SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Key Ideas and Details	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in 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.	4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Student Friendly Language:

I can use the text to ask questions using facts from a nonfiction text.

I can use the text to answer questions using facts from a nonfiction text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- nonfiction - text - questions - fact - supporting information (facts) - context clues - informational text	Supporting information can be used to ask questions from a nonfiction text. Supporting information can be used to answer questions from a nonfiction text. Answers need to be supported with details or examples from a nonfiction text.	Identify supporting information to ask and answer questions from a nonfiction text. Demonstrate an understanding of the text by using appropriate facts. Draw conclusions about the meaning of the text supported by details from the text.

Key Vocabulary:

nonfiction
text
questions
fact
supporting information
demonstrate
context clues
identify

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"?

The student will be able to support his/her understanding of nonfiction text.
Ex. science experiments, baking and cooking, building things, creating crafts, current events

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Key Ideas and Details	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.R.I.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.	4.R.I.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Student Friendly Language:

I can tell the main idea of text.

I can give details about the text that go with the main idea.

I can explain how the details match the main idea.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- main idea - key details - text	the main idea is the big thought the author of the text is trying to convey. knowing the main idea and key details of a text will help them comprehend a text. that details support the main idea.	Identify the main idea of a text. Recall the details of the text that support the main idea. Assess if the details of the text support the main idea.

Key Vocabulary:

main idea (central message)
key details
supports
convey
passage
text

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?

You need to know the main idea and key details of a text so you can understand and make sense of what you read. For example being able to understand a textbook, newspapers, novels, contracts, directions, or online materials.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Informational Text	Anchor Standard:	Key Ideas and Details	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	4.RI.4: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Student Friendly Language:

I can use a timeline, illustrating sequence of events, to show past, present, and possible future outcomes.
I can use cause and effect to show and explain our past (historical) events.
I can follow "steps in a process" to help explain how time, sequence, and cause and effect are used in scientific experiments and technical procedures (following basic directions)

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- steps in a process (technical procedures/following directions) - cause/effect - timelines - historical event - past, present, future - sequencing - graphic organizers/graphic representations (including timelines, Venn diagrams, sequence maps, flow charts, dioramas, t-charts, etc.)	Sequencing is putting things in order from past to present or present to past, using a graphic representation. Cause and effect is linked to everything past and present. Following directions are steps in a process. Inventions are often the result of needs.	Construct an appropriate graphic representation based on information read in the text. Organize dates or steps in sequential order. Perform cause and effect skits of events of the past, present, even future.

Key Vocabulary:
Historical events Scientific ideas and concepts Graphic organizer/representation—timeline, flowchart, sequence chart, diorama, t-chart, Venn diagram Past, present, future, yesterday, today, tomorrow, etc. Cause and Effect Steps in a process(technical procedures)
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?

Family Tree
      Genetics
      Different cultures
 	
This Day In History—talk about events that have happened.
 	
Time Line-picture time line of their history
      correlate to an important historical event/person that happened that specific   year.
      correlate each year to an invention that was created.
 	
Community History
      How your community changed, building appearance (past/present), legends vs facts (historians, local museums), how have landforms changed around your area
 	
Historical events that impacted your community.
      Weather-tornado, flooding, drought
      Wars
      Segregation
 	
Field Trips
 	
Understanding how medicine might have side effects especially if taken with other chemicals or not in following doctor's orders.

Strand:	Reading for Informational Text	Anchor Standard:	Craft and Structure	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject.	**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.	4.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.

Student Friendly Language:

I can find the meaning of a word I don't know in a nonfiction text by using the right resources.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● glossary ● dictionary ● technology resources ● definition ● nonfiction ● context clues ● text features	There are multiple strategies that can be used to find the meaning of a word.	Use resources to investigate meanings of words. Apply the meaning to comprehend the nonfiction text.

Key Vocabulary:

nonfiction
multiple strategies (glossary, dictionary, definition, context clues, text features)

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"?

The student will use this when reading the instructions for playing a game.

The students will use this to complete a daily assignment.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Craft and Structure	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	4.RI.5 Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Student Friendly Language:
I can use text features to locate information. I can use the Internet to locate relevant information using hyperlinks and sidebars.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• Text features • Search Engines • Search Tools	Text features provide quick access to information. Not all information is relevant when using a search tool. Hyperlinks and sidebars on the Internet are organized ways to navigate information.	Select and use the appropriate text feature to find information. Navigate search engines effectively. Distinguish the relevancy of information when conducting a search.

Key Vocabulary:
Hyperlink sidebar search tools (hyperlink, sidebar, electronic menu) relevant text features (captions, bold print, sub-headings, glossaries, indexes, electronic menus, icons)
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 use non-fiction literature and search engines to conduct research. Students will use hyperlinks and search engines to access online games and web pages.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Integration of Knowledge and ideas	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	3.RI.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).	4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

Student Friendly Language:

I can use illustrations and words to understand parts of a text.
I can explain where, when, why and how events occur.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• Types of illustrations • Text features	Illustrations and text features aid in comprehension of a text.	Interpret text features (maps, photographs, diagrams, etc.) accurately. Analyze text features and use them to understand a text.

Key Vocabulary:

illustrations
key events
map
photograph
text features

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?

To interpret signs and maps when traveling.

To understand directions for cooking, electronics, etc.

To understand diagrams for putting together equipment.

Use charts and graphs to analyze data in math or science.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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).	4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.

Student Friendly Language:

I can retell the paragraph in sequence.
I can put sentences in sequence to retell the text.
I can tell the cause and effect of paragraphs within a text.
I can make comparisons from paragraphs within a text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- Paragraph structure - Sequence - Comparison - Cause/effect	Paragraphs are within a text and are a distinct section of a piece of writing, usually dealing with a single theme and indicated by a new line, indentation, or numbering. Paragraphs are organized and written differently depending on the purpose. Texts are told in an order for it to make sense. Every action has a cause and effect relationship. Connections can be made between different topics within a text.	Classify similarities and differences in a text. Organize sentences in order to retell a topic. Identify cause and effect within a text.

Key Vocabulary:

paragraph
sequence
comparison
cause/effect

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"?

Current events are written in a cause/effect format.
Editorials are written in a sequential paragraph form.
Research

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Student Friendly Language:

I can compare and contrast important points and details from two texts on the same topic.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● important points ● key details	Comparing and contrasting are useful tools in comprehending text. Understand and use various media (maps, diagrams, graphic organizers, photos) within informational texts to make informed decisions.	Compare and contrast the most important points and key details presented in two texts on the same topic.

Key Vocabulary:

compare
contrast
important points
key details

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?

Students will need to gather reliable, valid information from multiple sources on a topic.

The ability to compare and contrast similar topics allows you to make informed decisions in real life.

Examples: Compare and contrast colleges, job benefits, products, hotel choices, driving routes

SD Common Core State Standards Disaggregated English Language Arts Template

| Strand: | Language | Anchor Standard: | Conventions of Standard English | Grade level: | 3 |

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. 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).	3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.	4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., to, too, two; there, their).*

Student Friendly Language:

When I speak and write, I use correct English conventions and grammar.

Know (Factual)	Understand (Conceptual)	Do (Procedural, Application, Extended Thinking)
• Parts of speech • Types of sentences	Making changes to words is needed to convey time, emotion and importance in sentences.	Use nouns, pronouns, verbs, adjectives, adverbs, and abstract nouns in sentences. Modify regular and irregular nouns and verbs tenses to fit sentences. Construct subject/verb pairs and pronoun/antecedent pairs that are in agreement. Compare two items using comparative adverbs and adjectives. Compare one against a group of items using superlative adverbs and adjectives. Critique sentences for correct usage of coordinating and subordinating conjunctions. Create simple, compound and complex sentences.

Key Vocabulary:
nouns, pronouns, verbs, adjectives, adverbs
regular and irregular plural nouns, abstract nouns
regular and irregular verbs, verb tenses
subject/verb agreement, pronoun/antecedent agreement
comparative and superlative adverbs and adjectives
coordinating and subordinating conjunctions
simple, compound and complex sentences

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"?
Create rules to a game that your peers can read and understand.
Keep a journal that correctly conveys your feelings and the events of the day.
Communicate with a friend in pen pal format through written letters, emails, texts, and social media.
Read and follow directions given by teachers and parents correctly.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Conventions of Standard English	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.

Student Friendly Language:

I can capitalize appropriate words in titles.
I can use commas in addresses.
I can use commas and quotation marks in dialogue.
I can form and use possessives.
I can spell high frequency and other studied words correctly.
I can add suffixes to base words.
I can use spelling patterns when writing words.
I can use reference materials to check and correct spellings.

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
• Conventions • Spelling patterns • Reference materials	Titles need capital letters. Commas are needed in addresses and dialogue. Quotation marks are needed in dialogue. There are different ways to form and use possessives. Patterns can be used to spell words correctly. Suffixes can be added to words. Reference materials can be used.	Capitalize appropriately. Place commas in addresses. Punctuate dialogue. Form and use possessives. Use high frequency words and spelling patterns to spell words correctly. Use print and electronic sources to edit written work.

Key Vocabulary:
Base word Capitalization Comma Dialogue Punctuation Quotation Marks Spelling patterns Suffixes <u>Reference materials</u> Titles Possessives High Frequency Words Addresses
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
Writing a letter, note, e-mail. Addressing an envelope. I am able to get help from reference materials.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Knowledge of Language	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	L.3.3 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.	L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. * b. Choose punctuation for effect. * c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Student Friendly Language:
I can use appropriate language. I can choose words that will add meaning to my writing, speaking, reading, or listening. I can choose phrases that will add meaning to my writing, speaking, reading or listening. I can see the differences in spoken and written standard English. I can understand the differences in spoken and written standard English.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● written language ● spoken language ● standard English ● using words for effect	There are differences in written and spoken language. There are phrases that we would use in written language but not in spoken language and vice versa. We choose words when writing, speaking, reading and listening that will add effect to those things.	Write, speak, listen, and read using appropriate language Choose words that will give deeper meaning to whoever is reading or listening Use words that will help the reader understand their writing better Differentiate between spoken and written language and when to use those words and not use them

Key Vocabulary:	
conventions	appropriate language

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 be able to apply this standard when they are reading stories to others and have to add emotion to their reading.

They will also be able to add effect and different meanings to their writings and make it easier and more pleasurable to read what they write.

They will understand that certain ways of writing need to be used depending on their audience. If they are around friends and family they may use inside jokes and other such things. When they are at work, they would need to use more appropriate work language.

They will understand that what we write and what we say can have a different meaning and that sometimes they will say something that either can't be put in writing or won't have the same effect in writing that it does in speaking. When we write in an email, I believe that this is an example of when students need to be careful what they say.

Students will use this when texting with friends and family as opposed to texting with co-workers and other colleagues.

Students will apply this standard when they are interviewing for a job or hanging out with friends at the mall.

Students will apply this standard in writing a term paper for a class or when they are writing their resume.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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. a. Use sentence-level context as a clue to the meaning of a word or phrase. 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). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. 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). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Student Friendly Language:

I can figure out what a word means by reading the words in the same sentence, the sentences around the unknown word, or using clues from pictures or other places on the page.
I can use part(s) of the word to understand what the word means.
I can use root words I know to understand unfamiliar words.
I can use a glossary or a dictionary (print or digital) to understand what a word means.
If I come across an unknown word, I can think of different ways to gain an understanding of the word.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● context clues ● prefix ● suffix ● affix ● root word ● glossary ● dictionary	Words have multiple meanings and context can be used to determine meaning. Root words can help determine meaning. Affixes help determine word meaning. Tools, such as glossaries, dictionaries, or on line resources, can be used to understand words.	Use tools such as glossaries, dictionaries and online dictionaries to determine word meaning. Use context clues to determine meaning and pronunciation of words that are unfamiliar. Apply knowledge of affixes and/or roots words to clarify or understand words and phrases clearly.

Key Vocabulary:
context clues root words prefixes suffixes affixes glossary dictionary online resources

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"?

When reading fiction or informational text, I have strategies to determine the meaning of unfamiliar words.

When reading a newspaper, context clues will help understand unknown words.

When reading an email with an unfamiliar words, a person can use different strategies to determine word meaning.

When a student reads a credit card application or a cell phone contact, a person has strategies to determine meaning of unknown words.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.L.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	3.L.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Student Friendly Language:

I can use exactly the words I need in order to describe to others what I mean.
I can understand what the author means when they use idioms or phrases in their writing.
I can understand what people mean when they use idioms and/or phrases when speaking to me.
I can identify real life connections of words.
I can compare the meaning of related words.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● phrases ● context ● literal ● nonliteral ● nuances ● synonyms ● idioms	Words and word phrases can have literal or nonliteral meanings depending on context. Word choice is important to convey clear meaning or to comprehend text. Words that are synonyms do have nuances.	Create meaningful and expressive sentences using words with nuance. Revise work by selecting words because of their nuance. State or paraphrase correctly a word or phrase they have heard or read. Analyze context in order to determine word meaning.

Key Vocabulary:

literal	nonliteral	synonyms
context	idioms	nuances

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 newspaper articles and magazines and understand when the writer is serious and not serious.
Reading and hearing jokes and anything else that is funny via computer, other media, newspapers, books.
Elaborate themselves well in a resume.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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*).	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).	4.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).

Student Friendly Language:

I can use words that I know to clearly express the time when I did a particular activity.
I can use words that I know to clearly express where I did a particular activity.
I can understand and use words that I have prior knowledge from in the classroom.
I can use words and phrases based on information that I have learned.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- prior knowledge - domain specific words and phrases - conversational words and phrases - academic words and phrases - spatial relationships - temporal relationships	How to use words in relation to space and time. That using words and phrases that are learned in the classroom is important. That communicating with others is simplified when we use a common vocabulary that is domain specific.	Use words that they have prior knowledge about on a regular basis. Express when and where they have done an activity. Use words learned in their classroom in the correct context and in relevant conversations. Interpret conversations using newly acquired terms and phrases that are domain specific.

Key Vocabulary:

spatial relationships   temporal relationships
domain   conversational
academic

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"?

People carry on conversations with associates about their work or at home, telling somebody about their day.
During a job search, it is necessary to write a cover letter for a resume.
As an employer, a person must listen to a candidate in order to determine competence.

SD Common Core State Standards Disaggregated English Language Arts Template

| Strand: | Reading for Literature | Anchor Standard: | Key Ideas and Details | Grade level: | 3 |

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 of a text, referring explicitly to the text as the basis for the answers.	4.RL.1 Refer to details and examples in a text when the text says explicitly and when drawing inferences from the text.

Student Friendly Language:

I can ask questions to show I understand what is happening in the <u>text</u> (example poem, story, directions or paragraph).

I can answer questions to show I understand what is happening in the text (example poem, story, directions or paragraphs) by rereading and retelling.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● text provides information for an answer ● text creates questions	It is important to refer to text for confirmation. It is important to question what you are reading.	Use their text to answer a variety of questions. Ask a variety of questions from text they are reading Cite evidence from the text to explain and discuss what was read

Key Vocabulary:

Text
Refer
Explicitly
Questioning
Retell
Reread
Paragraph

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?

To make sure I am following the directions to make something such as a cake or a book, I will go back and check that I have all the supplies the text includes.

I need to question what I am reading in printed material and on the Internet to make sure it is accurate and realistic

When voting on an upcoming referendum or law, you will need to cite evidence to support your vote.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Key Ideas and Details	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Student Friendly Language:

I can retell stories including fables, folktales, and myths from other countries.
I can tell the main idea (central message) and lesson or moral of the story.
I can use the most important details to retell the story.
I can give examples of fables, folktales, and myths.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● Key Details ● Fables ● Folktales ● Myths ● Central Message (Main Idea) ● Moral (Lesson) ● other cultures have similar themes in stories	Key details are needed to recount/ retell a story. Fables, folktales, and myths are different types of genres. Keys details are used to determine the central message (main idea) or moral (lesson) of the text. Lessons or morals can be learned by reading literature from diverse cultures.	Summarize a story using key details. Distinguish between fables, folktales, and myths. Draw conclusions about the central message or moral of the text. Investigate literature from diverse cultures to learn lessons or morals. Compare and contrast fables, folktales, and myths from diverse cultures.

Key Vocabulary:

Recount (Retell)   Key Details
Fables   Folktales
Myths   Central Message (Main Idea)
Moral (Lesson)   Diverse Cultures
Convey   Themes

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"?

In everyday life, we retell important details to people all the time by taking a message, giving directions, sending an email, answering a phone call, etc.

Fables, Folktales, and myths help us understand other cultures.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Key Ideas and Details	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 feelings) and explain how their actions contribute to the sequence of events.	4.RL.3 Describe in depth a character,setting or event in a story or drama, drawing on specific details in the text. (e.g. a character's thoughts,words or actions)

Student Friendly Language:

I can identify a character in a story.
I can describe a character's traits in a story.
I can connect the character's action to the sequence of events in the story.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● Characters ● Character trait ● Sequence of events ● Motivations ● Actions	A character's actions affect the outcome of a story. Every story has a sequence of events. A character's traits/feelings/motivations contribute to their actions.	Recognize characters in a story. Recognize characters traits in a story. Infer a character's traits by citing evidence from the story. Recall sequence of events in a story. Relate the character's actions to the events and/or the outcome of the story.

Key Vocabulary:

Character
Trait
Sequence
Events
Actions
Motivation
Analyze

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"?

Learning that choices that we make affect the outcomes in our lives just like the characters in our stories.
Making connections from the text to their own lives.
To learn how to tell a story from their own lives in sequence.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.RL.4 Describe how words and phrases 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.	4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.

Student Friendly Language:

I can use the context clues in the sentence to figure out the meaning.

I can tell the difference between literal and non-literal language.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- Words and phrases have multiple meanings - Literal language - Non-literal language - Context clues	Words and phrases can have different meanings within text. The author's word choice shapes the meaning.	Read a text and create a visual of the literal and non-literal interpretation of text. Differentiate between literal and non-literal.

Key Vocabulary:

Literal language
non-literal language
determine
context clues
phrases
distinguish

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?

To tell the difference between what is factual and what is exaggerated.

To interpret a phrase such as "It's raining cats and dogs."

To be able to use literal and non-literal language in conversations.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 stanza; describe how each successive part builds on earlier sections.	4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage direction) when writing or speaking about a text.

Student Friendly Language:

I can use words to tell where to find a part of a story, poem, and play.
I can describe how stories build up by chapter.
I can describe how a play builds up by scene.
I can describe how a poem builds up by stanza.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- Parts of a story - Cast - Act - Scene - Stanza - Chapter	Stories, dramas, and poems have unique structures. Stories, dramas, and poems are written sequentially.	Use the term chapter when referring to the parts of a story. Use the terms act and scene when referring to the parts of a play. Use the term stanza when referring to the parts of a poem. Explain how chapters and scenes are sequential and build on the previous chapters and scenes. Apply knowledge of stories, dramas, and poems when writing and speaking.

Key Vocabulary:

Stanza   scene
act   sequence
chapter   drama
parts of a story (characters, setting, plot, resolution, beginning, middle, end)

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"?

When I write, I need to tell things in order.
I am able to find answers to questions by knowing the structure of the text.
I can help other students find a certain part of the story.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.RL.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.	4.RL.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Student Friendly Language:

I can use prior knowledge (what I know) to connect to a text.

I can form an opinion from what I read.

I can have a different point of view than a character or narrator in a story.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• Text connections • Point of view • Narrator • Characters	Their point of view may be different than others.	Identify with a text. Make a connection with the text. Differentiate between personal views and views of others.

Key Vocabulary:

distinguish
point of view
narrator
character
text to self
text to text
text to world

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?

My opinion may not always be the same as others.

It is ok to agree or disagree with a character's actions.

Be able to see different perspectives.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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).	4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Student Friendly Language:
I can explain how illustrations help tell a story. I can use the illustrations and text to explain the mood, setting, and characters of a story.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● Illustrations ● Characters ● Setting ● Mood	Illustrations enhance and provide deeper meaning to a story.	Infer the correlation between illustrations and text. Analyze the mood of the illustrations. Create an illustration to reflect the characters and setting of a text.

Key Vocabulary:
illustrations characters setting mood text

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
Help you choose a book by the cover illustration Art appreciation Create an illustration for your own writing

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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).	4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Student Friendly Language:

I can compare and contrast themes from different stories by the same author.
I can compare and contrast settings from different stories by the same author.
I can compare and contrast plots from different stories by the same author.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- Themes - Settings - Plots - Characters - Series	Authors may use the same characters in a series of books. The theme, plot, and setting could be similar or different in books by the same author. Although the characters in a series can be the same, the theme, plot, and setting can change.	Analyze and synthesize similarities and differences in different themes. Analyze and synthesize similarities and differences between different settings. Analyze and synthesize similarities and differences between different plots. Compare and contrast themes, settings, or plots in text written by the same author.

Key Vocabulary:

compare
contrast
theme
plot
setting
characters
series

Relevance and Applications: How might the grade level expectation be applied at home, on the hob or in a real-world, relevant context? Include at least one example for the conversation with students to answer the question "why do I have to learn this"?

You could connect with the characters and setting in the book and relate their experiences to your life.

You can learn life lessons from the theme in books.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading Standards	Anchor Standard:	Phonics and Word Recognition	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Student Friendly Language:

I can use phonics skills to figure out words.

I can identify and know the meaning of many common prefixes.

I can identify and know the meaning of different common suffixes.

I can break down words with common Latin suffixes and figure out their meanings.

I can break down words with more than one syllable and figure out their meanings.

I can read words at my grade level that are spelled differently than they sound.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● Phonics ● Decoding ● Prefixes ● Suffixes ● Multisyllable ● Irregularly spelled words ● Root word ● Word origin	Prefixes and suffixes change the meaning of words. Knowing the meaning of prefixes and suffixes assist in understanding the word. Words are not always spelled the way that they sound.	Use what they know about phonics to read and understand words with common prefixes or suffixes. Use decoding skills to pronounce words correctly.

Key Vocabulary:
phonics word analysis skills decoding prefixes suffixes <u>multisyllable</u>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
Free reading time at home and you need to understand what the word is and its meaning. Looking at information in a zoo or museum that you might need to be able to decode to understand the word and meaning. Reading information on the internet. Reading hints or tips in a magazine on how to defeat a certain level on a video game. Reading and writing answers to questions on a job application.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading Standards	Anchor Standard:	Fluency	Grade level:	3

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

Student Friendly Language:

I can understand what I read.

I can read with fluency and expression.

I can use context clues to determine word meaning.

I can slow down my reading if the text is challenging

I can reread to understand the context of what I am reading..

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- reading with purpose - prose - poetry - text - rhythm - rate - expression - context - context clues - fluency	Read with purpose and understanding. Reading rate should be adjusted to compensate for their reading purpose and/or the text's difficulty. Reading is more enjoyable and more understandable if the text is read with accuracy, expression and fluency. Context clues can be used to determine word meaning. It is sometimes necessary to reread text in order to comprehend or self-correct text.	Accurately read on-level text (including prose and poetry) with expression and at appropriate rates. Use context clues to double check accuracy and understanding. Recognize the need to adjust reading rates or reread text to more thoroughly comprehend text. Read with a purpose in mind.

Key Vocabulary:
reading with purpose prose poetry rhythm <u>fluency</u> <u>expression</u> accuracy context clues rereading <u>reading rate</u>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
An audience expects the reader to be clear, fluent, and understandable. Readers need to be able to effectively communicate with others at work and personally through emails. Readers need to be able to read fluently and understand different texts when reading magazines and newspapers so that they can communicate with others about what is happening around them. Readers will be able to read with accuracy and fluency so that they are able to read to younger siblings and possibly their own children with expression but also be able to read age/grade appropriate text in class.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Comprehension and Collaboration	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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. 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). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under	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. 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. 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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	4.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Student Friendly Language:

I can come to my group ready to share my ideas and what I have learned through my research.
I can contribute to my group.
I know the rules to collaborate with my group.
I can ask questions in my group to help me understand others better.
I can explain my ideas to others in the group.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● collaboration ● rules for collaboration ● how to be prepared ● note taking strategies ● questioning strategies	They must be prepared for their group. All members of a group are important. Questioning helps them and others in the group learn. They are a vital part of the group. Explaining what they know can help themselves and others learn.	Engage effectively in discussions with a partner. Engage effectively in discussions with groups of students. Engage effectively in discussions led by the teacher. Develop ideas based on discussions and express those ideas clearly. Prepare and study material so they are able to discuss grade level topics. Develop questions and ask them during appropriate times. Explain ideas clearly throughout the discussion. Apply rules of collaboration to conduct group discussions.

Key Vocabulary:
collaboration rules contribute prepared discussion engage

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"?

Team projects

playing on a sports team

deciding what to play on the playground

persuading parents to buy something they want

Book clubs

Interviewing for a job

persuading someone to try something new

selling a product to someone

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Comprehension and Collaboration	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.2 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.	4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Student Friendly Language:

I can identify the main idea and supporting details of a story read aloud to me.
I can identify the main idea and supporting details of information presented in a visual media format (TV, video, Internet, etc).
I can identify the main idea and supporting details of information presented in a number format.
I can identify the main idea and supporting details of information presented orally.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- Main Idea - Supporting Details - Read Aloud - Information - Media	By determining the main idea and supporting details it can help them to better understand what has been read to them. Information can be presented in different formats. They can determine the main idea and supporting details from information in different formats.	Interpret and share in small groups and/or large groups what the main idea was of the material that was presented visually, quantitatively, and/or orally. Interpret and share with small groups and/or large groups supporting details that occurred to support the main idea which was presented visually, quantitatively, and/or orally.

Key Vocabulary:

Main Ideas   Supporting Details
Media   Visually
Quantitatively   Orally
Diverse

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"?

Discuss a newspaper article or current event with another person.
Share your enthusiasm for a TV, movie, video clip that you watched.
Retell exciting news you heard or saw that you wish to share with another person.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Comprehension and Collaboration	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
SL.2.3 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	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points

Student Friendly Language:

I can ask questions about the information a speaker shared.
I can answer questions about the information a speaker shared.
I can provide more information and details that are appropriate to the topic.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- asking questions - answering questions - appropriate questions - elaborating responses - adding details to responses	By asking questions to a speaker it can help them gain a better understanding of the topic. By listening and being able to answer questions that a speaker asks will help them gain a better understanding of the topic. What appropriate and inappropriate questions and answers are when dialoguing with a speaker. I want student to be able to offer appropriate elaboration and details to the speaker when asking or answering questions.	Listen to a speaker. Construct appropriate questions based on what they have listened to. Elaborate and add details when answering questions to what they have listened to.

Key Vocabulary:

asking questions
answering questions
appropriate
elaboration

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"?

Having a conversation with a friend or parent
Interviewing someone for a newspaper article
Interviewing someone for the TV news
Asking a teacher a question if you don't understand
Adding to a lesson when you know something more than what the teacher shared

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Presentation of Knowledge and Ideas	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at understandable pace.

Student Friendly Language:

I can share my findings on a topic or text, tell a story, or about something that has happened to me.

I can share facts, they have to be true and about the topic.

I can use descriptive details and speak so my audience can understand me.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- report - facts - details - pace - clearly	Presentation format depends on the information being shared. Facts may be relevant or irrelevant. Pace and clarity of speech will affect the audience's understanding of the content.	Tell a story. Relate information to an audience. Develop an informational speech related to a topic. Create a presentation based on a topic or text, personal experience, or story.

Key Vocabulary:

report
facts
relevant / irrelevant details
pace
audience
clearly

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"?

Tell a friend or family member about an event in their life.
Class presentation about a book they read or a topic they researched.
Being an eyewitness for a crime and recounting the experience.
Reporting on a topic to the rest of the company that you work for.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Presentation of Knowledge and Ideas	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Student Friendly Language:

I can read a poem or story aloud in an entertaining way.
I can record myself reading a poem or story aloud.
I can pick moments from the story or poem that need a visual display.
I can decide if a visual display will be a picture, a map, a graph or a body motion.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- audio recordings - reading pace - fluid reading - visual displays - engaging	Reading with fluency, clarity, expression,and at a pace appropriate for a listening audience is important for understanding. Gestures, drawings, or displays help answer audience questions or emphasize key moments.	Create audio recordings of poems or stories. Create or act out visual displays to emphasize or enhance certain facts or details. Analyze a story or poem in order to determine what key points need a visual display. Determine what type of visual display will best suit the moment.

Key Vocabulary:

visual display	fluid reading	expression
fluency	clarity	audience

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 can accurately and clearly retell an event such as a car accident to the police.

Student could draw a map and give directions.

When a person tells a joke or gives a toast, they need to speak in a certain rhythm, pausing at times, gesturing as needed, and possibly using a prop.

Students will use what they know about accuracy, fluency, and expression to effectively participate in a play with a speaking role.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Presentation of Knowledge and Ideas	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.)	4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)

Student Friendly Language:

I can speak in complete sentences to answer a question.
I can speak in complete sentences to provide details to someone.
I can speak in complete sentences to help someone understand more clearly what I have said.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- Speaking - Complete Sentences - Clarification - Provide details	It is appropriate to respond in complete sentences when asked a question.. Speaking in complete sentences can help others understand what we mean more easily. Using complete sentences can help clarify details for others.	Answer questions in complete sentences. Demonstrate understanding of a complete sentence. Categorize sentences in conversations with each other and be aware of others speaking in complete sentences. Provide clarification to a question by speaking in complete sentences. Analyze sentences to determine whether they are complete or incomplete sentences.

Key Vocabulary:

complete sentences
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"?

In conversations with parents and friends, you may be asked questions that require you to add details to what you have answered. (examples: What did you leeyou d for.
One day when you are in-charge on the job,may need to use complete sentences to clarify a task for an employee.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Texts Types and Purposes	Grade level:	3

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

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.	3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
	  a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
	  b. Provide reasons that support the opinion.
	  c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
	  d. Provide a concluding statement or section.
		4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
		a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
		b. Provide logically ordered reasons that are supported by facts and details.
		c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
		d. Provide a concluding statement or section related to the opinion presented.

Student Friendly Language:

I can organize my ideas on a graphic organizer.

I can write about my opinion and ideas on a topic or story.

I can back up my opinion with reasons.

I can introduce my topic.

I can use linking words to connect my opinion and my reasons.

I can write a conclusion.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● linking words and phrases ● parts of a paragraph ● opinion ● supporting reasons and details	Opinions must be supported by facts and details. Writing can influence others.	Introduce an opinion/topic. Provide reasons to support their opinion. Use linking words and phrases to connect opinions and reasons. Include a concluding statement.

Key Vocabulary:
linking words and phrases topic sentence opinion concluding supporting influence details reason
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 want to learn how to effectively communicate with others. Students will want to know how to persuade their family that they should have a new Wii. Students will want to know how to write letters to the editor. Elections, changing rules and/or laws.

D Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Text Types and Purposes	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.W.2 Write informative/ explanatory texts to introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	3.W.2 Writing informative/explanatory 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.	4.W.2 Write informative /explanatory texts to examine a topic and convey ideas clearly a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented

Student Friendly Language:
I can write to give information or explain a topic. I can write so that my writing includes details, illustrations, definitions, linking words, and ending statements.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● How to develop a topic ● How to use linking words and phrases ● How to write a conclusion	A well written informative/explanatory text includes a topic, supporting details, facts, or definitions, and a concluding statement. Linking words (such as also, another, and, more, and but) connect ideas.	Explore well written informative or explanatory text. Locate topic, supporting details, and conclusion. Write sentences using linking words. Complete a graphic organizer including main idea, supporting details, and conclusion. Write an informative/explanatory text using the information from the graphic organizer, including linking words and illustrations (when useful).

Key Vocabulary:
topic facts details conclusions informative/explanatory texts linking 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"?
Reading and writing for information is a basic life skill used at home, school, and at jobs. You might use it to write an email, to write directions on how to complete a task or get somewhere.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing Standards K-5	Anchor Standard:	Text Types and Purposes	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.

Student Friendly Language:
I can write a story that is real with a beginning, middle and end using sequence words. I can write a story that is imagined with a beginning, middle and end using sequence words. I can write a story using describing words. I can write a story with dialogue between the characters.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- Dialogue - Real or imagined story - Sequence words (temporal words) - Character traits - Narrator	Dialogue shows a character's thoughts and feelings. Temporal words help us show the progression of the story. Narratives are stories that can be based on real or imagined events.	Explain the difference between a real and imagined story. Write a story using temporal words accurately. Write dialogue for characters to show their thoughts and feelings. Use describing words to show thoughts and feelings of characters. Use correct punctuation and paragraph indentation.

Key Vocabulary:
Temporal words Narrative Dialogue Real Character Imagined Closure Character Traits Descriptive 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"?
To effectively communicate your ideas in writing. To record events in a journal. Write interesting stories to share with people.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing Standards k-3	Anchor Standard:	Production and Distribution of Writing	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	4.W.4 Produce clear and coherent, writing in which the development and organization are appropriate to task, purpose, and audience.

Student Friendly Language:

I can write a narrative with help and support.
I can write an informative/explanatory essay with help and support.
I can write about my opinion with help and support.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● The organization of narrative, opinion, and informative/explanatory writing ● Grade level grammar, mechanics, and conventions	There are different purposes for writing. Writing can be organized in different ways depending on the purpose. Writing is a process that can be improved with adult support and guidance.	Identify purpose for writing. Choose an appropriate organizational tool to plan writing. Generate and create a piece of writing that is appropriate to the task. Design and publish a completed piece of writing that is appropriate to the task. Ask questions for support. Use feedback and support from adults to improve writing.

Key Vocabulary:

narrative
opinion
informative/explanatory
purpose
elements

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 a letter to your parents telling them why you should be able to have a horse/dog/game…
Write a letter to your mom telling her why spinach is bad for your health.
Write a story about what you are going to do when your friend comes over to your house.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing Standards (K-5)	Anchor Standard:	Production and Distribution of Writing	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Student Friendly Language:

I can make a plan for my writing.
I can improve my writing by revising.
I can improve my writing by editing.
I can seek guidance from my classmates and adults.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• Conventions • Writing process • Plan • Revise • Edit	Making a plan organizes thoughts for the writing process. Revising changes content to improve writing Editing changes conventions to improve writing. Receiving feedback from peers and adults will strengthen writing.	Construct a plan to organize thoughts for the writing process. Create and modify a piece of writing by adding detail or making changes. Apply appropriate conventions to a finished piece of writing. Ask peers and adults for input to improve writing. Design and publish a completed piece of writing that is appropriate to the task.

Key Vocabulary:

grammar   capitalization
punctuation   spelling
plan   revise
edit   conventions

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?

To communicate thoughts clearly.
To understand that others have valuable input.
To improve your ability to work with others.
To know how to write a persuasive letter asking for an item.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Text Types and Purposes	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	4.W.6 . With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Student Friendly Language:
I can use technology to produce writing. I can use technology to publish writing. I can work with others to produce and publish writing. I can use technology to interact and collaborate with others.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● technology skills ● keyboarding skills ● produce writing ● publish writing ● interact/collaborate	Technology is a tool that can be used to produce writing. Technology is a tool that can be used to publish writing. Technology is a tool that can be used to interact/collaborate with others.	Publish a piece of writing using technology. Produce a piece of writing using technology. Collaborate with others using technology to produce a piece of writing.

Key Vocabulary:
keyboarding skills technology skills produce publish interact collaborate
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"?
Technology is an integral part of the writing process. Pieces of writing are composed, revised, edited, and published with technology.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Student Friendly Language:

I can read informational text when trying to find out more about a subject.
I can research a topic to add to my knowledge of a subject.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- research - nonfiction - subject - topic - key details - informational text	Nonfiction text or informational text will allow them to gain knowledge about a subject.	Distinguish facts from a text that are pertinent. Identify and summarize information gathered from a text. Analyze facts in a text, recognizing details that will advance the student's knowledge of a subject. Create generalizations based on information read and student's background knowledge. Compare and contrast information from at least two different texts.

Key Vocabulary:

Nonfiction   Research
Generalizations   Summarize
Distinguish   Analyze
Informational text

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?

Students read text in order to further their knowledge and their understanding.
Students read directions in order to play games.
Students read nonfiction texts to learn about topics that interest them such as sports, trucks or animals.
Students read periodicals and online articles to follow a topic or person that interests them such as race car drivers or popular singers.
Students read movie or video game reviews.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Student Friendly Language:
I can remember information from other experiences I have had. I can find information from different materials. (books, magazines, pamphlets, brochures, websites, videos, TV) I can take notes and organize the necessary information.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● recall information ● taking notes ● collecting evidence ● what a category is	They can use their previous experiences and knowledge to make decisions. Information can be gathered from a variety of sources. The information they gather may or may not be useful. . They can use their notes to organize information into useful categories. They must discern if information is accurate and credible.	Recall information from experiences Gather information from text Gather information from digital sources Distinguish if the information gathered is important Take notes Categorize information Find credible and accurate information

Key Vocabulary:
experiences evidence information sources digital source accurate credible categorize paraphrase

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"?
deciding and planning where to go on a family trip
deciding and planning what toy, game, piece of clothing to purchase for a gift or for themselves
sorting and classifying animals
sorting and classifying rocks and minerals
writing an article for a newspaper
pros/cons list for doing or not doing something
deciding if something they are reading is true or false
learning about a new topic of interest