

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Writing Standards	<b>Anchor Standard:</b>	Texts Types and Purposes	<b>Grade level:</b>	3
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### Standards Relating to Text Types and Purposes

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

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure in which related ideas are grouped.
- b. Provide reasons that support the opinion.
- c. Use grade level appropriate linking words and phrases to connect opinion and reasons.
- d. Provide a conclusion

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

- a. Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.
- b. Develop the topic with facts, definitions, and details.
- c. Use grade level appropriate linking words and phrase to connect ideas within categories of information.
- d. Provide a conclusion.

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.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- 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.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure conclusion (when appropriate to the genre).

### 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 do writers form and support opinions?	Writers form opinions based on what they have read and experienced.  Writers use reasons, organization, and structure to convey their opinions.
How do writers share information about a topic?	Writers organize information using facts, definitions, and details to inform the reader.
How do writers develop real and imagined events?	Writers organize ideas using characters, dialogue, and descriptions to develop a narrative text.

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.W.1 Write opinion pieces that: a. Introduce an opinion about a topic or book they	<b>3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</b>	4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

<ul style="list-style-type: none"> <li>are writing about.</li> <li>b. State an opinion.</li> <li>c. Supply reasons that support the opinion.</li> <li>d. Use grade level appropriate linking words to connect the opinion and reasons.</li> <li>e. Provide a concluding statement or section.</li> </ul>	<ul style="list-style-type: none"> <li><b>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure in which related ideas are grouped.</b></li> <li><b>b. Provide reasons that support the opinion.</b></li> <li><b>c. Use grade level appropriate linking words and phrases to connect. opinion and reasons.</b></li> <li><b>d. Provide a conclusion.</b></li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>b. Provide reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using grade level appropriate words and phrases.</li> <li>d. Provide a conclusion related to the opinion presented.</li> </ul>
<p>2.W.2 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> <li>a. Introduce a topic.</li> <li>b. Use facts and definitions to develop points.</li> <li>c. Use grade level appropriate linking words and phrases to connect ideas.</li> <li>d. Provide a concluding statement or section.</li> </ul>	<p><b>3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b></p> <ul style="list-style-type: none"> <li><b>a. Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.</b></li> <li><b>b. Develop the topic with facts, definitions, and details.</b></li> <li><b>c. Use grade level appropriate linking words and phrase to connect ideas within categories of information.</b></li> <li><b>d. Provide a conclusion.</b></li> </ul>	<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"> <li>a. Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within paragraphs and sections of information using grade level appropriate words and phrases.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a conclusion related to the information or explanation presented.</li> </ul>
<p>2.W.3 Write narratives (e.g., story, poetry) that:</p> <ul style="list-style-type: none"> <li>a. Recount a well-elaborated event or short sequence of events.</li> <li>b. Include details to describe actions, thoughts, and feelings.</li> <li>c. Use temporal words to signal event order and provide a sense of closure.</li> </ul>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li><b>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</b></li> <li><b>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.</b></li> <li><b>c. Use temporal words and phrases to signal event order.</b></li> <li><b>d. Provide a sense of closure conclusion (when appropriate to</b></li> </ul>	<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> <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use narrative techniques, such as dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional</li> </ul>

	<p><b>the genre).</b></p>	<p>words and phrases to manage the sequence of events.</p> <p>d. 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>
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Rigor and Cognitive Complexity		
<p><b>Know (Factual)</b></p>	<p><b>Understand (Conceptual)</b> The students will understand that:</p>	<p><b>Do (Procedural/ Application)</b></p>
<p><b>3.W.1</b></p> <ul style="list-style-type: none"> <li>● Introduction and conclusion</li> <li>● Linking words and phrases</li> <li>● Parts of a paragraph</li> <li>● Opinion</li> <li>● Supporting reasons and details</li> </ul> <p><b>3.W.2</b></p> <ul style="list-style-type: none"> <li>● Introduction and conclusion</li> <li>● Develop a topic</li> <li>● Linking words and phrases</li> <li>● Text features</li> </ul> <p><b>3.W.3</b></p> <ul style="list-style-type: none"> <li>● Dialogue</li> <li>● Real or imagined story</li> <li>● Sequence words (temporal words)</li> <li>● Character traits</li> <li>● Narrator</li> </ul>	<p><b>3.W.1</b></p> <p>Opinions must be organized and supported by facts and details.</p> <p>Writing can influence others.</p> <p><b>3.W.2</b></p> <p>An informative/explanatory text includes a topic, supporting details, facts, or definitions, and a concluding statement.</p> <p>Linking words (such as also, another, and, more, and but) connect ideas.</p> <p><b>3.W.3</b></p> <p>Narratives are stories that can be based on real or imagined events.</p> <p>Temporal words help us show the progression of the story.</p> <p>Dialogue shows a character's thoughts and feelings.</p>	<p><b>3.W.1</b></p> <p>Write an opinion piece.</p> <p>Introduce an opinion/topic.</p> <p>Provide reasons to support the opinion.</p> <p>Use linking words and phrases to connect opinions and reasons.</p> <p>Group related ideas together.</p> <p>Write a conclusion.</p> <p><b>3.W.2</b></p> <p>Write an informative or explanatory text.</p> <p>Develop a topic with supporting details, and a conclusion.</p> <p>Write sentences using linking words.</p> <p><b>3.W.3</b></p> <p>Write a narrative text.</p> <p>Use temporal words accurately.</p> <p>Use dialogue to show characters' thoughts and feelings.</p> <p>Use describing words to show characters' thoughts and feelings.</p> <p>I can write a conclusion.</p>

## Student Friendly Language

### 3.W.1

I can write an opinion with supporting reasons.  
I can introduce my topic or text clearly.  
I can state an opinion.  
I can organize my thoughts into paragraphs.  
I can state reasons that are supported by facts and details.  
I can link my opinion and reasons using appropriate words and phrases.  
I can write a conclusion.

### 3.W.2

I can write to give information or explain a topic.  
I can introduce and develop a topic with facts, definitions, and details.  
I can use grade appropriate linking words to connect ideas.  
I can write a conclusion.

### 3.W.3

I can write a narrative text.  
I can write a real or imagined narrative with a clear sequence using temporal (time) words and phrases to signal order.  
I can use dialogue and description to develop characters or events.  
I can provide a sense of closure.

## Key Vocabulary

### 3.W.1

- Linking words and phrases
- Topic sentence
- Opinion
- Concluding
- Supporting details
- Reason

### 3.W.2

- Topic
- Facts
- Details
- Conclusions
- Informative/explanatory
- Text features
- Linking words
- Categories
- Convey

### 3.W.3

- Temporal words
- Narrative
- Dialogue
- Character
- Imagined
- Closure
- Character Traits
- Descriptive words

**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 opinions with supporting reasons can affect change for myself, my peers, and my community.  
Writing informative texts helps us teach others.  
Writing narrative texts allows us to express our creativity.

## Resources

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

## Achievement Level Descriptors

### Text Types and Purposes:

**3.W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure in which related ideas are grouped.
- Provide reasons that support the opinion.
- Use grade level appropriate linking words and phrases to connect opinion and reasons.
- Provide a conclusion

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

- Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.
- Develop the topic with facts, definitions, and details.
- Use grade level appropriate linking words and phrase to connect ideas within categories of information.
- Provide a conclusion.

**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.

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- 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.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure conclusion (when appropriate to the genre).

Level 1	Level 2	Level 3	Level 4
<p>Students should be able to provide minimal evidence that they can</p> <ul style="list-style-type: none"> <li>Write one simple-structure paragraph and simple opinion pieces, in which there may be a poorly stated opinion about a topic or source, little attention to purpose and audience, little statement of a context and focus, few loosely organized ideas, few supporting reasons, loose structures and transitional strategies for coherence, or an underdeveloped conclusion.</li> <li>Write one informational/explanatory paragraph and full, simple informational/explanatory texts, minimally demonstrating the ability to</li> </ul>	<p>Students should be able to provide partial evidence that they can</p> <ul style="list-style-type: none"> <li>Write one paragraph, occasionally demonstrating ability to state an opinion about a topic or source, set a context, organize ideas using linking words, develop supporting reasons, or provide a conclusion; and write full opinion pieces, occasionally demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting reasons, and provide a conclusion.</li> <li>Write one</li> </ul>	<p>Students should be able to provide adequate evidence that they can</p> <ul style="list-style-type: none"> <li>Write or revise one or more paragraphs, demonstrating ability to state opinions, set a context, organize ideas using linking words or phrases, develop supporting reasons, and provide an appropriate conclusion; and write full opinion pieces, demonstrating ability to state opinions, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate conclusion.</li> <li>Write or revise one or more</li> </ul>	<p>Students should be able to provide thorough evidence that they can</p> <ul style="list-style-type: none"> <li>Write or revise more than one complex paragraph, demonstrating ability to state opinions, set a context, effectively organize ideas using linking words or phrases, develop supporting reasons, and provide a strong conclusion; and write full complex opinion pieces, demonstrating ability to state opinions, attend to purpose and audience, organize ideas by stating a well-developed context and focus, include complex structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate strong conclusion.</li> </ul>

<p>organize ideas by stating an underdeveloped focus, including transitional strategies for coherence, structure of few supporting details, or an appropriate underdeveloped conclusion.</p> <ul style="list-style-type: none"> <li>• Write one simple-structure paragraph and simple compositions demonstrating minimal use of narrative techniques, chronology, appropriate transitional strategies for coherence, structure, or author's craft appropriate to purpose.</li> <li>• Use, with significant support, language and vocabulary appropriate to purpose and audience.</li> </ul>	<p>informational/explanatory paragraph, partially demonstrating the ability to organize ideas by stating a focus, including transitional strategies for coherence, supporting details, or an appropriate conclusion; and write full informational/explanatory texts on a topic, in which there is some attention to purpose and audience, some organization of ideas, inclusion of some structures and transitional strategies for coherence, some supporting details, and a simple conclusion.</p> <ul style="list-style-type: none"> <li>• Write one simple-structure paragraph and full compositions demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, structure, or author's craft appropriate to purpose.</li> <li>• Use, with minimal support, language and vocabulary appropriate to purpose and audience when composing texts.</li> </ul>	<p>informational/explanatory paragraphs, demonstrating the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion; and write full informational/explanatory texts, attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including supporting details and an appropriate conclusion.</p> <ul style="list-style-type: none"> <li>• Write one or more paragraphs demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose; and write full compositions demonstrating specific narrative techniques, chronology, and appropriate transitional strategies for coherence, structures, or author's craft appropriate to purpose.</li> <li>• Use, strategically, language and vocabulary appropriate to purpose and audience when composing texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Write or revise more than one informational/explanatory paragraph, demonstrating the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion; and write full complex informational/explanatory texts, attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies strategically for coherence, and well-developed supporting details and a strong conclusion.</li> <li>• Write or revise more than one complex paragraph demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose; and write full complex compositions demonstrating specific narrative techniques, chronology, and appropriate transitional strategies for coherence, structures, or author's craft appropriate to purpose.</li> <li>• Use strategically, precise language and vocabulary appropriate to purpose and audience when composing or editing texts.</li> </ul>
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