

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading Standards	Anchor Standard:	Print Concepts	Grade level:	1
----------------	-------------------	-------------------------	----------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RF.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	1.RF.1 Print Concepts: Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	N/A

Student Friendly Language:
I can find the first word in the sentence. I can identify that a sentence starts with a capital letter. I can find the ending mark in a sentence. I can find the beginning and end of a sentence.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Ending marks (punctuation) ● Capital Letters ● Sentences are made of words ● Sentences have a beginning and an end 	All sentences must end with an ending mark. All sentences will start with a capital letter.	Identify a capital letter at the beginning of a sentence. Identify correct ending marks at the end of a sentence. Locate the first word at the beginning of a sentence.

Key Vocabulary:
<u>ending punctuation</u> <u>capitalization</u> <u>sentence</u>
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”?
Writing a letter to a friend or family member. Writing in a journal. Editing a sentence or story. Knowing where to begin reading.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading Foundational Skills	Anchor Standard:	Phonological Awareness	Grade level:	1
----------------	-----------------------------	-------------------------	------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	

Student Friendly Language:
<p>I can understand spoken words, syllables, and sounds.</p> <p>I can say and hear long and short vowel sounds.</p> <p>I can make and say words by blending sounds.</p> <p>I can say the beginning, middle, or ending sound of a single-syllable word.</p> <p>I can pull apart the sounds in a single syllable word.</p>

Know (Factual) short vowel	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● short vowel sounds ● long vowel sounds ● single-syllable words ● consonant blends ● initial, medial, final sounds ● individual sounds 	<p>Words are produced by blending sounds (phonemes).</p> <p>Words can be separated into sounds.</p> <p>Vowels make more than one sound.</p> <p>Words have a beginning and a middle and an ending sound.</p> <p>Words are separated into syllables that contain different sounds.</p>	<p>Hear and speak words, syllables, and sounds.</p> <p>Distinguish vowels and consonants</p> <p>Isolate and produce blends</p> <p>Segment spoken words and syllables</p> <p>Segment spoken words into individual sounds</p> <p>Orally produce words by blending sounds</p> <p>Distinguish long and short vowel sounds</p> <p>Isolate initial, medial, and final sounds</p> <p>Pronounce initial, medial, and final sounds</p>

Key Vocabulary:

Vowels

Consonants

Blends

Syllables

Sounds

Phonemes

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”?

It is important to understand spoken words, syllables and sounds in order to read and communicate in our world. It will also help in understanding how words are spelled and the patterns of words. When you see a word, you can blend sounds to read the word.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading Foundational Skills	Anchor Standard:	Phonics and Word Recognition	Grade level:	1
----------------	-----------------------------	-------------------------	------------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>

Student Friendly Language:

I can read word wall words/sight words.
 I can read words with one or two syllables.
 I can read words with -ed endings.
 I can read words with -s endings.
 I can read words with -ing endings.
 I can read words with -es endings.
 I can read words with different vowel teams.
 I can read words with all digraphs.
 I can tell how many syllables are in a word by how many vowel sounds there are.
 I can read words with a long vowel because of final -e.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● words ● sounds ● vowel teams ● syllables ● inflectional endings ● digraphs ● final -e ● one-syllable words ● sight words 	<p>Each syllable in a word will have a vowel sound.</p> <p>Inflectional endings make the meaning of the word different.</p> <p>Final -e makes a vowel long.</p> <p>Vowel teams make long vowel sounds.</p> <p>Words can be irregularly spelled.</p>	<p>Apply endings to words.</p> <p>Use vowel teams.</p> <p>Identify syllables in words.</p> <p>Apply single sounds for consonant digraphs.</p> <p>Interpret CVCe words.</p>

Key Vocabulary:

vowel team
inflectional endings
digraphs
syllables
final -e

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 help others understand the meaning of words in a sentence you are speaking or writing.

To fluently read a given text at grade appropriate level.

To spell words correctly when writing.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading Foundational Skills	Anchor Standard:	Fluency	Grade level:	1
----------------	-----------------------------	-------------------------	---------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RF.4 Read emergent-reader texts with purpose and understanding.	1.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. cc	2.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Student Friendly Language:
<p>I can read and understand books at my level. I can make it sound like talking when I read books at my level. I can reread when I don't understand what I have read.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● decoding skills ● basic sight words ● sentence structure ● punctuation ● expression ● self-correct ● Self-correcting strategies <ul style="list-style-type: none"> ○ look at the beginning sound ○ look for chunks ○ think about the story ○ check for syntactic accuracy 	<p>Books convey a message.</p> <p>There are various purposes for reading.</p> <p>Reading with fluency, accuracy, and expression conveys meaning.</p> <p>There are various strategies to self-correct.</p>	<p>Read grade-level text with accuracy and fluency.</p> <p>Demonstrate understanding of what has been read.</p> <p>Read for purpose.</p> <p>Read with expression.</p> <p>Use self-correcting strategies.</p>

Key Vocabulary:									
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">accuracy</td> <td style="width: 33%;"><u>fluency</u></td> <td style="width: 33%;">purpose</td> </tr> <tr> <td><u>expression</u></td> <td>context</td> <td>self-correct strategies</td> </tr> <tr> <td>rereading</td> <td>comprehension</td> <td>rate</td> </tr> </table>	accuracy	<u>fluency</u>	purpose	<u>expression</u>	context	self-correct strategies	rereading	comprehension	rate
accuracy	<u>fluency</u>	purpose							
<u>expression</u>	context	self-correct strategies							
rereading	comprehension	rate							
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 read books you bring home from the library. So you can read to others and make it sound like talking. To read for different reasons: directions, stories, recipes, lists etc.</p>									

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Key Ideas and Details	Grade level:	1
----------------	--------------------------------	-------------------------	-----------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RI.1 With prompting and support, ask and answer questions about key details in a text.	1.RI.1 Ask and answer questions about key details in a text.	2.RI.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.

Student Friendly Language:
I can ask questions about what I read.
I can answer questions about what I read.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Text contains information, such as: <ul style="list-style-type: none"> main idea detail facts Questioning Strategies 	Details help to fully comprehend the text.	Identify the main idea and key details. Use key details to compose questions about the text. Use key details to answer questions about the text.

Key Vocabulary:
<u>key detail</u> <u>sequence</u> <u>main idea</u> comprehend
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 read and identify the key details in a birthday party invitation. Use key details and sequencing to follow a recipe. Use key details and sequencing to build a house out of blocks.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Key Ideas and Details	Grade level:	1
----------------	--------------------------------	-------------------------	-----------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RI.2 With prompting and support, identify the main topic and retell key details of a text.	1.RI.2 Identify the main topic and retell key details of a text.	2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the texts.

Student Friendly Language:
<p>I can tell the topic of an informational text.</p> <p>I can tell the main idea of an informational text.</p> <p>I can tell the key details of an information text.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Text contains information, such as: <ul style="list-style-type: none"> ○ topic ○ main idea ○ details ○ setting ○ fact ● Informational/nonfiction text provide the reader with facts 	<p>The topic is organized around one main topic or idea.</p> <p>The main idea supports the main topic.</p> <p>The key details support the main idea.</p>	<p>Identify the main topic for the text .</p> <p>Retell a text with key details.</p> <p>Summarize the main idea of text by using key details.</p>

Key Vocabulary:
<p>facts <u>key details</u></p> <p><u>main idea</u> <u>topic</u></p> <p><u>retell</u> informational text</p> <p>nonfiction</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>Tell the most important thing you did the night before - for show and tell.</p> <p>Give details of the event that happened, who was there, what happened, where did you go.</p> <p>Help with the re-telling of what was read.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading Standards for Informational Text K-5	Anchor Standard:	Key Ideas and Details	Grade level:	1
----------------	--	-------------------------	-----------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text	1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Student Friendly Language:
I can make a text-to-text connection between two pieces of information (individuals, events, ideas) in a text.
I can make a text-to-self connection between two pieces of information in a text.
I can make a text-to-world connection between two pieces of information in a text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Text contains information and events Connections are finding similarities in two or more items 	Readers can make connections between individuals, events, ideas, or pieces of information in a text	Explain the connection between two individuals, events, ideas, or pieces of information in a text.

Key Vocabulary:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><u>text</u></td> <td style="width: 50%;"><u>event</u></td> </tr> <tr> <td>connection</td> <td>text-to-text</td> </tr> <tr> <td>text-to-self</td> <td>text-to-world</td> </tr> </table>	<u>text</u>	<u>event</u>	connection	text-to-text	text-to-self	text-to-world
<u>text</u>	<u>event</u>					
connection	text-to-text					
text-to-self	text-to-world					
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>Reading a text can help students relate to the story and realize they have/are going through a similar thing.</p> <p>Supporting evidence in arguments, papers (ex: remembering reading information in a different text and using it in your current paper)</p> <ul style="list-style-type: none"> Reading a book about a sport will help me understand the game. Reading a book about cooking will help me in my everyday life. Through reading, I can find information about the world and other cultures 						

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Craft and Structure	Grade level:	1
----------------	--------------------------------	-------------------------	---------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.	1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Student Friendly Language:
I can ask questions about what I am reading to help me understand words and phrases.
I can answer questions about what I am reading to help me understand words and phrases.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Question words (who, what, when, where, how) • When and how to clarify • Text gives information • text contains words and phrases 	<p>Asking or answering questions is a tool to clarify or determine meaning.</p> <p>When unclear about what they are reading, asking questions will clarify.</p> <p>Asking questions will clarify meaning and increase comprehension.</p> <p>Answering questions will clarify meaning and increase comprehension.</p>	<p>Recognize when they are not understanding what they are reading.</p> <p>Construct questions about text.</p> <p>Answer questions about text.</p>

Key Vocabulary:
<p><u>questions</u> clarify determine <u>text</u></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>Asking questions when confused about rules of a game. Asking for clarifications about items on a menu. To read and understand a letter from a friend and then reply appropriately. To help me understand the information presented in a nonfiction text.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Craft and Structure	Grade level:	1
----------------	--------------------------------	-------------------------	---------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RI.5 Identify the front cover, back cover, and title page of a book.	1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Student Friendly Language:
<p>I can use the headings to find key facts and information in a text.</p> <p>I can use the table of contents to find key facts and information in a text.</p> <p>I can use the glossary to find key facts and information in a text.</p> <p>I can use the electronic menu to find key facts when working online.</p> <p>I can use icons to find key facts when working online.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Key facts • Text features (i.e. headings, table of contents, glossaries, electronic menus, icons) 	<p>Information can be found by using text features.</p> <p>Headings within a text point out key details and information.</p> <p>The table of contents and glossaries can be used to locate information in a text.</p> <p>Websites have electronic menus that will help to find specific information on the internet.</p> <p>Computers have icons that can be used to open new menus or programs on a computer.</p>	<p>Identify headings within a text.</p> <p>Locate and use the table of contents in a text.</p> <p>Interpret and use electronic menus on a website.</p> <p>Identify icons on a computer.</p> <p>Collect information by using a glossary in a text.</p> <p>Locate key facts or details in a text using various text features.</p>

Key Vocabulary:

text features
headings
table of content
glossaries
electronic menus
icons
key facts
information
text

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”?

Students will need to learn how to use these various text features for researching and writing reports.

When searching for information on a website, students will have to know how to use the various menus on the internet.

Students need to have knowledge of icons on a computer in order to be technologically competent.

Students will need to identify specific information in a nonfiction text in order to find only information needed.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Craft and Structure	Grade level:	1
----------------	--------------------------------	-------------------------	---------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Student Friendly Language:
<p>I can find information by looking at pictures and illustrations.</p> <p>I can find information by reading text.</p> <p>I can explain if I found my information from the pictures or the words.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Information is contained in illustrations/pictures ● Information is contained in the words of a text 	<p>Comparing the pictures with the written text will further help them understand information.</p> <p>Pictures and words provide different information that contribute to the meaning.</p>	<p>Identify information provided by pictures or illustrations.</p> <p>Identify information provided by text.</p> <p>Distinguish between information from pictures and words.</p>

Key Vocabulary:
<p><u>information</u></p> <p><u>illustrations</u></p> <p><u>text</u></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>Gaining information from a picture in a newspaper, magazine, or book.</p> <p>Being able to follow directions containing both pictures and text, such as putting a model together or fixing something with a diagram.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	1
----------------	--------------------------------	-------------------------	------------------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what a person, place, thing or idea in the text and illustration depicts).	1.RI.7 Use the illustrations and details in a text to describe its key ideas.	2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Student Friendly Language:
I can use illustrations to tell about the important parts in a book.
I can use details in a text to tell about the important parts in a book.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Illustrations ● Text ● Key ideas 	<p>Illustrations are related to text.</p> <p>Illustrations and text convey details and ideas.</p> <p>Details support the key ideas.</p>	<p>Describe the key ideas using the illustrations and text.</p> <p>Use details and key ideas from text to label illustrations.</p> <p>Classify details in the text as important or unimportant.</p> <p>Analyze illustrations to determine if they support key ideas.</p> <p>Summarize key ideas of the text.</p>

Key Vocabulary:
illustrations, details, key ideas
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”?
Determine which details are important and which are not important when reading informational texts such as the newspaper.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	1
----------------	--------------------------------	-------------------------	------------------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.	1.RI.8 Identify the reasons an author gives to support points in a text.	2.RI.8 Describe how reasons support specific points the author makes in a text.

Student Friendly Language:
I can identify the supporting details in a text.
I can identify why an author writes certain details.

Know (Factual)	Understand (Conceptual) The students understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Key ideas ● Supporting details ● Author's purpose 	<p>An author has reasons to include certain points in a text.</p> <p>An author includes details to support that those points.</p>	<p>Identify key ideas in a text.</p> <p>Identify supporting details in a text.</p> <p>Determine the author's point.</p>

Key Vocabulary:
points
Relevance and Applications: How the grade level expectation is 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"?
Knowing why the author included certain points will help you understand the topic better.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	1
----------------	--------------------------------	-------------------------	------------------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)	1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	2.RI.9-Compare and contrast the most important points presented by two texts on the same topic.

Student Friendly Language:
I can identify similarities in two texts on the same topic.
I can identify differences between two texts on the same topic.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Same • Different • Text • Topic 	There are similarities and differences between texts on the same topic.	<p>Compare and contrast illustrations from two texts on the same topic.</p> <p>Compare and contrast descriptions from two texts on the same topic.</p> <p>Compare and contrast procedures from two texts on the same topic.</p>

Key Vocabulary:
Texts Similarities Differences Illustrations Descriptions Procedures
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 find out more details about a favorite topic by reading more than one book.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Key Ideas and Details	Grade level:	1
----------------	------------------------	-------------------------	-----------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RL.1 With prompting and s ask and answer questions about key details in a text.	1.RL.1 Ask and answer questions about key details in a text.	2.RL.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

Student Friendly Language:
<p>I can ask and answer questions about what I have read.</p> <p>I can ask and answer questions about what has been read to me.</p> <p>I can find key details in a text.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Questioning Strategies ● Text contains information, such as: <ul style="list-style-type: none"> ○ main idea ○ details ○ setting ○ characters 	<p>Answers relate to questions.</p> <p>Questions asked relate to text.</p> <p>Key details are the most important parts of the text.</p>	<p>Identify key details in a text.</p> <p>Use key details to compose questions about the text.</p> <p>Use key details to answer questions about the text.</p>

Key Vocabulary:								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><u>key details</u></td> <td>questions</td> </tr> <tr> <td><u>answers</u></td> <td><u>text</u></td> </tr> <tr> <td><u>setting</u></td> <td><u>characters</u></td> </tr> <tr> <td><u>sequence</u></td> <td><u>main idea</u></td> </tr> </table>	<u>key details</u>	questions	<u>answers</u>	<u>text</u>	<u>setting</u>	<u>characters</u>	<u>sequence</u>	<u>main idea</u>
<u>key details</u>	questions							
<u>answers</u>	<u>text</u>							
<u>setting</u>	<u>characters</u>							
<u>sequence</u>	<u>main idea</u>							
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>Asking and answering questions helps us understand what we read.</p> <p>Questioning what is read helps us become better readers.</p> <p>Having a discussion with someone else about what you have read can make reading more enjoyable.</p>								

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Key Ideas and Details	Grade level:	1
----------------	------------------------	-------------------------	-----------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RL.2 With prompting and support, retell familiar stories, including key details.	1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Student Friendly Language:
<p>I can retell a story in my own words using first, next, last.</p> <p>I can tell who is in the story.</p> <p>I can tell where and when the story takes place.</p> <p>I can tell what the problem of the story is and if it was solved.</p> <p>I can tell why the author wrote the story.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended)
<ul style="list-style-type: none"> ● Text contains information, such as: <ul style="list-style-type: none"> ○ characters ○ setting ○ problem ○ solution ○ main idea ○ key details ○ sequence of events ● Readers can tell stories again in a different way. 	<p>Key details and the main idea help retell a story.</p> <p>Story elements are character, setting, problems, and solutions.</p> <p>Key details of a story can be retold by using first, next, then, last.</p> <p>Authors have a purpose for writing a story.</p> <p>Sequence of events is important when retelling the story.</p>	<p>Retell a familiar story with proper sequence of events.</p> <p>Identify key details in a text.</p> <p>Construct meaning based on key ideas.</p>

Key Vocabulary:									
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><u>setting</u></td> <td style="width: 33%;"><u>character</u></td> <td style="width: 33%;"><u>main idea</u></td> </tr> <tr> <td><u>problem</u></td> <td><u>solution</u></td> <td><u>key details</u></td> </tr> <tr> <td><u>sequence</u></td> <td><u>author's purpose</u></td> <td><u>retell</u></td> </tr> </table>	<u>setting</u>	<u>character</u>	<u>main idea</u>	<u>problem</u>	<u>solution</u>	<u>key details</u>	<u>sequence</u>	<u>author's purpose</u>	<u>retell</u>
<u>setting</u>	<u>character</u>	<u>main idea</u>							
<u>problem</u>	<u>solution</u>	<u>key details</u>							
<u>sequence</u>	<u>author's purpose</u>	<u>retell</u>							
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>Retell what happened over the weekend and why it was meaningful.</p> <p>Relate the lesson from the story “The Boy Who Cried Wolf” to your own life.</p> <p>Retell an important event, such as a fire drill, and explain its importance.</p>									

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Key Ideas and Details	Grade level:	1
----------------	------------------------	-------------------------	-----------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RL.3 With prompting and support, identify characters, settings, and major events in a story.	1.RL.3 Describe characters, settings, and major events in a story, using key details.	2.RL.3 Describe how characters in a story respond to major events and challenges.

Student Friendly Language:
<p>I can tell the setting of a story.</p> <p>I can tell the characters in a story.</p> <p>I can tell the major events in a story.</p> <p>I can tell the key details in a story.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Text contains information, such as: <ul style="list-style-type: none"> ○ Setting ○ Characters ○ Key Details ○ Events 	<p>Characters are the people or animals in the story.</p> <p>Setting is where and when the story takes place.</p> <p>A story is made up of major and minor events.</p> <p>A story has key details that make up the events of the story.</p>	<p>Identify and describe the characters.</p> <p>Identify and describe the setting.</p> <p>Identify and analyze the major events and key details.</p>

Key Vocabulary:
<div style="display: flex; justify-content: space-around;"> <u>Character</u> <u>Setting</u> <u>Major and Minor Events</u> <u>Key Details</u> </div>
<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>Understanding the characters, settings, and major events in a story can help a reader make connections to real life events, such as the news, newspaper articles, or magazines.</p> <p>Understanding the components of a story may help foster a love of reading.</p> <p>The ability to break down the components of a text allow the reader to comprehend and make inferences.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	1
----------------	------------------------	-------------------------	---------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RL.4 Ask and answer question about unknown words in a text.	1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Student Friendly Language:
I can find words or phrases that show feelings in a story or poem.
I can find words or phrases that connect to my senses in a story or poem.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Awareness of the five senses, feelings and emotions Descriptive language 	<p>Authors write with feeling and emotion.</p> <p>Phrases are small groups of words.</p> <p>Poems and stories will relate to the student’s own feelings and emotions.</p>	<p>Distinguish words and phrases that show feelings and appeal to the senses.</p> <p>Identify phrases in a story or poem.</p> <p>Explain how descriptive language makes the story more interesting.</p> <p>Relate the feelings and senses in the story to the children’s personal experiences.</p>

Key Vocabulary:
<u>senses</u> <u>feelings</u>
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 be able to express feelings and emotions using sensory words when discussing books with others.
When a story or poem appeals to the senses, it makes reading more enjoyable.
Students can make connections by relating stories to their own lives.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	1
----------------	------------------------	-------------------------	---------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RL.5 Recognize common types of texts (e.g. storybooks, poems).	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.	2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Student Friendly Language:
<p>I can identify books that tell stories.</p> <p>I can identify book that give information.</p> <p>I can explain the difference between books that tell stories and books that give information..</p> <p>I can explain the differences with many different types of books.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Major differences in books Informational books Story books Range of text types 	<p>There are a variety of purposes for reading.</p> <p>There are a variety of text types.</p> <p>Types of texts are distinguished by their major differences.</p>	<p>Compare the differences between stories and informational texts.</p> <p>Draw information from a wide variety of texts.</p> <p>Classify a difference as major or minor.</p>

Key Vocabulary:
<p><u>information</u></p> <p><u>text types</u></p> <p><u>differences</u></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>Book can tell information about a variety of subjects.</p> <p>Books can tell a story.</p> <p>Books can be read for enjoyment.</p> <p>When reading, you need to know the difference between facts and opinions.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade Level	1
----------------	------------------------	-------------------------	---------------------	--------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	1.RL.6 Identify who is telling the story at various points in a text.	2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Student Friendly Language:
I can name who is telling the story when I am reading.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Who is telling the story 	<p>A variety of characters and/or the narrator can tell a story.</p> <p>The character that is telling the story can change throughout the story.</p>	<p>Identify who is telling the story.</p> <p>Differentiate when the person who is telling the story changes throughout the text.</p>

Key Vocabulary:
<u>text</u>
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>Knowing who is telling the story allows the reader to follow and understand the sequence of the story.</p> <p>Different voices create a different climate for the story.</p> <p>A variety of voices in a story make reading more enjoyable.</p> <p>To be able to retell and act out the story using different voices.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	1
----------------	------------------------	-------------------------	------------------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RL.7-With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.	2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, settings, or plot.

Student Friendly Language:
I can use illustrations and details to tell about the characters in a story.
I can use illustrations and details to tell about the setting in a story.
I can use illustrations and details to tell about what happens in a story.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Illustrations ● Details ● Characters ● Setting ● Events 	<p>Illustrations help to describe the characters, setting, and events of a story.</p> <p>Details help to describe the characters, setting, and events of a story.</p>	<p>“Read” a story by looking at the illustrations.</p> <p>Name two or more details about the character(s)/setting/event(s).</p> <p>Describe the characters, setting, and events using details from the story and/or illustrations.</p> <p>Construct a graphic organizer to record details of character, setting, and events.</p>

Key Vocabulary:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Character</td> <td style="width: 50%;">Setting</td> </tr> <tr> <td>Events</td> <td>Illustration</td> </tr> <tr> <td>Details</td> <td></td> </tr> </table>	Character	Setting	Events	Illustration	Details	
Character	Setting					
Events	Illustration					
Details						
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”?						
Retell a story by describing its characters, setting, and events.						

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	1
----------------	------------------------	-------------------------	------------------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	1.RL.9 Compare and contrast the adventures and experiences of characters in stories. 1.RL.	2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures

Student Friendly Language:
<p>I can compare what happens to characters in stories and tell how they are the same.</p> <p>I can contrast what happens to characters in stories and tell how they are different.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Setting Characters Order of events Same/different Adventures/experiences 	<p>Characters in stories may have similar experiences.</p> <p>Characters in stories may have different experiences</p>	<p>Identify adventures and experiences of characters in stories.</p> <p>Design a graphic organizer to compare the experiences of characters in a story.</p> <p>Design a graphic organizer to compare the experiences of characters in two different stories.</p> <p>Design a graphic organizer to contrast the experiences of characters in a story.</p> <p>Design a graphic organizer to contrast the experiences of characters in two different stories.</p>

Key Vocabulary:
<p>compare contrast characters</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”?

To be able to compare your adventures and experiences with those of a friend and the characters you read about.

At home: Your family may have to make a decision on where to go/what to do on vacation. You will need to compare/contrast the places/activities that your family members like/dislike.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing Standards	Anchor Standard:	Text Types and Purposes	Grade level:	1
----------------	-------------------	-------------------------	-------------------------	---------------------	---

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 (e.g. My favorite book is...)	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.	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 an opinion and reasons, and provide a concluding statement or section.

Student Friendly Language:
<p>I can write to tell you about a book or topic.</p> <p>I can write to tell you what I like or dislike about the book or topic.</p> <p>I can write to tell you why I feel that way.</p> <p>I can write a sentence that tells my opinion in another way.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Opinion statements/Fact statements Topic of book Title of book Elements of complete sentence Closure 	<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>Write an opinion.</p> <p>Support the opinion with details.</p> <p>Write a closing sentence to sum up the opinion.</p>

Key Vocabulary:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">opinion</td> <td style="width: 50%;">fact</td> </tr> <tr> <td>topic</td> <td>reason</td> </tr> <tr> <td>closure</td> <td></td> </tr> </table>	opinion	fact	topic	reason	closure	
opinion	fact					
topic	reason					
closure						
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>At home, a student could write to persuade family members. (ex. purchasing a pet)</p> <p>At school, a student could write to persuade staff members. (ex. changing a rule)</p> <p>In daily life, a student could write to persuade a friend. (ex. to borrow a bike)</p>						

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Texts Types and Purpose	Grade level:	1
----------------	---------	-------------------------	-------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.W.2 Use a combination of drawing, dictating, and writing 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 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.

Student Friendly Language:
<p>I can write a story that gives instructions.</p> <p>I can write a story to inform a reader about a topic.</p> <p>I can write facts about the topic.</p> <p>I can write a topic sentence.</p> <p>I can write an ending to my story.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • informative texts (nonfiction) • explanatory texts (how-to) • story format (beginning, middle and end) • Definition of “fact” • Topic • Closure 	<p>Informative/explanatory stories need a title/topic, facts and an ending.</p> <p>Facts should support the topic.</p>	<p>Write informative text.</p> <p>Write explanatory text.</p> <p>Name a topic.</p> <p>Supply facts about the topic.</p> <p>Compose an ending to the story.</p>

Key Vocabulary:						
<table style="width: 100%;"> <tr> <td style="width: 50%;">informative text</td> <td style="width: 50%;">explanatory text</td> </tr> <tr> <td>topic</td> <td>sense of closure/ending</td> </tr> <tr> <td>facts</td> <td></td> </tr> </table>	informative text	explanatory text	topic	sense of closure/ending	facts	
informative text	explanatory text					
topic	sense of closure/ending					
facts						
<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>At home, a student could write to help family members. (ex. directions for playing a Wii.)</p> <p>At school, a student could write to help a classmate. (ex. steps to make a craft.)</p> <p>In daily life, a student could write to demonstrate for club members. (ex. 4-H demonstrations.)</p>						

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Text Types and Purposes	Grade level:	1
----------------	---------	-------------------------	-------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	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.	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.

Student Friendly Language:
<p>I can write a story with two or more events in order.</p> <p>I can add details to my story.</p> <p>I can use words that indicate what happened at the beginning, middle, and end.</p> <p>I can write a story with a beginning, middle, and end.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Narrative ● Sequencing ● Details ● Temporal words ● Closure 	<p>Stories follow a logical sequence with a beginning, middle, and end.</p> <p>Stories use details to enrich the meaning.</p> <p>Stories use temporal words to indicate sequence.</p> <p>Stories have a sense of closure.</p>	<p>Write/recount a narrative story with a logical sequence.</p> <p>Include details in the story.</p> <p>Use temporal words to signal event order.</p> <p>Create an ending that provides a sense of closure.</p>

Key Vocabulary:									
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">narrative</td> <td style="width: 33%;">sequencing</td> <td style="width: 33%;">details</td> </tr> <tr> <td>recount</td> <td>closure</td> <td>temporal words</td> </tr> <tr> <td>event order</td> <td></td> <td></td> </tr> </table>	narrative	sequencing	details	recount	closure	temporal words	event order		
narrative	sequencing	details							
recount	closure	temporal words							
event order									
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>At home, a student could write to document a personal experience. (ex. a birthday party or family trip)</p> <p>At school, a student could write to explain to an adult how something (good or bad) happened. (ex. recess)</p> <p>In daily life, a student could write to a relative. (ex. a letter to grandparents)</p>									

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Production and Distribution of Writing	Grade level:	1
----------------	---------	-------------------------	--	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	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.

Student Friendly Language:
<p>I can write about one topic with help.</p> <p>I can answer questions from classmates about my writing with help.</p> <p>I can change my writing after talking with classmates with help.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Topic Details Peer Review 	<p>A focused topic will be more interesting to the reader.</p> <p>Peer feedback is valuable to the writing process.</p> <p>Details make writing more interesting.</p>	<p>Write about a topic.</p> <p>Develop a piece of writing focused on one topic.</p> <p>Accept peer suggestions.</p> <p>Apply peer suggestions to their writing.</p> <p>Add details that strengthen writing.</p>

Key Vocabulary:
<p>guidance topic</p> <p>details feedback</p> <p>peer review</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>At home, a student could write to relatives with help from parents.</p> <p>At school, a student could work with others to enhance writing.</p> <p>In daily life, a student could share their expertise of a topic with others through writing.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Production and Distribution of Writing	Grade level:	1
----------------	---------	-------------------------	--	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.W.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	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.

Student Friendly Language:
<p>I can publish my writing using technology, with help.</p> <p>I can use pictures created from technology to illustrate my writing, with help.</p> <p>I can work with other students to write and publish stories, with help.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> the writing process a variety of digital tools collaboration with peers 	<p>Publishing writing is a way to share it with others.</p> <p>There are a variety of digital tools to produce and publish writing.</p> <p>Publishing can be an effort of collaboration with peers.</p>	<p>Use a variety of digital tools.</p> <p>Produce writing using technology.</p> <p>Publish writing using technology.</p> <p>Collaborate on writing and publishing with other students.</p>

Key Vocabulary:
<p>publish story collaboration peers digital tools writing process</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>At home, a student could publish a story to read to a sibling.</p> <p>At school, a student could publish a yearbook using a variety of digital tools.</p> <p>In daily life, a student could work with a group to publish a news report about an event. (ex. 4-H, swim team, baseball)</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	W Writing Standards K-5)	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	1
----------------	--------------------------	-------------------------	---	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	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).

Student Friendly Language:
I can work with others to find information about what I am learning. I can work with others to write about what I have learned.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> main idea supporting details working with others shared research 	<p>Information comes from a variety of multi-media sources.</p> <p>Writing pieces have main ideas and supporting details.</p> <p>Students can participate in the research and writing process collaboratively.</p>	<p>Gather pertinent information from research.</p> <p>Organize pertinent information sequentially.</p> <p>Write a main idea.</p> <p>Write supporting details.</p> <p>Participate in shared research.</p> <p>Generate a final writing project collaboratively.</p>

Key Vocabulary:									
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">shared research</td> <td style="width: 33%;">participate</td> <td style="width: 33%;">write</td> </tr> <tr> <td>sequence</td> <td>topic</td> <td>share</td> </tr> <tr> <td>projects</td> <td>instructions</td> <td>explore</td> </tr> </table>	shared research	participate	write	sequence	topic	share	projects	instructions	explore
shared research	participate	write							
sequence	topic	share							
projects	instructions	explore							
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>At home, a student could research with family members to plan a vacation.</p> <p>At school, a student could work with classmates to research and write about a topic.</p> <p>In daily life, a student could research with friends on how to build a treehouse.</p>									

DD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	1
----------------	---------	-------------------------	---	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	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.

Student Friendly Language:
<p>I can remember details from things I have done in the past.</p> <p>I can use past experiences to answer questions.</p> <p>I can decide which details are important, with help.</p> <p>I can find information to answer questions, with help.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Past Experiences • Question • Sources of Information 	<p>Past experiences can help them answer questions.</p> <p>When gathering information from sources, not all the information is relevant.</p> <p>When gathering information from sources, it is important to keep it organized.</p> <p>They can use their written details to answer questions.</p>	<p>Recall information from past experiences.</p> <p>Determine relevant information from sources.</p> <p>Gather information to answer questions.</p> <p>Utilize details from the information gathered to answer questions.</p>

Key Vocabulary:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">question</td> <td style="width: 33%;">text</td> <td style="width: 33%;">situations/experiences</td> </tr> <tr> <td>source</td> <td>recall</td> <td>gather</td> </tr> </table>	question	text	situations/experiences	source	recall	gather
question	text	situations/experiences				
source	recall	gather				
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>At home, a student could share learning and knowledge with others. (ex. during a meal)</p> <p>At school, a student could interview classmates.</p> <p>In daily life, a student could recall and gather information to conduct any type of personal or job related business. (ex. asking a friend about what brand of bike to purchase, ask a friend about his/her success at running a lemonade/coffee stand)</p>						

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Conventions of Standard English	Grade level:	1
----------------	----------	-------------------------	---------------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities</p>	<p>1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., group).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>

Student Friendly Language:

- I can print all upper and lowercase letters.
- I can use common, proper, and possessive nouns when I write and speak.
- I can match my nouns and verbs correctly when I write and speak.
- I can use pronouns correctly when I write and speak.
- I can use verbs correctly for the past, present, and future when I write and speak.
- I can use adjectives when I write and speak.
- I can use conjunctions (and, but, or) correctly when I write and speak.
- I can use determiners correctly when I write and speak.
- I can use prepositions correctly when I write and speak.
- I can use a variety of sentences when I write and speak (asking, telling, declaring, exclaiming).

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Capitalization ● Lowercase and Uppercase Letters ● Nouns(common, proper, and possessive) ● Verbs and Verb Tense ● Pronouns ● Adjectives ● Conjunctions ● Determiners ● Prepositions ● Types of Sentences: declarative, interrogative, imperative, exclamatory 	<p>Nouns name a person, place, or thing.</p> <p>Verbs name the action in the sentence and must match the noun grammatically.</p> <p>Pronouns can replace another noun in a sentence.</p> <p>Verbs can change depending on the tense.</p> <p>Adjectives describe a noun.</p> <p>Conjunctions, determiners, and prepositions must be used correctly in order for a sentence to make sense.</p> <p>There are different types of sentences and they are each used for different reasons.</p> <p>When to use uppercase and lowercase letters.</p>	<p>Identify and write all upper and lowercase letters.</p> <p>Apply rules of grammar for singular and plural nouns and verb tense.</p> <p>Apply rules of grammar to use pronouns, adjectives, conjunctions, determiners, and prepositions correctly.</p> <p>Produce and expand a variety of sentences (declarative, interrogative, imperative, exclamatory).</p>

Key Vocabulary:

<u>capitalization</u>	<u>nouns</u>	<u>verb</u>
verb tense	<u>pronoun</u>	<u>adjective</u>
conjunction	determiner	preposition
sentence	declarative	interrogative imperative
exclamatory		

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”?

- Students will need to be able to speak and write using correct grammar in order to convey their needs to other people.
- Students will need to be able to speak and write using correct grammar in order to convey their wants to other people.
- Students will need to be able to speak and write using correct grammar in order to convey directions to other people.
- Students will need to be able to speak and write using correct grammar in order to obtain a job.
- Students will need correct grammar skills to write stories, reports, journals, articles, and letters to communicate with others.
- Students will need correct grammar skills in order to succeed in their lives and to enjoy the writing process.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Conventions of Standard English	Grade level:	1
----------------	----------	-------------------------	---------------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words.</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>

Student Friendly Language:
<p>I can capitalize dates and names of people when writing.</p> <p>I can use punctuation at the end of my sentences.</p> <p>I can use commas when writing dates and words in a list.</p> <p>I can use spelling patterns to spell words correctly when writing.</p> <p>I can spell sight words correctly.</p> <p>I can spell words I don't know by sounding them out.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Capitalization ● Punctuation ● Comma Rules ● Spelling Rules ● Phonetic Spelling Patterns ● Irregular words ● Common Spelling Patterns 	<p>Dates and people's names are capitalized.</p> <p>All sentences end with punctuation.</p> <p>Commas separate dates and words in a series.</p> <p>Words are made of patterns.</p> <p>Some words cannot be sounded out.</p> <p>Some words can be sounded out.</p> <p>Words need to be spelled correctly when written.</p>	<p>Capitalize dates and names of people.</p> <p>Apply rules of punctuation.</p> <p>Apply rules of commas to dates and words in a series.</p> <p>Interpret rules of spelling conventions.</p> <p>Apply strategies of phonemic awareness.</p> <p>Write regular and irregular words with the correct spelling.</p>

Key Vocabulary:

capitalization

punctuation

period

exclamation point

question mark

sentence

commas

series

irregular words

sight words

spelling patterns

phonemic awareness

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”?

Students must be able to correctly spell and use conventions in order for others to read and understand their work.

Students must be able to use strategies of spelling to attempt the correct spelling of unknown words.

Students will write stories, reports, journals, articles, and letters to communicate with others.

Students will need to know how to write correctly using these strategies in order to succeed in their lives and in order to enjoy the writing process.

Students will need to write correct sentences in order to get a job.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	1
----------------	----------	-------------------------	--------------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word</p>	<p>1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p>2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>

Student Friendly Language:
<p>I can tell what a word means by using the rest of the sentence.</p> <p>I can tell what a word means using its prefix or suffix as a clue.</p> <p>I can tell what a word means by identifying its root word.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Frequently occurring root words ● Frequently occurring inflectional endings ● Words with multiple meanings ● Context clues 	<p>They can use the context of a sentence to determine the meaning of an unknown word or phrase.</p> <p>They can use affixes help determine the meaning of an unknown word.</p> <p>Root words can be used with several different affixes words can have multiple meanings.</p>	<p>Recognize root words.</p> <p>Apply multiple strategies to determine the meaning of unknown words.</p> <p>Apply multiple strategies to clarify the meaning of multiple-meaning words.</p>

Key Vocabulary:
<p>root words affixes inflectional endings context clues</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>So you can understand what you are reading.</p> <p>So you can read and enjoy a book without any help.</p> <p>So you can read to others.</p> <p>So you can read a note someone writes to you.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	1
----------------	----------	-------------------------	--------------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings</p>	<p>1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>

Student Friendly Language:
<p>I can sort like words into groups. (ex. group is colors: word examples are red, yellow, and blue)</p> <p>I can tell about words based on the group they belong to, and one or two special things about them. (ex. a cactus is a plant that has thorns and grows in the desert)</p> <p>I can make connections between everyday words and their use. (ex. list places where computers can be used)</p> <p>I can tell the difference between verbs that mean almost the same. (ex. verbs = jump and bound)</p> <p>I can tell the difference between adjectives that mean almost the same.(ex. adjectives = small and miniature)</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Definitions of verb and adjective How to categorize and associations between words Real-life connections 	<p>There are basic, but varying relationships between words and their meanings.</p> <p>Words can be sorted into like categories.</p> <p>Words can be described by attributes.</p> <p>Words have real-life meanings.</p> <p>Verbs and adjectives can have a variety of levels of intensity.</p>	<p>Sort words into categories.</p> <p>Define words based on their category and 1-2 key features.</p> <p>Identify connections between words and their use.</p> <p>Distinguish slight differences between verb meanings and adjective meanings.</p> <p>Act out the meanings of words.</p>

Key Vocabulary:

verbs

adjectives

similar

different

sort

real-life connections

key attributes

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 sort words to make real-life connections between words and their use.
To better understand the meaning of a book, a movie, or a conversation.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	1
----------------	----------	-------------------------	--------------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text.	1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).	2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g. When other kids are happy that makes me happy).

Student Friendly Language:
<p>I can use words and phrases from conversations.</p> <p>I can use words and phrases from reading and being read to.</p> <p>I can use words and phrases when talking about texts.</p> <p>I can use conjunctions (such, as, because, or, and) to show relationships.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Adjectives describe nouns ● Words can have multiple meanings ● Words have opposite meanings ● Words have similar meanings ● Conjunctions connect words, phrases, or sentences ● A phrase is part of a sentence 	<p>Words and phrases connect thoughts.</p> <p>Conjunctions (such as and, but, or, for, if) will relate and link their ideas and reflections together.</p>	<p>Use conjunctions when speaking or writing to show relationships.</p>

Key Vocabulary:								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><u>adjectives</u></td> <td>multiple meanings</td> </tr> <tr> <td>antonyms</td> <td>synonyms</td> </tr> <tr> <td>conjunctions</td> <td>phrase</td> </tr> <tr> <td>relationships</td> <td></td> </tr> </table>	<u>adjectives</u>	multiple meanings	antonyms	synonyms	conjunctions	phrase	relationships	
<u>adjectives</u>	multiple meanings							
antonyms	synonyms							
conjunctions	phrase							
relationships								
<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>It is important to use words and phrases from conversations, reading, being read to, and in responding to texts to retell or summarize a story.</p>								

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Comprehension and Collaboration	Grade level:	1
----------------	------------------------	-------------------------	---------------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p>1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>

Student Friendly Language:
<p>I can have conversations with adults.</p> <p>I can have conversations with other students.</p> <p>I can follow classroom rules for speaking.</p> <p>I can follow classroom rules for listening.</p> <p>I can ask questions to help me understand what someone else is saying.</p> <p>I can add to the conversation by staying on the topic of discussion.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Questioning strategies Listening strategies Difference between asking and telling Classroom rules for speaking and listening 	<p>Discussion is a means of hearing multiple points of view.</p> <p>Asking questions or adding to discussions can clarify understanding of someone else's thinking.</p> <p>Hearing other people's thinking helps expand your own thinking.</p>	<p>Identify topic of discussion.</p> <p>Respond on topic.</p> <p>Listen to others.</p> <p>Follow classroom rules for discussion.</p> <p>Ask appropriate questions.</p> <p>Show respect for others who are participating in the discussions.</p> <p>Be respectful of those who have differing opinions</p>

Key Vocabulary:

questions
asking
answering
listening
speaking

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”?

So you can carry on meaningful conversations with others (your teachers and friends).

So you can find out more about things that interest you through discussions with others.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Comprehension and Collaboration	Grade level:	1
----------------	------------------------	-------------------------	---------------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood	1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Student Friendly Language:
<p>I can ask questions about a story.</p> <p>I can answer questions about a story.</p> <p>I can ask questions during a class discussion.</p> <p>I can answer questions during a class discussion.</p> <p>I can ask questions about a movie or something on the computer.</p> <p>I can answer questions about a movie or something on the computer.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Questioning Strategies ● Listening Strategies ● Difference between asking and telling ● Classroom rules for speaking and listening 	<p>Gain information from asking questions.</p> <p>Can comprehend information shared orally or through media.</p> <p>It is ok to ask questions about text, a presentation, or information from other media.</p>	<p>Recall information from text read aloud or information presented orally or through other media.</p> <p>Formulate questions about text read aloud or information presented orally or through other media.</p>

Key Vocabulary:
<p>questions <u>asking</u></p> <p><u>answering</u> <u>listening</u></p> <p><u>speaking</u></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>To understand what is being said to you. So you can understand the key details in a read-aloud or an oral presentation.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Comprehension and Collaboration	Grade level:	1
----------------	------------------------	-------------------------	---------------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Student Friendly Language:
I can understand information by asking questions about what a speaker says.
I can answer questions about what a speaker says.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Understanding good questioning • Recognize when more information is needed • Develop questions based upon listening to what the speaker is saying • Classroom rules for speaking and listening 	<p>Questioning is a tool to obtain and clarify information.</p> <p>Asking questions about what is said is a strategy to gather additional information or for clarification.</p> <p>Answering questions about what is said will help them gain additional information and clarification for what is said.</p>	<p>Listen well.</p> <p>Respect others.</p> <p>Ask questions.</p> <p>Answer questions.</p> <p>Ask for more information and clarification, as needed</p>

Key Vocabulary:
<p>questions</p> <p><u>asking</u></p> <p><u>answering</u></p> <p><u>listening</u></p> <p><u>speaking</u></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>When learning new information, it is important to learn to ask and answer clarifying questions to gather additional information in order to understand the task at hand.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Presentation of Knowledge and Ideas	Grade level:	1
----------------	------------------------	-------------------------	-------------------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Student Friendly Language:
I can describe people, places, things, and events with many important details.
I can talk about ideas and feelings clearly.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● people ● places ● things ● events ● details ● ideas ● feelings 	<p>Expressing feelings and ideas need important and relevant details.</p> <p>People, places, things, and events need to be explained with important and relevant details.</p>	<p>Express ideas and feelings with details.</p> <p>Describe people, places, things, and events with relevant details.</p>

Key Vocabulary:
<p>events</p> <p><u>details</u></p> <p>ideas</p> <p><u>feelings</u></p> <p><u>nouns</u></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>Describing what happened at school or home throughout the day using important details.</p> <p>Give ideas and share feelings at school or home</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Presentation of Knowledge and Ideas	Grade level:	1
----------------	------------------------	-------------------------	-------------------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.SL.5 -Add drawings or other visual displays to descriptions as desired to provide additional detail.	1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Student Friendly Language:
<p>I can draw a picture to share my ideas, thoughts, and feelings about a topic.</p> <p>I can create a visual display to share my ideas, thoughts, and feelings about a topic.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Details ● Different visual displays ● Ways to describe 	<p>Visual displays help the reader understand details about a subject.</p> <p>Visual displays must support the presentation appropriately.</p> <p>Visual displays can be used to express ideas.</p> <p>Visual displays help the audience understand my thoughts, feelings, and ideas.</p>	<p>Create a drawing to show understanding of a topic.</p> <p>Create visual display(s) to show understanding of a topic.</p>

Key Vocabulary:
<p>description</p> <p><u>details</u></p> <p>visual displays</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>I can make a diorama of an environment.</p> <p>I can draw a picture to show what I know about living and nonliving things.</p> <p>I can use Legos to create a map of the playground.</p> <p>I can make a poster to tell about natural resources.</p> <p>I can make a poster to enhance my lemonade stand.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Presentation of Knowledge and Ideas	Grade level:	1
----------------	------------------------	-------------------------	-------------------------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.	1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	2.SL.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Student Friendly Language:
I can talk in complete sentences.
I can answer my teacher and others in complete sentences about different things.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Complete sentences ● Appropriate responses 	<p>Complete sentences have a clear beginning and end.</p> <p>When speaking, you must talk in complete sentences.</p> <p>There are appropriate responses to different tasks and situations.</p>	<p>Produce complete sentences when speaking.</p> <p>Respond in complete sentences to different tasks and situations when speaking.</p>

Key Vocabulary:
complete sentence appropriate
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>People need to be able to speak in complete sentences in order to have meaningful conversations.</p> <p>In order to answer questions correctly, you need to be able to listen and understand what is being said.</p> <p>During job interviews, you must be able to speak in complete sentences.</p>