

SD State Standards Disaggregated English Language Arts

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	1
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Standards Relating to Craft and Structure

1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

1.RL.6 Identify who is telling the story at various points in a text.

Craft and Structure: 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>
<p>Why is it important to know words that express feelings and senses as we read?</p> <p>Why is it necessary to read different types of texts?</p> <p>Why is it important to know who is telling the story?</p>	<p>Using feelings and senses helps readers relate to text.</p> <p>Comparing and contrasting between a wide range of different texts helps us become better readers.</p> <p>Identifying who the narrator is throughout different parts of the story helps readers understand text. .</p>

Learning Progression: Craft and Structure (1.RL.4 1.RL.5 1.RL.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RL.4 With prompting and support, ask and answer questions about unknown words in stories, poems, nursery rhymes, or songs	1.RL.4 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.	2.RL.4 Describe how words and phrases create rhythm and meaning in a story, poem, or song.
K.RL.5 With prompting and support, explain differences between common types of texts.	1.RL.5 Explain major differences between common types of texts	2.RL.5 Identify the overall structure of stories and their common elements (e.g., how the beginning introduces the story, how the action leads to the resolution).
K.RL.6 Identify the author and illustrator of a story and define the role of each in a literary text.	1.RL.6 Use illustrations and details to identify who is telling the story at various points in a text.	2.RL.6 Express differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>1.RL.4</p> <ul style="list-style-type: none"> • Awareness of the senses and feelings • Phrases <p>1.RL.5</p> <ul style="list-style-type: none"> • Major differences in books • Range of text types <p>1.RL.6</p> <ul style="list-style-type: none"> • Who is telling the story • Narrator • Characters 	<p>1.RL.4</p> <p>Authors write with feelings and emotion. Phrases are small groups of words. Songs, poems and stories may relate to the student's own feelings and emotions.</p> <p>1.RL.5</p> <p>There are a variety of text types. Understand there are major differences between texts.</p> <p>1.RL.6</p> <p>A variety of characters and/or the narrator can tell a story. The character telling the story can change throughout the story.</p>	<p>1.RL.4</p> <p>Distinguish words and phrases that show feelings and appeal to the senses. Identify phrases in a story/poem/song. Relate the feelings and senses in the story to the personal experiences.</p> <p>1.RL.5</p> <p>Compare the differences between texts. Classify a difference in text as major or minor.</p> <p>1.RL.6</p> <p>Identify who is telling the story. Identify when the person who is telling the story changes.</p>

Student Friendly Language
<p>1.RL.4</p> <p>I can find words or phrases that show feelings in a story or poem that connect to my senses.</p> <p>1.RL.5</p> <p>I can identify and explain the difference between different types of texts.</p> <p>1.RL.6</p> <p>I can identify who is telling the story at different parts of a story.</p>

Key Vocabulary		
<p>1.RL.4</p> <ul style="list-style-type: none"> • Senses • Feelings • Poems • Songs • Stories • Phrases 	<p>1.RL.5</p> <ul style="list-style-type: none"> • Text types • Differences • Compare 	<p>1.RL.6</p> <ul style="list-style-type: none"> • Text • Narrator • Characters

Relevance and Applications: How might the skills in the standards be applied at home, on the job, on in the real world, relevant context?
<p>While reading different varieties of text, we can identify who is telling the story at various points and explain the difference between the different texts.</p>

Resources

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

Achievement Level Descriptors

Craft and Structure:

1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

1.RL.6 Identify who is telling the story at various points in a text.

Level 1	Level 2	Level 3	Level 4
<p>In grade-level texts, with significant support, students should be able to</p> <ul style="list-style-type: none">• Minimally identify words and phrases of feelings in a story, poem, or song.• Minimally explain few differences between common types of texts.• Use minimal illustrations to show who is telling the story in various parts.	<p>In grade-level texts, with minimal support, students should be able to</p> <ul style="list-style-type: none">• Partially identify words and phrases of feelings in a story, poem, or song.• Partially explain some differences between common types of texts.• Partially use illustrations to show who is telling the story in various parts.	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none">• Identify words and phrases of feelings in a story, poem, or song.• Explain the differences between common types of texts.• Use illustrations and details to show who is telling the story in various parts.	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none">• Identify and explain words and phrases of feelings in a story, poem, or song.• Explain the differences and effects between common types of texts.• Use detailed illustrations to show who is telling the story in various parts.