

SD State Standards Disaggregated English Language Arts

Strand:	Writing Standards	Anchor Standard:	Texts Types and Purposes	Grade level:	K
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Standards Relating to Text Types and Purposes

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.

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.

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.

Text Types and Purposes: 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 drawings and writing tell an opinion?	Writers can share an opinion about a topic.
How can drawings and writing share information about a topic?	Writers share information about a topic.
How can drawings and writing tell about an event?	Writers sequence events in order.

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	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.	1.W.1 Write opinion pieces that: <ol style="list-style-type: none"> 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.
N/A	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.	1.W.2 Write informative/explanatory texts that: <ol style="list-style-type: none"> a. Name a topic. b. Supply some facts about the topic. c. Provide some sense of closure.
N/A	K.W.3 Use a combination of drawing, dictating, and writing to narrate a single	1.W.3 Write narratives (e.g., story, poetry) that:

	<p>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>	<ul style="list-style-type: none"> 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.
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Rigor and Cognitive Complexity

<p>Know (Factual)</p>	<p>Understand (Conceptual) The students will understand that:</p>	<p>Do (Procedural/ Application)</p>
<p>K.W.1</p> <ul style="list-style-type: none"> • Books have titles. • Opinions <p>K.W.2</p> <ul style="list-style-type: none"> • Informative text • Explanatory text <p>K.W.3</p> <ul style="list-style-type: none"> • Drawing (illustration) • Events • Order of events 	<p>K.W.1</p> <p>All books have titles.</p> <p>Book titles are found on the front cover.</p> <p>Opinions can be expressed through drawings, tellings and writings.</p> <p>Books or topics can generate different opinions amongst others.</p> <p>K.W.2</p> <p>Written language is oral language written down.</p> <p>Information can be shared through writing, drawing and dictation.</p> <p>Writing reflects individual perspectives.</p> <p>K.W.3</p> <p>A story can be told verbally or through written words or drawings.</p> <p>Story events need to be told in the order they occurred.</p> <p>Events cause people to react in a variety of ways.</p>	<p>K.W.1</p> <p>Compose an opinion piece by drawing, telling, and/or writing.</p> <p>Tell the topic of the book.</p> <p>K.W.2</p> <p>Retell a story using details with prompts (oral or visual) as needed.</p> <p>Use oral language skills.</p> <p>K.W.3</p> <p>Create a story.</p> <p>Communicate and explain a reaction to an event.</p> <p>Sequence events in order.</p>

Student Friendly Language

<p>K.W.1</p> <p>I can share what I think about a book through drawing, writing, and telling. I can name the title of the book I am reading.</p> <p>K.W.2</p> <p>I can share information through my drawings and writing. I can tell you about my writing.</p>

K.W.3

I can use a drawing to tell a story.
 I can write to tell a story.
 I can dictate/communicate to tell a story.
 I can tell my story in order.
 I can tell what my reaction is to the story.

Key Vocabulary**K.W.1**

- Title
- Topic
- Opinion
- Preference
- Express
- Dictate
- Compose

K.W.2

- Draw
- Write
- Dictate
- Explain
- Information
- Informative text
- Explanatory topic

K.W.3

- Events
- Order of events
- Dictating
- Drawing
- Narrate
- Reaction
- Writing

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

We share about books we read.

We share about topics that interest us.

We can explain about the events of our day in the correct order.

Resources

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

Achievement Level Descriptors

Text Types and Purposes:

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

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.

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.

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"> • Use one of the following: drawing or dictating or writing to compose opinion writing that states a topic and an opinion about the topic. • Use one of the following: drawing or dictating or writing to compose an informative/explanatory text that names a topic and supplies a detail about the topic. • Use one of the following: drawing or dictating or writing to narrate a single event. 	<p>Students should be able to provide evidence that they can, with minimal support,</p> <ul style="list-style-type: none"> • Use a partial combination of drawing or dictating or writing to compose opinion writing that states a topic and an opinion about the topic. • Use a partial combination of drawing or dictating or writing to compose informative/explanatory texts that name a topic and supply few details about the topic. • Use a partial combination of drawing or dictating or writing to narrate a single event or several loosely linked events that tell the order in which they occurred. 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to compose opinion writing that states a topic or the name of the book and states an opinion or preference about the topic or book. • Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and supply some details about the topic. • Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, that tell the order in which they occurred, and provide a reaction to what happened. 	<p>Students should be able to provide evidence that they can</p> <ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to compose opinion writing that states a topic or the name of the book and states a well-developed opinion or preference about the topic or book. • Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and supply many details about the topic. • Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, that tell the order in which they occurred, and provide a well-developed reaction to what happened.