

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading Foundational Skills	<b>Anchor Standard:</b>	Phonics and Word Recognition	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<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>	<p>3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multi-syllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>

<b>Student Friendly Language:</b>
<p>I can identify the long and short sound of each vowel.</p> <p>I can sound out words with long and short vowels.</p> <p>I can sound out words with vowel teams.</p> <p>I can read two-syllable words with long vowels.</p> <p>I can read words with common irregular spellings (like soft c or -tion).</p> <p>I can read words with prefixes.</p> <p>I can read words with suffixes.</p> <p>I can read second-grade words.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do</b> (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Difference between long and short vowel sounds</li> <li>● Difference between one and two syllable words</li> <li>● Various prefixes and suffixes</li> </ul>	<p>The letters found in a word (eg. arrangement of vowels, soft g or c, -ing or -tion ending, etc.) give us clues about how to sound out that word.</p> <p>Letters, letter clusters, and syllables are used in decoding words.</p> <p>Meanings of words change when prefixes and suffixes are added.</p>	<p>Identify the long and short sound of each vowel.</p> <p>Identify the silent “e” spelling pattern.</p> <p>Identify various vowel teams and sounds.</p> <p>Identify/read common prefixes and suffixes.</p> <p>Read common second grade sight words.</p> <p>Decode unknown one- and two-syllable grade-appropriate words.</p>

**Key Vocabulary:**

short vowel

long vowel

syllable

vowel team

prefix

suffix

irregularly-spelled words

**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”?

Figuring out unfamiliar words when reading a road sign, a menu, a book, a website, etc.

Sounding out words remains important throughout our lives as we read new words in a science article, set of directions, or other technical writing.

Learning a new language requires learning variations in the sounds that letters make. (A strong foundation in a native language, for us English, makes that easier.)

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<b>Strand:</b>	Reading Standards	<b>Anchor Standard:</b>	Fluency	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>1.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>2.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>3.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

Student Friendly Language:
<p>I can understand what I am reading.</p> <p>I can read for a purpose.</p> <p>I can read second grade text correctly and smoothly.</p> <p>I can use expression when reading a story.</p> <p>I can hear myself read and reread if something doesn't make sense.</p> <p>I can use context to help me figure out an unknown word</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Accuracy of words</li> <li>• Fluency when reading</li> <li>• Comprehension of text</li> <li>• Ways to show expression</li> <li>• Ways to self-monitor</li> </ul>	<p>Fluency helps readers comprehend and enjoy text.</p> <p>Self-monitoring allows for corrections of accuracy and fluency.</p>	<p>Read on-level text fluently and accurately.</p> <p>State the purpose for reading text.</p> <p>Self-monitor while reading and use context clues and rereading when something doesn't make sense.</p> <p>Answer comprehension questions or retell following a reading of on-level text to support comprehension.</p>

**Key Vocabulary:**

accuracy  
fluency  
comprehension  
purpose  
expression

**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”?

Most jobs require readers to accurately read and comprehend text in order to complete day to day activities successfully.

Performing a play or reading a story aloud requires individuals to practice reading smoothly and speaking with expression.

When reading out loud in front of an audience, a reader must self-monitor what they are reading to make sure the audience receives the correct message.(i.e. when giving a corporate presentation, training new employees, pitching new ideas, etc.)

When designing materials to be read by others i.e. brochures, plays, memos, flyers, the purpose of the people reading the material needs to be kept in mind to successfully make the materials.

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.RI.1 Ask and answer questions about key details in a text.	2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

<b>Student Friendly Language:</b>
I can ask and answer who, what, when, where, why, and how 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"> <li>• Comprehension Strategies</li> <li>• Graphic Organizers</li> </ul>	<p>Asking questions helps them comprehend text.</p> <p>Key details support understanding of the text.</p> <p>Comprehension strategies and graphic organizers support comprehension.</p>	<p>Answer who, what, when, where, why, and how questions about informational text.</p> <p>Ask who, what, when, where, why, and how questions about informational texts.</p> <p>Use strategic thinking, such as drawing conclusions or investigations, to answer the higher level 'why' or 'how' questions about the text.</p>

<b>Key Vocabulary:</b>										
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Comprehension</td> <td style="width: 50%;">Graphic Organizers</td> </tr> <tr> <td>Informational Text</td> <td><u>Key Details</u></td> </tr> <tr> <td>Who</td> <td>What</td> </tr> <tr> <td>When</td> <td>Where</td> </tr> <tr> <td>Why</td> <td>How</td> </tr> </table>	Comprehension	Graphic Organizers	Informational Text	<u>Key Details</u>	Who	What	When	Where	Why	How
Comprehension	Graphic Organizers									
Informational Text	<u>Key Details</u>									
Who	What									
When	Where									
Why	How									
<b>Relevance and Applications:</b> 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 e conversation with students to answer the question “why do I have to learn this”?										
It is important to be able to ask and answer questions about informational text in everyday life. (magazine articles, newspaper, instructions, Internet resources)										

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<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 text.	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Student Friendly Language:
<p>I can identify the main topic of a text.</p> <p>I can identify the main topic of a paragraph.</p>

Know (Factual)	Understand (Conceptual) The students understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>Paragraph structure</li> </ul>	<p>A multi paragraph text has a main topic.</p> <p>Each paragraph within a multi paragraph text has a specific focus.</p>	<p>Identify the main topic of a multi paragraph text.</p> <p>Identify the focus of individual paragraphs.</p> <p>Provide evidence in the text that links key details to the main topic.</p>

Key Vocabulary:
<p><u>main topic</u> <u>paragraph</u> multi paragraph focus</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>To be able to read and understand an informational text for real world purposes. Ex. newspapers, magazines, menus, articles, directions</p> <p>To be able to determine what information is important and what is not important when reading.</p> <p>To be able to read an article, story, or any text and tell a friend or discuss with a friend what it was about.</p>

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<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.RI.3 Describe the relationship between series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, sequence, and cause/effect.

Student Friendly Language:
I can explain how events in history are connected to other real events.
I can explain how real ideas in science are connected.
I can explain how and why steps in a set of directions are connected to each other.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● historical event vs. fictional event</li> <li>● structure of a timeline</li> <li>● time order / sequence words</li> </ul>	<p>Historical events are not isolated.</p> <p>Connections occur between scientific ideas, historical events, or technical procedures.</p> <p>Scientific ideas, historical events, or technical procedures can and often do impact each other.</p> <p>Each step in a technical procedure is dependent on the other steps.</p> <p>Each step in a technical procedure has an important place in the sequence.</p>	<p>Analyze relationships between historical events.</p> <p>Analyze relationships between scientific ideas.</p> <p>Analyze relationships between steps in a technical procedure.</p> <p>Make connections between historical events.</p> <p>Make connections between scientific ideas.</p> <p>Make connections between steps in a technical procedure.</p> <p>Investigate and describe how technical procedures, historical events, and scientific ideas impact each other.</p> <p>Predict how past historical and scientific events may have an impact on future events.</p> <p>Recognize sequence in a set of directions.</p> <p>Show a sequence of events visually.</p> <p>Differentiate between historical fiction, historical non-fiction, and general fiction.</p>

**Key Vocabulary:**

historical event  
scientific idea  
technical procedure

**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”?

Read the directions for a new game.

How to set up an electronic device.

How to assemble a bicycle, a piece of furniture, etc.

How to read a recipe

Voting decisions

Decisions and consequences, ie., not handing in homework, not reading the assigned pages

Putting salt on the sidewalk to melt the ice

Washing hands to avoid sickness

Conflict resolution - avoid repeating past mistakes

Peer mediation

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

<b>Student Friendly Language:</b>
I can accurately define words and phrases when I read for information.

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>How to use a dictionary or glossary</li> <li>How to use captions, inferencing, context clues, illustrations, and prior knowledge</li> <li>Identify unknown words in a text</li> <li>Word parts (base words, suffixes, prefixes)</li> </ul>	<p>There are many resources and reading strategies available to define unknown words and phrases.</p> <p>It is important to know the meanings of words and phrases to comprehend information in a text.</p> <p>Base word, prefix, and suffix word parts can be used to determine the meaning of an unknown word.</p>	<p>Determine meanings of words and phrases in text.</p> <p>Use reading strategies (context clues, inferencing, rereading, skip and go back, etc.) to determine meanings of words and phrases.</p> <p>Use resources (glossary, dictionary, etc.) to determine meanings of words and phrases.</p> <p>Use informational text structures (captions, illustrations, etc.) to determine meanings of words and phrases.</p> <p>Find evidence to support proposed definition of word.</p> <p>Analyze the base word, prefix, suffix to help determine the meaning of a word.</p>

<b>Key Vocabulary:</b>															
<table> <tr> <td>glossary</td> <td>illustration</td> <td>reading strategies</td> </tr> <tr> <td>phrases</td> <td>definition</td> <td>inference</td> </tr> <tr> <td>caption</td> <td>prior knowledge</td> <td>base word</td> </tr> <tr> <td>prefix</td> <td>suffix</td> <td>word usage (parts of speech)</td> </tr> <tr> <td>vocabulary</td> <td>context clues</td> <td>dictionary</td> </tr> </table>	glossary	illustration	reading strategies	phrases	definition	inference	caption	prior knowledge	base word	prefix	suffix	word usage (parts of speech)	vocabulary	context clues	dictionary
glossary	illustration	reading strategies													
phrases	definition	inference													
caption	prior knowledge	base word													
prefix	suffix	word usage (parts of speech)													
vocabulary	context clues	dictionary													
<b>Relevance and Applications:</b> 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”?															
When reading directions for a new game, reading a menu, when exposed to text for the first time (i.e. vacations, billboards, street signs, brochures), reading a letter or an email, recreational reading															

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<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Student Friendly Language:
<p>I can use different parts of the book to find important information.</p> <p>I can use technology to find important information.</p> <p>I can understand when to use text features, such as captions, bold print, subheadings, glossaries, indexes, electronic menus, icons, etc.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>What specific text features are, how to use them, and where to find them</li> </ul>	<p>Using text features will help them find the key details in the text to determine meaning.</p> <p>Various informational text features can help them find information quickly.</p>	<p>Identify key details in text features to construct meaning of a text.</p> <p>Differentiate and use the appropriate text feature to locate information efficiently.</p>

Key Vocabulary:										
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><u>text features</u></td> <td style="width: 50%;">caption</td> </tr> <tr> <td>bold print</td> <td>heading</td> </tr> <tr> <td>subheading</td> <td>glossary</td> </tr> <tr> <td>index</td> <td>electronic menu</td> </tr> <tr> <td>icon</td> <td>table of contents</td> </tr> </table>	<u>text features</u>	caption	bold print	heading	subheading	glossary	index	electronic menu	icon	table of contents
<u>text features</u>	caption									
bold print	heading									
subheading	glossary									
index	electronic menu									
icon	table of contents									
<p><b>Relevance and Applications:</b> 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>Using text features will help to find information more efficiently and will prepare them to become proficient researchers because it increases comprehension.</p> <p>Using text features will make reading “Weekly Reader”, a newspaper or scanning a text easier.</p>										

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<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.RI.6. Distinguish their own point of view from that of the author of a text.

<b>Student Friendly Language:</b>
I can determine why the text was written by an author (author's purpose).

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do</b> (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• inference the author's purpose</li> <li>• main purposes of text e.g. to explain, to answer, to describe</li> </ul>	<p>Authors write with a purpose of either explaining information, answering questions, or describing a topic.</p> <p>Informational text has a purpose.</p>	<p>Infer the main purpose of informational text.</p> <p>State what the author wants to either answer, explain, or describe.</p>

<b>Key Vocabulary:</b>
<p>inferences informational text author non-fiction <u>author's purpose</u></p>
<b>Relevance and Applications:</b> 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 think critically about information being presented (use of fact/opinion based on an author's purpose) for example, an advertisement written to persuade someone to buy an item versus a research article</p> <p>When writing for a specific audience/purpose</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.R.I.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.	3.R.I.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

<b>Student Friendly Language:</b>
I can look at a picture in an informational text and tell the connection to the text.

Know (Factual)	Understand (Conceptual) The student will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• informational text</li> <li>• images in informational text</li> </ul>	<p>The purpose of informational text is to gain knowledge.</p> <p>Images in informational texts (diagrams, illustrations, maps, timelines, charts, photographs) help give meaning to the text.</p>	<p>Read informational texts.</p> <p>Tell about the images in an informational text.</p> <p>Verbalize the importance of these images in their understanding of the text.</p>

<b>Key Vocabulary:</b>
<p>image text informational text diagram photograph charts map timeline connection caption</p>
<b>Relevance and Applications:</b> 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>Assembling toys, furniture, grills, tvs, etc. Read/understand science and social studies texts.</p>

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<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas:	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

<b>Student Friendly Language:</b>
I can identify important points in a text.
I can give reasons from the text to support important points.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>specific points in a text</li> </ul>	<p>An author has reasons to include certain points in a text.</p> <p>An author includes details to support those points.</p>	<p>Describe specific points in a text.</p> <p>Describe supporting details in a text.</p> <p>Determine the authors point.</p>

<b>Key Vocabulary:</b>
<p>specific points</p> <p>reasons</p> <p><u>author's purpose</u></p>
<b>Relevance and Applications:</b> 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 give you a broader understanding of a specific topic.

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.RI.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Student Friendly Language:
<p>I can compare the most important points in two texts about the same topic.</p> <p>I can contrast the most important points in two texts about the same topic.</p>

Know (Factual)	Understand (Conceptual) That students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>compare and contrast text</li> <li>most important points</li> </ul>	<p>Different texts can be written about the same topic.</p> <p>Texts can be compared to gain knowledge about a topic.</p> <p>Texts can be contrasted to gain knowledge about a topic.</p>	<p>Compare important points between texts written about the same topic.</p> <p>Contrast important points between texts written about the same topic.</p>

Key Vocabulary:
<p><u>compare</u></p> <p><u>contrast</u></p> <p><u>most important points (main idea)</u></p> <p>texts</p> <p>topics</p> <p><u>key details</u></p> <p>graphic organizer</p> <p>facts</p> <p>information</p>
<p><b>Relevance and Applications:</b> 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 use information presented as facts in various texts to make informed decisions.</p> <p>To prepare them for future research projects in high school, college, and possible jobs in their futures.</p> <p>To choose between two products (movies, toys, restaurants) by reading the product descriptions.</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.RL.1 Ask and answer questions to demonstrate understanding a text, referring explicitly to the text aw to demonstrate understanding of key details in as the basis for the answers.

<b>Student Friendly Language:</b>
I can ask and answer who, what, when, where, why and how questions about the text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Story parts (characters, setting, problem, solution, events)</li> <li>● Sequencing</li> </ul>	<p>That texts have a sequence of events, characters, setting, key details and a main idea</p> <p>That good readers can talk about what they have read with details from the story/text.</p>	<p>Ask and answer questions about a story/text that has been read or heard.</p> <p>Demonstrate understanding of story/text that has been read or heard.</p> <p>Recall the key details of a story/text that has been read or heard.</p> <p>Use key details to draw conclusions about the higher level 'why' or 'how' questions about the text.</p>

<b>Key Vocabulary:</b>												
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Who</td> <td style="width: 33%;">What</td> <td style="width: 33%;">When</td> </tr> <tr> <td>Where</td> <td>Why</td> <td>How</td> </tr> <tr> <td>Main Idea</td> <td>Key Details</td> <td>Text</td> </tr> <tr> <td>Setting</td> <td>Solution</td> <td></td> </tr> </table>	Who	What	When	Where	Why	How	Main Idea	Key Details	Text	Setting	Solution	
Who	What	When										
Where	Why	How										
Main Idea	Key Details	Text										
Setting	Solution											
<b>Relevance and Applications:</b> 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 understand a story, you can ask or answer specific questions about the text.</p> <p>Stories at home</p> <p>Understanding stories from other media (tv programs, news)</p>												

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.RL.2 Recount stories including fables, folktales and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Student Friendly Language:
<p>I can recount a story from different cultures.</p> <p>I can tell others what the story means by using words from the story.</p> <p>I can tell others the lesson the story is teaching us.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Characteristics of Fables and Folktales</li> </ul>	<p>Culture shapes people and people shape cultures.</p> <p>That diverse cultures impact literature.</p> <p>Stories are passed down through generations and contain a central message.</p> <p>That stories have a lesson, message, or moral to teach</p>	<p>Retell the stories of folktales and fables.</p> <p>Compare and contrast stories.</p> <p>Explain the central message of a text.</p> <p>Recognize morals and lessons in a story.</p> <p>Recount stories from diverse cultures.</p>

Key Vocabulary:												
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Culture</td> <td style="width: 33%;">Fables</td> <td style="width: 33%;">Folktales</td> </tr> <tr> <td>Central message</td> <td>Lesson</td> <td>Moral</td> </tr> <tr> <td>Recount</td> <td>Retell</td> <td>Genre</td> </tr> <tr> <td>Diverse</td> <td></td> <td></td> </tr> </table>	Culture	Fables	Folktales	Central message	Lesson	Moral	Recount	Retell	Genre	Diverse		
Culture	Fables	Folktales										
Central message	Lesson	Moral										
Recount	Retell	Genre										
Diverse												
<b>Relevance and Applications:</b> 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 appreciate that there are different cultures in the world around us.</p> <p>To make personal connections to the lesson taught in fables and folktales.</p> <p>To be able to work with/ understand other people from different/diverse cultures.</p>												

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.RL.3: Describe characters in a story (e.g. their traits, motivations, or feeling) and explain how their actions contribute to the sequence of events.

Student Friendly Language:
<p>I can identify the characters in a text.</p> <p>I can identify the major events or challenges in a text.</p> <p>I can describe how characters respond to major events and challenges in a text.</p>

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Story parts (characters, setting, problem, solution, events)</li> <li>● Cause and effect</li> </ul>	<p>Characters respond differently to challenges and major events (problems) in a text.</p> <p>Character responses will affect the outcome of the stories.</p>	<p>Identify the characters in the text.</p> <p>Identify the main event/challenges in the text.</p> <p>Describe how character(s) respond to major events/ challenges.</p> <p>Describe why character(s) respond to major events/ challenges, citing evidence from the text to support the answer.</p> <p>Compare and contrast character(s) and their responses to the same major events/challenge in a text.</p> <p>Cite from the text that supports character response to events/ challenges evidence</p> <p>Connect to an event or character (e.g. text-to-text; text-to-self; text-to-world).</p> <p>Respond to the question: "What would you do in a similar situation?"</p>

Key Vocabulary:				
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">character(s) evidence</td> <td style="width: 25%;">major events/challenges (problem) character response</td> <td style="width: 25%;">solution <u>cause and effect</u></td> <td style="width: 25%;"><u>compare and contrast</u> connections</td> </tr> </table>	character(s) evidence	major events/challenges (problem) character response	solution <u>cause and effect</u>	<u>compare and contrast</u> connections
character(s) evidence	major events/challenges (problem) character response	solution <u>cause and effect</u>	<u>compare and contrast</u> connections	
<p><b>Relevance and Applications:</b> 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 develop deeper comprehension of stories, movies, tv shows.</p> <p>To effectively respond to challenges in real-life situations such as disagreements on the playground, solving problems with a sibling, or how two different people respond to the same problem.</p>				

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.RL.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non literal language.

Student Friendly Language:
<p>I can hear how words help stories, poems, or songs have a beat or rhythm.</p> <p>I can picture in my mind how words help stories, poems, or songs make sense.</p> <p>I can describe how words from the text help stories, poems, or songs make sense.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Types of rhythm in songs, poems, and stories</li> </ul>	<p>Words and phrases can create rhythm and meaning.</p>	<p>Interpret meaning from rhythmic words and phrases in a story, poem, or song.</p> <p>Identify rhythm in a story, poem, or song.</p>

Key Vocabulary:
<p>regular beats alliteration rhymes repeated lines rhythm poem phrase meaning of words and phrases</p>
<p><b>Relevance and Applications:</b> 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>Provide exposure to different forms of writing and how to entertain an audience in interesting ways; to help readers or listeners remember information easier; allow readers to make deeper, more long-term connections to the stories, poems, or songs; to provide enjoyment through word play</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanzas. Describe how each successive parts builds on earlier sections.

<b>Student Friendly Language:</b>
<p>I can name the setting(s) and main character(s) after reading the beginning of a story.</p> <p>I can sequence the events of the story.</p> <p>I can state the problem of the story.</p> <p>I can state the solution to the problem after reading the ending of a story.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do</b> (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>Difference between main characters and setting</li> <li>Beginning, middle, end of a story</li> <li>Problem/solution</li> <li>Story structure</li> </ul>	<p>The beginning of the story often introduces the main characters and setting of the story.</p> <p>Problems are resolved at the end of a story.</p> <p>A story has a plot with a beginning, middle, and end.</p>	<p>Identify the setting(s) of a story.</p> <p>Identify and describe the main character(s).</p> <p>Describe the problem and how it is resolved.</p> <p>Retell events following the sequence of the story.</p>

<b>Key Vocabulary:</b>									
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">character</td> <td style="width: 33%;">setting</td> <td style="width: 33%;">problem</td> </tr> <tr> <td>solution</td> <td><u>plot (beginning, middle, end)</u></td> <td>sequence</td> </tr> <tr> <td><u>events</u></td> <td>identify</td> <td>story structure</td> </tr> </table>	character	setting	problem	solution	<u>plot (beginning, middle, end)</u>	sequence	<u>events</u>	identify	story structure
character	setting	problem							
solution	<u>plot (beginning, middle, end)</u>	sequence							
<u>events</u>	identify	story structure							
<p><b>Relevance and Applications:</b> 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>Use standard story structure to write your own story, tell a friend about a movie or a book read, discussing events that occur during a game</p>									

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.

Student Friendly Language:
I can change my voice to match the character(s).
I can tell about a character's point of view.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Differences in point of view</li> <li>● How to use different voices for characters when reading aloud</li> </ul>	<p>Authors use characters to bring a story to life.</p> <p>Characters in a story express different points of view through dialogue and actions.</p> <p>Different characters may have different points of view in the same story.</p>	<p>Identify the characters of the story.</p> <p>Use different voices for different characters to reflect dialogue.</p> <p>Compare the differences in points of view of the characters.</p>

Key Vocabulary:
point of view characters dialogue voice expression
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"?
Acting in character during theatrical and oral interpretation performances.
While we all have our own opinion(s), different points of view should be respected.
In social situations, students will relate the use of different voices, body language, and facial expressions to a person's point of view.

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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, setting, or plot.	3.RL.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting.)

<b>Student Friendly Language:</b>
I can use pictures and words to identify characters, setting, and plot.

Know (Factual)	Understand (Conceptual) The student will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• literary elements (character, setting, plot)</li> <li>• illustrations</li> <li>• digital text</li> </ul>	<p>Character, setting, and plot are key in most forms of text.</p> <p>Illustrations may convey meaning about character, setting and plot.</p>	Utilize illustrations and text to find character, setting, and plot of various genres.

<b>Key Vocabulary:</b>
illustrations digital print character setting <u>plot</u>
<b>Relevance and Applications:</b> 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 can use these strategies to understand the story.

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.RL.9 Compare and contrast the adventures and experiences of characters in stories.	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.	3.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Student Friendly Language:
I can find similarities and differences between similar stories by different authors.
I can find similarities and differences between similar stories from different cultures.

Know (Factual)	Understand (Conceptual) The student will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• compare/similarities</li> <li>• contrast/differences</li> <li>• graphic organizers (i.e. Venn Diagram)</li> </ul>	<p>Stories may contain similar messages while using different story/cultural elements.</p> <p>There are other perspectives and cultures.</p> <p>There may be different versions of the same story.</p>	<p>Compare and contrast two or more versions of the same story.</p> <p>Organize similarities and differences through the use of a graphic organizer.</p>

Key Vocabulary:
<p><u>compare</u> similarities</p> <p><u>contrast</u> differences</p> <p>graphic organizers (Venn Diagram)</p> <p>genres</p> <p>culture</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>Students can compare different holiday traditions.</p> <p>Students can increase their cultural awareness.</p> <p>Students can be exposed to stories that will build/strengthen self-to-world connections.</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Text Types and Purposes	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>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.</p>	<p>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 opinion and reasons, and provide a concluding statement or section.</p>	<p>3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>

Student Friendly Language:
<p>I can write how I feel about an idea or book using a topic sentence.</p> <p>I can give reasons I feel a certain way.</p> <p>I can use a concluding sentence to tell my opinion.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Sentence structure</li> <li>● Paragraph Structure (introduction, supporting details, conclusion)</li> <li>● Fact versus opinion</li> <li>● Various linking words</li> </ul>	<p>Writing needs to communicate thoughts and feelings to others.</p> <p>Good writers include a main idea, supporting details, and a concluding statement in their writing.</p> <p>Everyone has opinions which are supported by reasons.</p>	<p>Write an opinion statement.</p> <p>Supply reasons that support the opinion.</p> <p>Use linking words to connect the opinion and reasons.</p> <p>Provide a concluding statement.</p>

Key Vocabulary:
<p>Opinion Concluding Statement Topic Statement Supporting Reasons</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>Write your opinion in a friendly or persuasive letter.</p> <p>Write an opinion letter to a boss or coworker.</p> <p>Write an opinion in a social studies or science paper and support it with multiple reasons.</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Writing Standards K-5	<b>Anchor Standard:</b>	Text Types and Purpose	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.W.2 Write informative/exclamatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g. also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.

<b>Student Friendly Language:</b>
I can write a topic sentence for an informative and explanatory text.
I can use facts to support my topic for an informative and explanatory text.
I can use definitions to support my topic for an informative and explanatory text.
I can write a conclusion sentence for an informative and explanatory text.

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do</b> (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>Difference between informative text and explanatory text</li> <li>Sentence Structure</li> <li>Paragraph Structure (topic sentence, supporting points, conclusion)</li> </ul>	<p>Using appropriate structure in writing will help communicate clear ideas to their audience.</p> <p>The purpose for writing helps determine the structure of the writing.</p>	<p>Write Informative text.</p> <p>Write Explanatory text.</p> <p>Develop a topic sentence.</p> <p>Support the topic sentence with facts and definitions.</p> <p>Construct a conclusion based on the supporting ideas.</p>

<b>Key Vocabulary:</b>
<p>Informative Text                  Explanatory Text                  Fact</p>
<p><b>Relevance and Applications:</b> 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>Write a letter to the school board to explain why we need new playground equipment.</p> <p>Write a 4-H presentation using facts on the topic.</p> <p>Write an explanation to a friend on how to make something.</p> <p>Write a research paper on a topic given to them for a class, such as animals in the community.</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	W (Writing Standards for Literature K-5)	<b>Anchor Standard:</b>	Text Types and Purposes	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>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.</p>	<p>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.</p>	<p>3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>

<b>Student Friendly Language:</b>
<p>I can write a detailed story with a beginning, middle, and end using describing words.</p> <p>I can use words such as before, then, and after to put my story in the correct order.</p> <p>I can write a story sharing my thoughts and feelings.</p> <p>I can write a story using describing words.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● Sequence of events</li> <li>● Story Structure</li> <li>● Elaborated/detailed events</li> <li>● Types of temporal words (time order words)</li> </ul>	<p>A rich narrative includes details, and describes actions, thoughts, and feelings in sequence.</p> <p>Narratives are personal accounts of an event.</p>	<p>Write a narrative using elaborated sequence of events containing detailed action.</p> <p>Portray emotions by connecting personal thoughts and feeling.</p> <p>Construct a sentence to provide a clear closure.</p>

<b>Key Vocabulary:</b>
<p>Narrative                  Closure</p>
<p><b>Relevance and Applications:</b> 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>Write a story about a fun event that you just attended.            Creating or watching plays and noticing the sequence of events.            Writing on topic in a daily journal included thoughts and feelings.</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Production and Distribution of Writing	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)

<b>Student Friendly Language:</b>
<p>I can write about one topic with supporting details.</p> <p>I can revise my writing with help from others.</p> <p>I can edit my writing with help from others.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● How to stick to a topic or main idea when writing</li> <li>● main idea sentence</li> <li>● supporting details</li> <li>● concluding sentence</li> <li>● paragraph structure</li> <li>● revise written work</li> <li>● edit written work</li> </ul>	<p>Writing should focus on one topic.</p> <p>Writing can be strengthened by revising and editing.</p> <p>Writing communicates ideas to other people.</p> <p>Good writers include a topic (main idea), supporting details, and a concluding (ending) sentence in their writing.</p> <p>Writing is a process (prewrite, draft, revise, edit, publish).</p>	<p>Write about a topic.</p> <p>Include related supporting details when writing.</p> <p>Accept help from adults and peers to strengthen their writing.</p> <p>Revise their writing.</p> <p>Edit their writing and the writing of others.</p>

<b>Key Vocabulary:</b>												
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">topic (main idea)</td> <td style="width: 33%;">supporting details</td> <td style="width: 33%;">concluding (ending) sentence</td> </tr> <tr> <td><u>revise</u></td> <td><u>edit</u></td> <td>peer review</td> </tr> <tr> <td>brainstorming</td> <td>writing conventions</td> <td>sentence structure</td> </tr> <tr> <td>paragraph structure</td> <td>word choice</td> <td></td> </tr> </table>	topic (main idea)	supporting details	concluding (ending) sentence	<u>revise</u>	<u>edit</u>	peer review	brainstorming	writing conventions	sentence structure	paragraph structure	word choice	
topic (main idea)	supporting details	concluding (ending) sentence										
<u>revise</u>	<u>edit</u>	peer review										
brainstorming	writing conventions	sentence structure										
paragraph structure	word choice											
<b>Relevance and Applications:</b> 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 write essays throughout life (high school, college, job applications).</p> <p>To help become better writers in order to communicate ideas.</p> <p>To help think critically while improving writing.</p> <p>To be open to giving and receiving constructive feedback with a goal of improvement.</p>												

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Production and Distribution of Writing	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

<b>Student Friendly Language:</b>
I can use a variety of technology tools with my teacher’s help to write and share projects with my classmates.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● types of technology tools</li> <li>● writing process</li> <li>● basic rules of collaboration</li> </ul>	<p>Publishing is the final step in the writing process.</p> <p>Various technology tools can be used to publish writing.</p> <p>A published piece of writing is meant to be shared.</p> <p>Including pictures enhances writing.</p>	<p>Collaborate with peers to produce and publish writing.</p> <p>Research chosen topic.</p> <p>Apply the steps of the writing process to publish their work.</p> <p>Revise and edit work with peers.</p> <p>Utilize technology to compose text and include photographs and/or illustrations into their writing.</p> <p>Read aloud published pieces to others.</p>

<b>Key Vocabulary:</b>			
technology	tools	variety	projects
share	smart board	digital camera	projector
computer	keyboard	printer	<u>revise</u>
<u>edit</u>	publish		

<b>Relevance and Applications:</b> 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 be able to use technology in everyday life to enhance written projects (e.g. brochures, stories, business presentations, etc.)</p> <p>To develop a confidence in their writing (for example, personal journaling, letter writing).</p> <p>To become comfortable with the use of technology.</p> <p>To respectfully give and receive feedback from others.</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Writing Standards K-5	<b>Anchor Standard:</b>	Research to Build and Present Knowledge	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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).	3.W.7 Conduct short research projects that build knowledge about a topic.

Student Friendly Language:
<p>I can work with others to read books and articles and then write a report.</p> <p>I can work with others to record science observations.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>purpose for writing</li> <li>shared research project</li> <li>shared writing project</li> <li>science observation</li> <li>writing process</li> <li>record data</li> </ul>	<p>Books, magazines, and other writings provide information that is helpful in writing reports.</p> <p>Working together on a written report or a research project can help improve the writing skills of everyone involved.</p> <p>Reports provide information to readers, so our purpose in writing a report is to present information in a way that someone else can understand it.</p>	<p>Gather information from many resources.</p> <p>Choose key information from selected articles to present in a report, putting the ideas into their own words.</p> <p>Organize selected information to create a report.</p> <p>Record science observations in writing.</p> <p>Using the writing process, write a report in collaboration with others.</p>

Key Vocabulary:									
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">research</td> <td style="width: 33%;">articles</td> <td style="width: 33%;">resources</td> </tr> <tr> <td>topic</td> <td>main idea</td> <td>details</td> </tr> <tr> <td>report</td> <td>scientific observations</td> <td>record data</td> </tr> </table>	research	articles	resources	topic	main idea	details	report	scientific observations	record data
research	articles	resources							
topic	main idea	details							
report	scientific observations	record data							
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 you have a question about something, you can find the answers through research and then share your learning with others by writing a report.</p> <p>To record procedures and observations from science experiments.</p> <p>To learn what other people have observed or written on a topic of interest.</p> <p>Knowing where to find information on a topic of interest or necessity.</p>									

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Research to Build and Present Knowledge	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

<b>Student Friendly Language:</b>
I can use what I know, what I have read, and/or what I have learned to write an answer to a question.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• types of questions</li> <li>• reference materials</li> </ul>	<p>Writers can use prior knowledge and experiences to help them answer a question.</p> <p>Writers can use multiple sources to answer a question.</p>	<p>Gather information from reference materials.</p> <p>Apply information and experiences to written responses.</p> <p>Provide an appropriate, and complete response to a question.</p>

<b>Key Vocabulary:</b>
recall sources experience
<b>Relevance and Applications:</b> 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>A reporter’s job is to write answers to questions.          Fill out a survey/ registry/ warranty information          Complete a accident report form          Complete a medical questionnaire          Write a letter to Santa. (What do you want? Are you on the naughty or nice list? Evidence?)          Complete a discipline referral form or conflict resolution form at school.</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Conventions of Standard English	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<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>	<p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>

### Student Friendly Language:

I can use a noun to tell about a group.

I can use irregular nouns to tell about a group. (e.g. one tooth but four teeth, one mouse but six mice)

I can use pronouns to tell about myself. (e.g. ourselves, themselves)

I can change verbs to tell that something already happened.

I can use adjectives to describe nouns.

I can use adverbs to describe verbs.

I can change or add words in a sentence.

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● Collective nouns (e.g., family, class, herd)</li> <li>● Irregular plural nouns</li> <li>● Reflexive pronouns</li> <li>● Noun and verb tense agreement</li> <li>● When to use adjectives (modify nouns)</li> <li>● When to use adverbs (modify verbs)</li> <li>● Complete simple sentences</li> <li>● Complete compound sentences</li> </ul>	<p>Nouns that look singular can sometimes represent a group of people, places, and things. (e.g. family, herd, group, class)</p> <p>Plural nouns can have irregular spellings. (e.g. mouse/mice, tooth/teeth)</p> <p>Pronouns can be used to describe myself and other people.</p> <p>Changing the verb tense will reflect when the action took place.</p> <p>Verb tenses can have irregular spellings. (e.g. sit/sat)</p> <p>Adjectives describe nouns and adverbs describe verbs.</p> <p>Sentences can be expanded, combined, and rearranged to add details, change meaning, or enhance style.</p>	<p>Use collective nouns in sentences when speaking and writing.</p> <p>Change nouns into regular and irregular plural forms when writing and speaking.</p> <p>Use reflexive pronouns when speaking and writing.</p> <p>Change regular verbs to past tense of frequently occurring irregular verbs.</p> <p>Determine when adjectives and adverbs should be used.</p> <p>Use adjectives and adverbs in writing assignments.</p> <p>Create, expand, and rearrange a simple sentences to a complex sentence.</p>

**Key Vocabulary:**

nouns  
irregular plural nouns  
 collective noun  
singular noun  
plural nouns  
 reflexive pronouns  
 verbs  
irregular verbs  
past tense  
present tense  
future tense  
 adverbs  
adjectives  
 modified  
 complete sentence  
 compound sentence  
 simple sentence  
 expand  
 rearrange  
singular noun

**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”?

Write letters/notes, to describe what you have been doing.  
 Describe an event, activity, or situation to a teacher, peer, friend, or relative  
 Write a story involving several characters.  
 Add interesting details to your writing.

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Conventions of Standard English	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ol style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ol>	<p>2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Capitalize holidays, product names, and geographic names.</li> <li>b. Use commas in greetings and closings of letters.</li> <li>c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</li> <li>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ol>	<p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Capitalize appropriate words in titles.</li> <li>b. Use commas in addresses.</li> <li>c. Use commas and quotation marks in dialogue.</li> <li>d. Form and use possessives.</li> <li>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ol>

<b>Student Friendly Language:</b>
<p>I can capitalize holidays, product names, and important places (e.g., Christmas, Legos, South Dakota).</p> <p>I can use commas in greetings and closings of letters.</p> <p>I can use apostrophes to form contractions (e.g., isn't).</p> <p>I can use apostrophes to show ownership (e.g, Mary's puppy).</p> <p>I can use spelling patterns I have learned to help me spell unknown words.</p> <p>I can use reference materials to check and correct spellings.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● Capitalization rules for proper nouns</li> <li>● Where to place commas in the greeting and closing of a letter</li> <li>● Where to place apostrophes</li> <li>● Spelling patterns</li> <li>● Reference materials (e.g., dictionaries)</li> </ul>	<p>There are rules for capitalization and punctuation in our English language that help make the meaning of the writing clearer.</p> <p>All proper nouns are capitalized including holidays, product names, and geographic names.</p> <p>Commas are needed after the greeting and closing in a letter.</p> <p>An apostrophe is needed in a contraction to show where a letter(s) was eliminated.</p> <p>An apostrophe is needed in a noun to show possession or ownership.</p> <p>Learned spelling patterns can help when spelling unknown words.</p> <p>Reference materials such beginning dictionaries can be used to check and correct spelling.</p>	<p>Identify and capitalize holidays, product names, and geographic names.</p> <p>Write greetings and closings of letters and insert commas where needed.</p> <p>Identify contractions and possessive nouns and insert apostrophes where needed.</p> <p>Apply learned spelling patterns to spell unknown words.</p> <p>Consult reference materials such as beginning dictionaries to check and correct spelling.</p>

**Key Vocabulary:**

capitalization  
punctuation  
comma  
greeting  
closing  
apostrophe  
contraction  
possessive  
reference materials (e.g., dictionaries)  
proper nouns  
holidays  
product names  
geographic names

**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 communicate with others in a variety of ways (e.g., through writing letters, thank you notes, reports, stories, journals, etc.).

Writing resumes, letters, and reports is essential in finding and keeping most jobs and in getting an education.

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Knowledge of Language	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
Begins in Grade 2	2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English	3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.

### Student Friendly Language:

I can use what I know about language and its conventions while I write, speak, read, or listen.

I can decide when it is appropriate to use complete sentences and incomplete sentences when speaking or writing.

I can recognize a complete sentence when reading or listening.

I can recognize an incomplete sentence when reading or listening.

I can speak or write in complete sentences when it is appropriate.

<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● formal English               <ul style="list-style-type: none"> <li>○ academic vocabulary</li> <li>○ formal structure of conventions</li> </ul> </li> <li>● informal English               <ul style="list-style-type: none"> <li>○ slang</li> <li>○ incomplete sentences</li> <li>○ incorrect grammar and punctuation</li> </ul> </li> <li>● conventions</li> </ul>	<p>Certain situations require formal use of the English language.</p> <p>Certain situations allow for the use of informal language.</p> <p>There is a difference between formal and informal English.</p> <p>The English language should be used appropriately according to the context of the situation and the purpose of the audience.</p>	<p>Compare writing and speaking in formal and informal contexts when reading or listening to text.</p> <p>Interpret which writing and speaking situations and tasks require use of formal or informal English language.</p> <p>Discuss what situations may require an author or speaker to use either formal or informal English.</p> <p>Discuss an author's or speaker's style and the effect it has on the language that was used.</p>

**Key Vocabulary:**

formal English  
informal English  
compare  
writing conventions  
context  
author  
speaker  
language  
academic vocabulary  
parts of speech  
syntax  
slang  
incomplete sentences  
body language  
emotions  
incorrect grammar  
punctuation

**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 decide when to use formal or informal language every day as adults. For example, how to discuss matters at work versus casual conversations, how to send work communications like e-mails/letters/texts versus personal messages, etc.

Students will need to use formal language to build a resume and to speak during an interview to get a job.

Students will need to use the English language appropriately to pass their thoughts and ideas on to others either in written or spoken form.

Research papers and other assignments given in secondary and postsecondary educational settings will require the use of formal English language.

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Vocabulary Acquisition and Use	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<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>	<p>3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range 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 affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>

<b>Student Friendly Language:</b>
I can tell what a word means by how it is used in the sentence.
I can tell what a word means by looking at the root word, and prefix.
I can tell what a compound word means by looking at the two smaller words that make up the compound word.
I can find the meaning of words in glossaries and dictionaries.

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> I want students to understand that:	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● root words and words with multiple meanings;</li> <li>● prefixes;</li> <li>● sentences-level context clues;</li> <li>● glossaries;</li> <li>● dictionaries;</li> </ul>	<p>Words can have multiple meanings. Context clues can be used to decipher words.</p> <p>Prefixes change the meaning of words.</p> <p>Meanings of root words can be used to figure out unknown words with the same root.</p> <p>Compound words can be determined by figuring out the meaning of the individual words within the compound word.</p> <p>Meanings of words can be found in glossaries and dictionaries, both in hard print and digitally.</p>	<p>Choose the correct meaning of words with multiple meanings based on context clues.</p> <p>Predict word meanings based on prefixes, root words and individual words in compound words.</p> <p>Look words up in dictionaries and glossaries to determine the meaning of words and phrases.</p> <p>Recognize meanings of words and phrases based on context clues.</p>

**Key Vocabulary:**

context clues

prefix

root word (base)

compound word

glossary

dictionary

print

digital

multiple meanings

**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”?

You can read and understand directions to a game.

You can read and understand new books.

You can read and understand letters, text messages and e-mails.

You can read and understand recipes, medicine bottles and road signs

When you find a word you don't know when you are reading, you will have many strategies for figuring out the word.

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Vocabulary Acquisition and Use	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<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>	<p>3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>

<b>Student Friendly Language:</b>
<p>I can explain what a word means by giving an example from everyday life.</p> <p>I can describe the differences between words with similar meanings.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> I want students to understand that:	<b>Do</b> (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• situational usage of words</li> <li>• shades of meaning</li> </ul>	<p>Many words in our language have other words that mean about the same - synonyms.</p> <p>Some words give a more descriptive meaning to the written work than others.</p>	<p>Use suitable and precise words in speaking and writing.</p> <p>Choose the best word for a specific context from among closely related verbs or adjectives.</p>

<b>Key Vocabulary:</b>						
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">verbs</td> <td style="width: 33%;">adjectives</td> <td style="width: 33%;"><u>synonyms</u></td> </tr> <tr> <td>shades of meaning</td> <td>nuances</td> <td>word relationships</td> </tr> </table>	verbs	adjectives	<u>synonyms</u>	shades of meaning	nuances	word relationships
verbs	adjectives	<u>synonyms</u>				
shades of meaning	nuances	word relationships				
<p><b>Relevance and Applications:</b> 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>Adjectives help us explain precisely what we want: i.e. I want my eggs scrambled and my hamburger well-done. Knowing meanings of words help us understand direction; i.e, you may walk in the hallway, but please don't skip, trot, run or gallop.</p> <p>Using precise words can clarify our writing and keep us from overusing common/vague words.</p>						

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Vocabulary Acquisition and Use	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>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)</p>	<p>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).</p>	<p>3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>

<b>Student Friendly Language:</b>
<p>I can use new words and phrases to describe. I can use details when I share information.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• appropriate use of descriptive words (adjectives and adverbs)</li> </ul>	<p>Adding details using adjectives and adverbs allows others to better understand the message.</p> <p>Appropriately using new words and phrases makes communicating with others interesting.</p>	<p>Read a story and comprehend the information to use for future conversations.</p> <p>Use descriptive words (adjectives and adverbs) when communicating to add details.</p> <p>Use new words or phrases acquired from oral or written texts.</p>

<b>Key Vocabulary:</b>
<p>words phrases conversations descriptive words adjectives adverbs dialogue</p>
<b>Relevance and Applications:</b> 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>Conversations with family and friends Retelling a story Pulling information read into a conversation i.e. reading a nonfiction story about how to care for fish to prepare for holding a conversation with a pet store worker when purchasing a fish</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Speaking & Listening	<b>Anchor Standard:</b>	Comprehension & Collaboration	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<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>	<p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. 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>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>

<b>Student Friendly Language:</b>
<p>I can talk with any of my classmates and adults about interesting topics and books.</p> <p>I can stay on topic.</p> <p>I can speak in small and large groups.</p> <p>I can respect others by waiting for my turn to speak.</p> <p>I can respectfully listen to others and join their conversations.</p> <p>I can ask questions to the speaker to find out more information.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do</b> (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>Topic of the conversation</li> <li>Staying on topic</li> <li>Rules of conversation (body language, listening, engagement)</li> <li>Appropriate clarifying questions</li> </ul>	<p>Speaking, listening, and asking questions are all important in a conversation.</p> <p>Conversations involve linking ideas.</p> <p>Following rules during a discussion allows everyone to share their ideas and be heard.</p>	<p>Respectfully speak and listen to conversations about appropriate topics of interest</p> <p>Ask for clarification in a conversation.</p> <p>Connect prior knowledge of a topic to add to ongoing conversation</p> <p>Follow universal and class-established rules for discussion.</p>

**Key Vocabulary:**

conversation

details

clarification

**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”?

Engage in interesting conversations with neighbors, community leaders, relatives, friends.

Ask questions to get help or directions in an unfamiliar place.

Talk about your favorite sports team with a friend.

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Speaking and Listening	<b>Anchor Standard:</b>	Comprehension and Collaboration	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.SL.1. 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.	3.SL.3. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

<b>Student Friendly Language:</b>
<p>I can describe the main idea and details of a story/report/video I hear or see.</p> <p>I can remember and repeat the details of a story/report/video I hear or see.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do</b> (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Key idea and details</li> <li>• Various types of media</li> </ul>	<p>Writing and other forms of communication contain key ideas and supporting details.</p> <p>Subsections of media (i.e. chapters in a book or scenes in a movie) each usually contain their own key ideas and details.</p>	<p>Identify the key/main idea and details of a text read aloud or via other media. (video, graphic, etc...).</p> <p>Retell the events of a story ready aloud or delivered in another media form.</p>

<b>Key Vocabulary:</b>
<p>media</p> <p><u>key ideas</u></p> <p><u>details</u></p>
<b>Relevance and Applications:</b> 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>Learn information from people who are talking to you personally, in a group, on TV, or on the computer.</p> <p>Understand the structure and main points of a movie, TV show, video, or computer presentation.</p> <p>Retell the story that the teacher read to the class.</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Speaking and Listening	<b>Anchor Standard:</b>	Comprehension and Collaboration	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

<b>Student Friendly Language:</b>
<p>I can ask and answer questions to get more information.</p> <p>I can ask and answer questions to better understand a topic or issue.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do</b> (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>Difference between sharing information and asking appropriate questions</li> <li>Rules of conversation (listening, body language, engagement)</li> </ul>	<p>Asking questions is a way to gather information.</p> <p>Asking questions is a way to gather information by listening and responding to the speaker.</p>	<p>Initiate conversation when you have a question for the speaker.</p> <p>Ask appropriate questions to gather information, deepen understanding, and clear up misconceptions or confusion.</p>

<b>Key Vocabulary:</b>
<p>question</p> <p>listening</p> <p>comprehension</p>
<b>Relevance and Applications:</b> 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 gather information and ask questions to follow directions from doctors, police officers, coaches, judges, and bosses.</p> <p>Students need to ask questions to complete assignments correctly.</p> <p>Students need to ask questions to learn rules to games.</p> <p>Students need to respond appropriately when people ask them questions.</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Speaking and Listening	<b>Anchor Standard:</b>	Presentation of Knowledge and Ideas	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and details clearly.	2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Student Friendly Language:
<p>I can tell a story that makes sense to others.</p> <p>I can use the right tone of voice for others to hear.</p> <p>I can speak in sentences so my audience will understand me.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Appropriate vs. inappropriate facts</li> <li>• Relevant and descriptive details</li> <li>• Sentence structure</li> </ul>	<p>Speaking is how you communicate using a clear voice and coherent sentences.</p> <p>When telling a story or describing a personal experience, clear, descriptive details will help the audience understand and enjoy the story.</p> <p>Telling stories should include only important facts and relevant details.</p>	<p>Distinguish the differences between appropriate and inappropriate facts, and descriptive and non-descriptive details.</p> <p>Tell a story that others will understand, using facts and descriptive details.</p> <p>Recount a personal experience in a way that makes sense, using coherent sentences and a voice volume adequate for the selected audience.</p>

Key Vocabulary:
<p>facts</p> <p><u>details</u></p> <p><u>coherent sentences</u></p> <p>audience</p>
<p><b>Relevance and Applications:</b> 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>You need to be prepared for Show and Tell and to present oral reports in the classroom. You need to speak loudly enough so other will hear and understand you.</p> <p>People like to tell friends or family about an exciting event they were part of.</p> <p>You may have to tell someone the answer to the question, “What happened?” in the event that someone gets hurt or property gets damaged, and you were there to see it.</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Speaking and Listening	<b>Anchor Standard:</b>	Presentation of Knowledge and Ideas	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

<b>Student Friendly Language:</b>
<p>I can make a recording of a story or poem as I read aloud.</p> <p>I can make and use drawings or displays to help add details to tell about a story or an experience.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>Story components</li> <li>Types of poems</li> <li>Visual displays</li> <li>Types of audio recording</li> </ul>	<p>Audio recordings is the use of technology to allow future viewing for self reflection and correction of the content recorded.</p> <p>Visual displays help answer audience questions when listening to stories or experiences.</p> <p>Drawings and displays allow speakers to add extra details to clarify thoughts, ideas, and feelings that cannot be heard in the retelling of an experience.</p>	<p>Create an audio recording.</p> <p>Create drawings or displays to clarify thoughts, ideas, and feelings for a story or experience.</p> <p>Recognize when a drawing or display is appropriate to enhance a story or experience.</p>

<b>Key Vocabulary:</b>
audio recordings

<b>Relevance and Applications:</b> 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”?
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<p>Plays and performances can be recorded for future viewing.</p> <p>Several jobs require oral presentations to pitch new ideas or share information that can be enhanced by using visual displays or drawings.</p> <p>Writers need to create or plan illustrations that match their stories and enhance details for readers.</p> <p>Audio recordings can be used to look for personal growth over time in areas like fluency and expression.</p>
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## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Speaking and Listening	<b>Anchor Standard:</b>	Presentation of Knowledge and Ideas	<b>Grade level:</b>	2
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)	3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

<b>Student Friendly Language:</b>
<p>I can speak in complete sentences to give someone more information or ask questions.</p> <p>I can tell the difference between a complete sentence and an incomplete sentence.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do</b> (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Difference between complete and incomplete sentences</li> <li>• Sentence structure</li> <li>• Details</li> </ul>	<p>Speaking in complete sentences can provide people with more information and help answer listeners questions.</p> <p>There are certain situations and tasks where it is appropriate to speak in complete sentences; however, some situations it is acceptable to speak in incomplete sentences/sentence fragments.</p>	<p>Speak in complete sentences to provide more information or clarification.</p> <p>Differentiate between situations and tasks while developing sentences to decide whether it is appropriate to use complete or incomplete sentences.</p> <p>Determine whether a sentence is complete or incomplete.</p>

<b>Key Vocabulary:</b>
complete sentences <u>sentence fragment</u>
<b>Relevance and Applications:</b> 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>Students will need to clarify details at home when asked questions like, “How was your day?”</p> <p>As a manager, employees may need clarification or questions answered about procedures or accounts and it will be the manager’s responsibility to communicate the answers effectively.</p> <p>When speaking out loud, (i.e. a politician, storyteller, teacher, student) a listener may ask questions to find out more information about the topic.</p>