> <p>Write explanatory text.</p> <p>Compose an ending to the text.</p> <p><b>1.W.3</b></p> <p>Write/recount a narrative story with a logical sequence.</p>

<ul style="list-style-type: none"> <li>• Details</li> <li>• Closure</li> <li>• Transition Words</li> <li>• Beginning, middle and end</li> </ul>	<p>Stories use details to enrich the meaning.</p> <p>Stories use transition words to indicate sequence.</p> <p>Stories have a sense of closure.</p>	<p>Add a title to the text.</p> <p>Include details in the story.</p> <p>Use transition words to signal event order.</p> <p>Create an ending that provides a sense of closure.</p>
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**Student Friendly Language**

**1.W.1**  
I can write about my opinion on a topic or a book.

**1.W.2**  
I can write about a topic with supporting facts about that topic.

**1.W.3**  
I can write a narrative with a beginning, middle, and end, using details and sequence words to make my story interesting.

**Key Vocabulary**

<p><b>1.W.1</b></p> <ul style="list-style-type: none"> <li>• Opinion</li> <li>• Topic</li> <li>• Title</li> <li>• Reason</li> <li>• Closure</li> </ul>	<p><b>1.W.2</b></p> <ul style="list-style-type: none"> <li>• Informative</li> <li>• Explanatory</li> <li>• Fact</li> <li>• Title</li> <li>• Closure</li> </ul>	<p><b>1.W.3</b></p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Title</li> <li>• Closure</li> <li>• Sequencing</li> <li>• Details</li> <li>• Recount</li> <li>• Event order/time related transitions</li> </ul>
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**Relevance and Applications:** How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

Writing our opinions with supporting reasons will help us appreciate others' opinions.  
 Writing informative pieces with supporting facts helps us become better writers of knowledge.  
 Writing narratives in order with details, allows us to share about things that interest us.

**Resources**

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

## Achievement Level Descriptors

### Text Types and Purposes:

- 1.W.1 Write opinion pieces that:
- Introduce an opinion about a topic or book they are writing about.
  - Supply a reason for the opinion.
  - Provide some sense of closure.

- 1.W.2 Write informative/explanatory texts that:
- Name a topic.
  - Supply some facts about the topic.
  - Provide some sense of closure.

- 1.W.3 Write narratives (e.g., story, poetry) that:
- Recount two or more appropriately sequenced events.
  - Include some details regarding what happened.
  - Use words to signal event order.
  - Provide some sense of closure.

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"> <li>Write sentence of opinion that minimally introduces an opinion about a topic and supplies a partial reason with an under-developed closure.</li> <li>Write a sentence of informational/explanatory that introduces a topic and supplies a fact with an under-developed closure.</li> <li>Write narrative sentences that recount one event with few details and an under-developed closure.</li> </ul>	<p>Students should be able to provide evidence that they can, with minimal support,</p> <ul style="list-style-type: none"> <li>Write an opinion paragraph that introduces an opinion about a topic and supplies a partial reason with an underdeveloped closure.</li> <li>Write an informational/explanatory paragraph that introduces a topic and supplies few facts with an underdeveloped closure.</li> <li>Write a narrative paragraph that recounts one event, using words to signal order, with few details and an under-developed closure.</li> </ul>	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> <li>Write an opinion paragraph that introduces an opinion about a topic or book and supplies a reason with a closure.</li> <li>Write an informational/explanatory paragraph that introduces a topic and supplies some facts with a closure.</li> <li>Write a narrative paragraph that recounts two or more sequenced events, using words to signal order, with some details and a closure.</li> </ul>	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> <li>Write an opinion paragraph that introduces an opinion about a topic or book and supplies several reasons with a well-developed closure.</li> <li>Write an informational/explanatory paragraph that introduces a topic and supplies several facts with a well-developed closure.</li> <li>Write a narrative paragraph that recounts two or more sequenced events, using well-chosen words to signal order, with several details and a well-developed closure.</li> </ul>