

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

<b>Strand:</b>	Reading Standards: Foundational Skills	<b>Anchor Standard:</b>	Phonics and Word Recognition	<b>Grade level:</b>	4
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<b>Correlating Standard in Previous Year</b>	<b>Number Sequence &amp; Standard</b>	<b>Correlating Standard in Following Year</b>
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 multi-syllabic words in context and out of context.	5.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.

<b>Student Friendly Language:</b>
I can say (pronounce) words the right way.

<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>• letter sounds</li> <li>• letter blends</li> <li>• syllabication patterns</li> <li>• root words</li> <li>• prefix</li> <li>• suffix</li> <li>• affix</li> </ul>	<p>Letter sounds and syllabication change the way words sound.</p> <p>Knowing prefixes, root words and suffixes help pronounce a word.</p>	<p>Use decoding skills to pronounce words correctly.</p>

<b>Key Vocabulary:</b>								
<table> <tr> <td>syllable</td> <td>root word</td> </tr> <tr> <td>prefix</td> <td>suffix</td> </tr> <tr> <td>letter blends</td> <td><u>pronounce</u></td> </tr> <tr> <td>decode</td> <td>affix</td> </tr> </table>	syllable	root word	prefix	suffix	letter blends	<u>pronounce</u>	decode	affix
syllable	root word							
prefix	suffix							
letter blends	<u>pronounce</u>							
decode	affix							
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?								
<p>Say words correctly when you read out loud.</p> <p>Give a speech.</p> <p>Have a phone conversation.</p> <p>Record a movie or movie script.</p>								

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

<b>Strand:</b>	Reading Standards: Fundamental Skills	<b>Anchor Standard:</b>	Fluency	<b>Grade level:</b>	4
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<b>Correlating Standard in Previous Year</b>	<b>Number Sequence &amp; Standard</b>	<b>Correlating Standard in Following Year</b>
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.	5.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.

<b>Student Friendly Language:</b>
I can read grade-level text with purpose and understanding. I can fluently read grade-level stories and poetry with appropriate expression each time. I can use context clues in the text to check my word recognition and understanding, rereading as necessary.

<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>context clues</li> <li>fluent reading</li> </ul>	<p>Reading fluently and accurately will improve your comprehension.</p> <p>We read for different purposes.</p> <p>Rereading text can help improve fluency and comprehension.</p>	<p>Accurately read all text (including prose and poetry) with expression and at appropriate rates.</p> <p>Use context clues to double check accuracy and understanding.</p>

<b>Key Vocabulary:</b>						
<table> <tr> <td><u>prose</u></td> <td>expression</td> <td>fluency</td> </tr> <tr> <td>context clues</td> <td>accuracy</td> <td>comprehension</td> </tr> </table>	<u>prose</u>	expression	fluency	context clues	accuracy	comprehension
<u>prose</u>	expression	fluency				
context clues	accuracy	comprehension				

<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Reading for reader’s theatre.</p> <p>Trying out for oral interp.</p> <p>Learning lines for a play.</p> <p>Reading for enjoyment.</p> <p>Reading at church.</p> <p>Reading to younger children.</p>

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

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	4
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<b>Correlating Standard in Previous Year</b>	<b>Number Sequence &amp; Standard</b>	<b>Correlating Standard in Following Year</b>
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.	5.RI.1 Quote from a text when explaining what the text says explicitly and when drawing inferences from the text.

<b>Student Friendly Language:</b>
I can use details from a text to explain what I have read.
I can use details from a text to make inferences.

<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>• Inference in informational text</li> <li>• Details in informational text</li> <li>• Examples in informational text</li> </ul>	<p>It is important to refer to details when explaining a text.</p> <p>Using details and personal experiences help draw inferences.</p> <p>Drawing inferences help understand the text.</p>	<p>Clearly explain informational text through drawing inferences and making reference to the details provided.</p>

<b>Key Vocabulary:</b>
<u>refer</u> <u>infer</u> <u>explicitly</u> <u>inference</u>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Reading an instructional manual.</p> <p>Studying for a driver’s test.</p> <p>Understanding job related directions.</p>

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<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	4
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<b>Correlating Standard in Previous Year</b>	<b>Number Sequence &amp; Standard</b>	<b>Correlating Standard in Following Year</b>
3.RI.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	5.RI.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

<b>Student Friendly Language:</b>
<p>I can explain the main idea with key details.</p> <p>I can determine the main idea of a paragraph, passage, or story.</p> <p>I can summarize the text using key details.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual) The student will understand that:</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● main idea</li> <li>● key details</li> <li>● summarize</li> <li>● text</li> </ul>	<p>Main ideas are supported by key details.</p> <p>Good readers use main idea and key details to summarize text.</p>	<p>Determine the main idea and key details of a text.</p> <p>Summarize the text using key details.</p> <p>Cite evidence in the text to support summarizing.</p>

<b>Key Vocabulary:</b>
<p>main idea</p> <p>key details</p> <p>summarizing</p> <p>text</p> <p>cite</p> <p>evidence</p>

<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Students are able to debate an issue based on evidence supporting a topic. (examples, political debates, story I’ve read, research, and Internet sources)</p> <p>Students are able to share their knowledge through summarizing to keep engagement of their audience. (book recommendation, book talk)</p>

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<b>Correlating Standard in Previous Year</b>	<b>Number Sequence &amp; Standard</b>	<b>Correlating Standard in Following Year</b>
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.3 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.	5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

<b>Student Friendly Language:</b>
<p>I can read informational text.</p> <p>I can use specific information to explain what happened in the text.</p> <p>I can tell why the event(s) happened in the text based on specific information.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>informational text (facts)</li> <li>historical text</li> <li>scientific text</li> <li>technical text (instructions/ sequential events)</li> </ul>	<p>Informational text uses specific events, procedures, ideas, or concepts to explain a historical, scientific, or technical text.</p> <p>Details in the text will provide the information needed to explain what happened and why (cause &amp; effect).</p>	<p>Explain specific events in different genres.</p> <p>Identify procedures throughout the text.</p> <p>Find main ideas to explain the text.</p> <p>Recognize concepts.</p> <p>Synthesize specific information to explain what happened.</p>

<b>Key Vocabulary:</b>		
<p>Informational text</p> <p><u>technical text</u></p> <p><u>concepts</u></p> <p><u>synthesize</u></p> <p>cause and effect</p>	<p><u>historical text</u></p> <p>events</p> <p><u>procedures</u></p> <p>main idea</p>	<p><u>scientific text</u></p> <p>ideas</p> <p>nonfiction</p> <p>sequence</p>

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

Use step by step instructions to complete a project.

Use relevant evidence to support your point of view. (ex – change school policy)

Read newspapers and other news sources to gain information

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

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
3.RI.4-Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 3 topic or subject area.	4.RI.4-Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 4 topic or subject area.	5.RI.4-Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 5 topic or subject area.

<b>Student Friendly Language:</b>
I can explain the meaning of vocabulary words from a story or passage.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● basic phonemic awareness</li> <li>● synonyms and antonyms</li> <li>● prefixes, suffixes, and root words</li> <li>● homophones</li> <li>● context clues</li> </ul>	The meaning of an unfamiliar vocabulary word can be found within the sentence(s) using context clues, sentence structure, and/or other various resources (i.e. dictionary, thesaurus, Internet).	<p>Identify word meanings of unfamiliar words by locating their meanings in the surrounding text and sentences by using context clues.</p> <p>Distinguish prefixes, suffixes, root words, homophones, antonyms, and synonyms within a text.</p> <p>Determine the meaning of a word using context clues and create a sentence using the word correctly.</p>

<b>Key Vocabulary:</b>
vocabulary context clues synonyms antonyms prefixes suffixes root-words homophones definition(s) phonemic awareness dictionary glossary
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
Use appropriate words to communicate with others. (i.e. presentations, conversations, interviews...) Read for enjoyment or educational purposes throughout daily life.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Student Friendly Language:
<p>I can describe the overall organization of a text.</p> <p>I can state in oral or written language the relationship of cause and effect.</p> <p>I can state in oral or written language that the cause is why something happens in a text.</p> <p>I can identify the problem and solution in a text.</p> <p>I can compare and contrast information in a text.</p> <p>I can organize events in a certain order.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● cause/effect</li> <li>● problem/solution</li> <li>● compare/contrast</li> <li>● chronology</li> </ul>	<p>Informational text has more than one kind of structure.</p> <p>Knowing the structure will lead to greater comprehension of the text.</p>	<p>Arrange events from the text in chronological order.</p> <p>Describe the text structure.</p> <p>Analyze text using structures such as cause/effect, problem/solution, or comparisons.</p> <p>Compare two different texts to determine structure.</p>

Key Vocabulary:										
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">structure</td> <td style="width: 50%;"><u>chronological</u></td> </tr> <tr> <td>comparison</td> <td>cause</td> </tr> <tr> <td>effect</td> <td>problem</td> </tr> <tr> <td>solution</td> <td>concepts</td> </tr> <tr> <td>event</td> <td>text</td> </tr> </table>	structure	<u>chronological</u>	comparison	cause	effect	problem	solution	concepts	event	text
structure	<u>chronological</u>									
comparison	cause									
effect	problem									
solution	concepts									
event	text									
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>										
<p>Newspapers, phone books, etc. are arranged by a specific structure so we can find the information we want.</p> <p>Text books are laid out with similar structures (sequence of events, compare/contrast, central message, details) to help us find information efficiently.</p>										

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
3.RI.6 Distinguish their own point of view from that of the author of a text.	4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

<b>Student Friendly Language:</b>
<p>I can recognize that the original story may change as it is retold from one person to another.</p> <p>I can explain the similarities and differences between the two versions of the story.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<p>similarities and differences (compare and contrast)</p> <p>firsthand and secondhand accounts</p>	<p>Accounts of a story can change as they are told from one person to the next.</p>	<p>Compare and contrast first and second hand accounts of an event.</p> <p>Analyze and synthesize the firsthand and secondhand accounts of an event.</p>

<b>Key Vocabulary:</b>
<p>compare contrast firsthand secondhand <u>focus</u> account <u>perspective</u></p>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>It is important to get information firsthand in order to get accurate facts.</p> <p>Law enforcement uses a witness’s information during various events (accidents, arguments...) to determine what happened.</p> <p>Journalist, police, judge, juror, teacher, parent etc. -getting the correct information to the necessary people</p>

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

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
3.R.1.7 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.R.1.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	5.R.1.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Student Friendly Language:
<p>I can read information such as a graph, diagram, illustration, animation or time line.</p> <p>I can explain the information on a graph, diagram, illustration, animation or timeline.</p> <p>I can make connections between what I read in words and the graph, diagram, illustration, animation or timeline on a page.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>Readers need to attend to text features (e.g., headings, labels, links) and text structures (e.g., chronological order, compare/contrast).</li> <li>Different reading strategies (e.g., skimming and scanning, synthesizing, determining importance) are needed to interpret information presented in different forms.</li> </ul>	<p>Information can be presented in a variety of ways (e.g., charts, graphs, Web pages) to meet the author's purpose.</p> <p>Various media formats can help a reader understand the text.</p> <p>The way information is presented changes its effectiveness and its impact on the reader.</p>	<p>Use a visual representation to help understand information presented in a nonfiction text.</p> <p>Analyze the data presented in a table or graph and draw conclusions.</p> <p>Explain different ways interactive elements on Web pages can be used to help find information.</p>

Key Vocabulary:								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">chart</td> <td style="width: 50%;">graph</td> </tr> <tr> <td>diagram</td> <td>timeline</td> </tr> <tr> <td>illustration</td> <td>text feature</td> </tr> <tr> <td>text structures</td> <td>reading strategies</td> </tr> </table>	chart	graph	diagram	timeline	illustration	text feature	text structures	reading strategies
chart	graph							
diagram	timeline							
illustration	text feature							
text structures	reading strategies							
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>								
<p>Read a timeline to gather information about the life of a famous person..</p> <p>Gather information for a business presentation.</p> <p>Research and report for a project (e.g., animal, travel, sports).</p>								

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<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
3.RI.8 Explain the logical connection between particular sentences and paragraphs in a text. (Ex. 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.	5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)

<b>Student Friendly Language:</b>
I can find the reasons and evidence in text that an author uses to support an idea.

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do</b> (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Authors use reasons and evidence to support an idea.</li> <li>• Informational text can be organized in different ways (e.g., main idea/key details, cause and effect, problem/solution).</li> </ul>	Finding information from a text can help with the understanding of an author's purpose and perspective.	<p>Cite evidence that supports an author's opinion.</p> <p>Explain how author uses reasons to express their thoughts/viewpoint.</p>

<b>Key Vocabulary:</b>
<p>webs main idea key details cause and effect problem and solution inferring generalizations conclusions sequencing fact opinion evidence</p>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
<p>Identify the author's viewpoint in reading a newspaper article. Use ideas presented by an author to make a decision when voting. Determine direction for a community service project by researching current needs/issues.</p>

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<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
CC.3.R.1.9 - Compare and contrast the most important points and key details presented in two texts on the same topic.	CC.4.R.1.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	CC.5.R.1.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

<b>Student Friendly Language:</b>
I can combine information from two different sources and relay it in writing or speaking.

<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>• Information on a topic is available from more than one source.</li> <li>• Some sources are more reliable than others.</li> </ul>	<p>Not all texts will convey the same information.</p> <p>Not all information is necessary.</p> <p>Not all information is factual or accurate.</p>	<p>Organize and combine information from more than one source to communicate effectively on a topic.</p> <p>Convey information in an organized manner (either written or oral).</p>

<b>Key Vocabulary:</b>
<p><u>integrate</u> texts topic</p>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Attend presentations from colleges to help determine which college to choose.</p> <p>Research companies to determine career opportunities.</p> <p>Read candidates’ positions to make voting choices.</p>

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

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	4
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<b>Correlating Standard in Previous Year</b>	<b>Number Sequence &amp; Standard</b>	<b>Correlating Standard in Following Year</b>
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 explaining what the text says explicitly and when drawing inferences from the text.	5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

<b>Student Friendly Language:</b>
I can list important details and make inferences from what I have read.
I can tell where I found the information in the text.

<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>inference in an informational text</li> <li>details</li> <li>examples</li> </ul>	<p>Inferences are a useful tool to aid comprehension.</p> <p>Inferences should be supported by text.</p> <p>When explaining text they need to give a clear explanation for understanding.</p>	<p>Make inferences after reading.</p> <p>Use details from the story and background knowledge to support inferences.</p> <p>Cite examples from text.</p> <p>List examples to support a story.</p>

<b>Key Vocabulary:</b>
<u>connection</u> detail explicit <u>inference</u> <u>text</u> <u>cite</u>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
Evaluating information in the media. Explaining what they have read during a book club they have joined.  Making predictions in your personal or professional life based on what they have read or heard.

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

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	4
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<b>Correlating Standard in Previous Year</b>	<b>Number Sequence &amp; Standard</b>	<b>Correlating Standard in Following Year</b>
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.	5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

<b>Student Friendly Language:</b>
<p>I can explain the theme of a story, poem, or drama.</p> <p>I can pick out details to support my theme choice.</p> <p>I can summarize what I have read.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>the four components of a summary (Who, What Where, When of the story, poem, or drama)</li> <li>details</li> </ul>	<p>The components of a summary are essential to writing for a purpose.</p> <p>Knowing the different types of literature is essential to understanding content in writings.</p>	<p>Read passages and determine the type of literature.</p> <p>Write a summary using the four components of a good summary.</p> <p>Compare and contrast a story from a poem or drama.</p>

<b>Key Vocabulary:</b>
<p><u>summary</u>  <u>story</u>  <u>poem</u>  <u>drama</u>  compare  contrast  theme</p>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Read and enjoy drama, poems, and stories.</p> <p>Write a summary for a book review.</p> <p>Write a review for the school newspaper or town newspaper.</p>

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

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	4
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<b>Correlating Standard in Previous Year</b>	<b>Number Sequence &amp; Standard</b>	<b>Correlating Standard in Following Year</b>
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).	5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

<b>Student Friendly Language:</b>
I can use specific details from a story or drama to describe a character in depth.
I can use specific details from a story or drama to describe the setting in depth.
I can use specific details from a story or drama to describe an event in depth.
I can use specific details from a story or drama to infer information about a character, setting, or event.

<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>• story elements</li> <li>• infer</li> </ul>	Students will understand that information about a character, setting, or event can be stated explicitly or implicitly within the text based on details provided.	Describe a character, setting, or events using details from the story in oral, written, or graphic expression.

<b>Key Vocabulary:</b>
character setting <u>event</u> elements of plot inference
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
Accurately retell a story. Fully enjoy reading a book. Make effective judgments about people in real life. Fill out reports (fire, accident, police, etc.).

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

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Craft & Structure	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 (e.g., Herculean).	5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Student Friendly Language:
<p>I can understand the meaning of words and phrases in text.</p> <p>I can connect words describing important characters as they are presented (alluded to) in many genres to vocabulary (Herculean refers to Hercules, which means 'strong')</p> <p>I can determine the difference between real (literal) and non-literal text.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● genres</li> <li>● non-literal vs. literal text</li> <li>● reference materials (dictionary, thesaurus, etc)</li> <li>● figurative language (similes, metaphors, idioms, etc)</li> <li>● character traits</li> </ul>	<p>Context clues will help them make sense of words and phrases.</p> <p>There are various genres of text.</p> <p>Words or phrases can be non-literal or literal.</p> <p>Reference materials can help them make sense of words or phrases.</p> <p>Figurative language can make text more meaningful and interesting.</p> <p>Character traits can be transferred to general meanings of words.</p>	<p>Use context clues to determine meaning of text.</p> <p>Use reference materials to determine meaning of text.</p> <p>Compare and contrast non-literal and literal text.</p> <p>Identify and explain figurative language.</p>

Key Vocabulary:				
genre	myth	literal	non-literal	figurative language
simile	metaphor	idiom	<u>mythology</u>	thesaurus
context clues	character traits			

**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”?

Learn how to communicate with others in more interesting ways (using idioms, metaphors, etc.)  
 Be able to make clear pictures in others' minds when communicating.  
 Read to write and write to read in more unique ways.  
 Make sense of the world around you (piece of cake means easy, as strong as Superman, etc.).

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

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Craft & Structure	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 directions) when writing or speaking about a text.	5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Student Friendly Language:
<p>I can describe the major difference between a poem, a drama, and prose (short stories, essays, novels, fables, fairy tales, tall tales, comedy, newspaper articles.)</p> <p>I can list structural elements of poems, dramas, and prose.</p> <p>I can identify characteristics (structural elements) of poems, dramas, and other written language.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Poetry Forms</li> <li>● Drama Elements</li> <li>● Structural Elements</li> </ul>	<p>Authors write for different purposes and in different styles.</p> <p>There are differences between poems, drama, and prose.</p> <p>The structural elements determine the form of writing.</p>	<p>Identify the differences between a poem, drama, and prose.</p> <p>Explain the major characteristics of a poem, drama, and prose.</p> <p>Differentiate between prose, dramas, and poetry using a graphic organizer.</p> <p>Describe the structural elements of poems.</p>

Key Vocabulary:																								
<table style="width: 100%; border: none;"> <tr> <td>prose</td> <td><u>drama</u></td> <td>chapter</td> <td>scene</td> <td>stanza</td> <td>dialogue</td> </tr> <tr> <td>stage directions</td> <td>cast</td> <td>rhythm</td> <td>verse</td> <td>rhyme</td> <td>alliteration onomatopoeia</td> </tr> <tr> <td>hyperbole</td> <td>personification</td> <td>simile</td> <td>metaphor</td> <td>plot</td> <td></td> </tr> <tr> <td>setting</td> <td>audience</td> <td>meter</td> <td></td> <td></td> <td></td> </tr> </table>	prose	<u>drama</u>	chapter	scene	stanza	dialogue	stage directions	cast	rhythm	verse	rhyme	alliteration onomatopoeia	hyperbole	personification	simile	metaphor	plot		setting	audience	meter			
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setting	audience	meter																						
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>																								
<p>Helps understand the purpose of presenters and speakers.</p> <p>Helps to understand plays, movies, and book clubs.</p> <p>Helps us express ourselves in writing in a variety of ways.</p>																								

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

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.

<b>Student Friendly Language:</b>
<p>I can identify who is telling the story.</p> <p>I can describe the similarities and differences based on who is telling the story.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do</b> (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• stories are written from different points of view (first &amp; third person)</li> <li>• narrator</li> <li>• first person</li> <li>• third person</li> </ul>	<p>The story can or will change depending on the point of view.</p>	<p>Determine the point of view and describe how it affects the perception of a story.</p> <p>Compare and contrast different stories told from two different points of view (first &amp; third person).</p>

<b>Key Vocabulary:</b>
<p>narrator point of view <u>first person</u> <u>third person</u> compare contrast</p>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Understand that there is more than one point of view in writing, television, etc...</p> <p>Appreciate (respect) the viewpoints of others.</p>

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

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).

Student Friendly Language:
I can make connections between different versions of a text.
I can compare/contrast a written version with a visual or oral version of a text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>There can be multiple versions or formats of the same story.</li> </ul>	<p>Connections are made when you relate the text to self, to world, and to other text.</p> <p>Multiple interpretations can be made from the same text.</p> <p>Good readers make connections to enhance their understanding.</p> <p>Illustrations can help enhance or explain a text.</p>	<p>Identify connections in text</p> <p>Relate text to text</p> <p>Relate text to self</p> <p>Relate text to world</p> <p>Analyze characteristics from different versions of text</p>

Key Vocabulary:
illustration <u>connection</u> oral presentation visual presentation detail <u>drama</u> text compare contrast
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
Compare and contrast a movie and book of the same title. Create visual representations of text for a book review. Attend a play based on a book and discuss similarities and differences.

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

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 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.	5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Student Friendly Language:
<p>I can find similarities (compare) in literature from different cultures</p> <p>I can find differences (contrast) in literature from different cultures.</p> <p>I can sequence the events in literature from different cultures.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Different genres have defining characteristics.</li> <li>• Common themes recur in traditional literature.</li> </ul>	<p>Similarities and differences exist in literature of different cultures.</p> <p>Traditional literature of different cultures follows a pattern of sequential events.</p>	<p>Analyze traditional cultural literature to compare and contrast</p> <p>Cite evidence of sequential patterns in traditional literature</p>

Key Vocabulary:
<p>similarities</p> <p>differences</p> <p>theme</p> <p>diversity</p> <p>myth</p> <p>folktale</p> <p><u>culture</u></p> <p>compare</p> <p>contrast</p> <p>sequence</p> <p>traditional literature</p> <p>genre</p> <p>analyze</p> <p>cite evidence</p>
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>You can learn more about a culture by reading literature from it.</p> <p>You can build relationships with people from different cultures by reading and understanding their traditional literature.</p>

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

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Text Types and Purposes	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
3. W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.	<p>4. W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (eg. for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	5. W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Student Friendly Language:
<p>I can write my thoughts and feelings about a topic or text in an organized manner.</p> <p>I can give reasons for my thoughts and feelings.</p> <p>I can write a conclusion.</p>

Know (Factual)	Understand (Conceptual) <small>The students will understand that:</small>	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● An opinion is a personal thought or feeling</li> <li>● Writer’s purpose</li> <li>● Difference between relevant and irrelevant reasons/ facts/ support/ examples</li> <li>● Concluding statements</li> <li>● Appropriate writing format</li> </ul>	<p>Opinions can be supported with facts.</p> <p>Personal opinions matter.</p> <p>Good opinion writers address the needs of the audience and build a reasoned and logical case to support a clear position.</p> <p>People use opinions to persuade.</p>	<p>Connect and link ideas with details, examples and facts.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Develop opinion/position claim.</p> <p>Differentiate between relevant and irrelevant reasons/evidence.</p> <p>Include an appropriate variety of reasons/evidence that support the opinion and address the needs of the audience.</p> <p>Select an appropriate writing format</p> <p>Write opinion/position pieces on topics or texts, supporting a point of view with reasons and information by: introducing a topic or text stating an opinion</p>

## Key Vocabulary:

persuade  
purpose  
relevant  
irrelevant  
opinion  
facts  
details  
support  
reasons  
concluding statements  
voice  
audience  
point of view

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

To be aware of other viewpoints and perspectives  
To understand other viewpoints and perspectives  
Determine what your opinion is  
Use technology to find facts/know how to research  
Use evidence to support your opinions  
Make your reasoning clear to others

### Real world applications:

Letter to the Editor  
Salesman  
Student Council/campaigning  
Propose changes at school, home, work, etc.  
Letter to Congressman

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

<b>Strand:</b>	Writing Standards K-5	<b>Anchor Standard:</b>	Text Types and Purposes	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>3.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>4.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>d. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>5.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>

<b>Student Friendly Language:</b>
<p>I can write to inform an audience.</p> <p>I can write an introduction to my topic.</p> <p>I can group related information into paragraphs and sections.</p> <p>I can use facts, definitions, and quotations about my topics when writing.</p> <p>I can use vocabulary specific to my topic.</p> <p>I can write a conclusion for my informative text.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>Texts can be organized into paragraphs and sections.</li> <li>Inform means to give information.</li> <li>Facts are true, and can be proven.</li> <li>Texts can be organized differently for different purposes.</li> </ul>	<p>The purpose of writing an informative/explanatory text is to give information.</p> <p>There is a structure for writing informational/explanatory texts.</p> <p>An informative/explanatory text needs to include vocabulary that relates to the text.</p> <p>Multimedia and illustrations aid in the process of conveying information.</p>	<p>Write an informative/explanatory text to examine a topic and convey ideas and information.</p> <p>Select a structure appropriate for the topic and purpose.</p> <p>Determine the appropriate vocabulary for a topic.</p> <p>Use transition words to link ideas.</p>

## Key Vocabulary:

Informative  
Explanatory  
Formatting  
Topic  
Purpose  
Precise Language  
Paragraph  
Illustrations  
Quotations  
Multimedia  
Concluding statement  
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 write letters for a variety of purposes

to send e-mails that others can comprehend

will not be able to always speak about a topic, writing will be required (filling out forms or applications before an interview is granted)

to express your ideas/perspectives and have them valued (letters to the editor, congressmen, etc.)

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

<b>Strand:</b>	Writing K-5	<b>Anchor Standard:</b>	Text type and purpose	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>W 3.3 Write narratives to develop real or imagined experiences or events using effective technique descriptive details, and clear event sequences.</p>	<p>W 4.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events to show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>W 5.3 Write narratives to develop real or imagined experiences or events using effective technique descriptive details, and clear event sequences.</p>

Student Friendly Language:
<p>I can create a beginning of a story that describes a setting, characters, and problem.</p> <p>I can use transitional words to order events in a story.</p> <p>I can use dialog to show how characters deal with each other and events.</p> <p>I can use descriptive details so the reader can see what is happening in my story.</p> <p>I can write a conclusion to my story .</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>Narrative elements</li> <li>Sequencing events</li> <li>Vivid language</li> </ul>	<p>Effective narrative writing uses strategies to communicate stories.</p>	<p>Design and write narrative text that describes characters, setting and plot.</p> <p>Use a variety of resources to organize events of a story.</p> <p>Use reference materials to enhance words for vivid imagery.</p> <p>Use conventions of language to effectively communicate.</p> <p>Use graphic organizers to organize story elements.</p>

## Key Vocabulary:

Adjectives  
nouns  
dialogue  
voice  
character  
setting  
show don't tell technique  
conclusion  
vivid  
transition words  
paragraph  
narrative  
sequencing  
sensory words  
narrative elements  
plot

**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”?

Journaling  
Letter writing  
e-mailing  
blogging  
texting  
writing competitions

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

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Production and Distribution of Writing	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

<b>Student Friendly Language:</b>
I can organize my writing in a clear way for my purpose and audience.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● sentence structure</li> <li>● topic sentence</li> <li>● paragraph structure</li> <li>● writing conventions</li> <li>● purpose</li> <li>● audience</li> </ul>	<p>There are different purposes for writing.</p> <p>Different forms of writing (i.e., persuasive, expository, narrative) are organized in different ways.</p> <p>You write differently depending on your audience.</p> <p>The way a piece of writing is developed and organized can help communicate the information/ story to an audience.</p>	<p>Create a writing project that is appropriate to task, purpose, and audience.</p> <p>Use prewriting strategies to plan, edit, and revise a writing project.</p>

<b>Key Vocabulary:</b>			
<u>coherent</u> purpose narrative	development audience	organization persuasive	task <u>expository</u>

<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Complete written response questions on job or college applications.</p> <p>Write a news article or letter to the editor to express an opinion.</p> <p>Author a book or magazine article to provide information on a topic.</p> <p>Email a friend to arrange a meeting or email a teacher to clarify an assignment.</p>

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

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Production and Distribution of Writing	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p>	<p>4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p>	<p>5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p>

Student Friendly Language:
<p>I can plan and develop a piece of written work.                      I can improve my written work with guidance from others through revising and editing.                      I can use appropriate capitalization, punctuation, and spelling in my writing.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Planning processes</li> <li>● Revision processes</li> <li>● Editing processes</li> <li>● Peer review processes</li> <li>● Adult review processes</li> <li>● Conventions through 4th grade</li> </ul>	<p>Writing is a way to communicate thoughts with others.</p> <p>Writing is a process that can continually be improved upon.</p> <p>Guidance and support from others can strengthen the final product.</p>	<p>Plan and develop a piece of written work.</p> <p>Revise and edit written work.</p> <p>Collaborate with others to give and receive feedback about written work.</p> <p>Use grade level conventions in written work.</p>

Key Vocabulary:						
<table style="width: 100%; border: none;"> <tr> <td style="border: none;"><u>Conventions</u></td> <td style="border: none;">planning process</td> </tr> <tr> <td style="border: none;">revision process</td> <td style="border: none;">editing process</td> </tr> <tr> <td style="border: none;">peer review process</td> <td style="border: none;">collaboration</td> </tr> </table>	<u>Conventions</u>	planning process	revision process	editing process	peer review process	collaboration
<u>Conventions</u>	planning process					
revision process	editing process					
peer review process	collaboration					
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>						
<p>Writing letters, essays, and thank you notes.                      Communicating with others(boss, co-workers, customers) in your job.                      Filling out job applications and applying for scholarships.</p>						

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

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Production and Distribution of Writing	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	5.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 two pages in a single sitting.

<b>Student Friendly Language:</b>
<p>I can write and publish my own work using a computer. I can type at least one page fluently.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• process to use the Internet properly</li> <li>• basics of word processing program, such as Microsoft Word</li> <li>• keyboarding skills</li> </ul>	<p>Technology can be used to publish writing.</p> <p>Keyboarding skills make publishing easier and faster.</p>	<p>Produce a piece of writing.</p> <p>Use technology to publish writing.</p> <p>Demonstrate keyboarding skills.</p> <p>Use the Internet to interact and collaborate with others.</p>

<b>Key Vocabulary:</b>
<p>Technology Internet <u>format</u> publish revise produce</p>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Technology is a part of everyday life. It is important to know how to use it properly to make your life easier. You could start your own blog or publish a book online.</p>

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

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Research to Build and Present Knowledge	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Student Friendly Language:
<p>I can research using reference materials (ex. books, encyclopedias).</p> <p>I can research using technology.</p> <p>After researching, I can write on a topic using the information I found.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• types of reference materials available</li> <li>• the proper use of technology for research purposes</li> <li>• the process to complete a research project</li> </ul>	<p>There are different aspects to a research topic.</p> <p>There are multiple resources that should be used in researching.</p> <p>Not all sources are reliable.</p> <p>Copying other people’s work is known as plagiarism.</p>	<p>Conduct a short research project.</p> <p>Investigate a variety of information from several sources.</p> <p>Discriminate between accurate and inaccurate material.</p> <p>Write a short research project using information from reliable sources.</p> <p>Put information in my own words (paraphrase).</p>

Key Vocabulary:															
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><u>paraphrase</u></td> <td style="width: 33%;">primary source</td> <td style="width: 33%;"><u>first-hand</u></td> </tr> <tr> <td><u>bias</u></td> <td>fact</td> <td>opinion</td> </tr> <tr> <td>research</td> <td>sources</td> <td><u>reliable</u></td> </tr> <tr> <td><u>unreliable</u></td> <td><u>accurate</u></td> <td><u>inaccurate</u></td> </tr> <tr> <td>investigate</td> <td><u>plagiarism</u></td> <td><u>aspect</u></td> </tr> </table>	<u>paraphrase</u>	primary source	<u>first-hand</u>	<u>bias</u>	fact	opinion	research	sources	<u>reliable</u>	<u>unreliable</u>	<u>accurate</u>	<u>inaccurate</u>	investigate	<u>plagiarism</u>	<u>aspect</u>
<u>paraphrase</u>	primary source	<u>first-hand</u>													
<u>bias</u>	fact	opinion													
research	sources	<u>reliable</u>													
<u>unreliable</u>	<u>accurate</u>	<u>inaccurate</u>													
investigate	<u>plagiarism</u>	<u>aspect</u>													
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>															
<p>When purchasing a cell phone, research brands and then give written reasoning for your selection.</p> <p>When researching products, find factual, reliable, and accurate information based on information gathered through research on a given topic.</p>															

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

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Research to Build and Present Knowledge	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
3.W.8 Recall information from experiences or gather information from print and digital sources, take brief notes or 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.	5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources, summarize or paraphrase information in notes and finished work, and provide a list of sources.

Student Friendly Language:
<p>I can retell important details from what I have read.</p> <p>I can recall important information from previous experiences.</p> <p>I can explain and cite the information that I find.</p> <p>I can take notes and organize my thoughts.</p> <p>I can put the information I find in order either by time or importance.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Relevant information</li> <li>● Note taking</li> <li>● Recall</li> <li>● Digital sources</li> <li>● Categorizing</li> <li>● Printed sources</li> </ul>	<p>There are many sources for written information.</p> <p>Note taking and categorizing information is an effective way to organize your thoughts.</p> <p>Prior knowledge can be relevant to current topics of study.</p> <p>Not all sources are reliable.</p> <p>Information borrowed from outside sources must be cited or accredited to the author.</p>	<p>Analyze textual information to determine relevance to topic categories.</p> <p>Connect prior experiences related to textual information.</p> <p>Record information and categorize according to topic.</p> <p>Cite sources.</p>

Key Vocabulary:
<div style="display: flex; justify-content: space-between;"> <div style="width: 15%;"> <p>relevant</p> <p><u>categorizing</u></p> </div> <div style="width: 15%;"> <p>evidence</p> <p><u>cite</u></p> </div> <div style="width: 15%;"> <p>digital sources</p> <p>recall</p> </div> <div style="width: 15%;"> <p><u>prior experience</u></p> <p>print</p> </div> <div style="width: 15%;"> <p>paraphrase</p> <p>sort evidence</p> </div> </div>
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>Find directions for a board game that were lost.</p> <p>Research somewhere you are going on vacation.</p> <p>Use online news media to stay up to date with current events.</p>

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

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Research to Build and Present Knowledge	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
Begins in Grade 4	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 4 Reading standards</i> to literature (e.g., “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].”).</p> <p>Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>

Student Friendly Language:
<p>I can write details from a story to support my interpretation of that story.</p> <p>I can write facts from informational text that support my interpretation of that text.</p> <p>I can find evidence in what I read to back up what I believe to be true about the text.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● literary elements</li> <li>● genres</li> <li>● point of view/purpose</li> <li>● reasons</li> <li>● evidence</li> </ul>	<p>There is a connection between reading and writing.</p> <p>There is a difference between narrative and informational text.</p> <p>You find evidence as a way to support your interpretations.</p>	<p>Interpret writing for different purposes.</p> <p>Locate information from a variety of sources to support analysis, reflection, and research.</p>

**Key Vocabulary:**

character  
setting  
reasons  
evidence  
literary text  
informational text  
analysis  
reflection  
research

**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”?

I can read and give evidence to my team from the text to know how to build, do, or explain something.

I can use the text of the rules of a game to prove how it should be played.

I can prove to my teacher or professor that I understand, using evidence from what I read.

I can prove I am right to anyone that wants to know, using evidence from what I read.

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

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Conventions of Standard English	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	<p>4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>	<p>5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>

### Student Friendly Language:

I can use the correct English conventions and grammar when I speak and write.

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>Complete sentences have certain characteristics.</li> </ul>	<p>When writing or speaking they may need to change the words of a sentence to communicate properly.</p>	<p>Use the correct relative pronouns and adverbs in written work and speech.</p> <p>Compare different verb tenses in sentences.</p> <p>Use modal auxiliaries to convey various conditions.</p> <p>Rearrange adjectives within sentences according to conventional patterns.</p> <p>Create and use prepositional phrases.</p> <p>Form sentences and correct fragments or run-ons.</p> <p>Correctly use frequently confused words such as homophones.</p>

**Key Vocabulary:**

modal auxiliaries  
relative pronoun  
relative adverbs  
progressive verb tenses  
prepositional phrases  
adjectives  
fragments  
run-on  
homophones  
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”?

Use standard English grammar and usage when:  
-communicating with people in the community,  
-writing essays for scholarships,  
-creating a scrapbook  
-writing letters, emails, texts, etc.

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

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Conventions of Standard English	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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.</p>	<p>4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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.</p>	<p>5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*                      b. Use a comma to separate an introductory element from the rest of the sentence.                      c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).                      d. Use underlining, quotation marks, or italics to indicate titles of works.                      e. Spell grade-appropriate words correctly, consulting references as needed.</p>

Student Friendly Language:
<p>I can capitalize words correctly.                      I can write spoken words correctly using punctuation.                      I can use commas correctly in compound sentences and quotations.                      I can spell 4th grade level words correctly.                      I can use a dictionary to help spell words correctly.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual) Students will understand that:</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>• When to use a period, question mark, quotation mark, exclamation point, and commas.</li> <li>• what a comma can be used for.</li> <li>• Compound sentences can be used to combine ideas.</li> </ul>	<p>Words that start a sentence must be capitalized.</p> <p>There are other words in the English language that are always capitalized.</p> <p>A comma must be used in a compound sentence.</p> <p>Quotation marks and commas are needed for a quote.</p> <p>You can use a dictionary or glossary or other reference to help spell a word correctly, if needed.</p> <p>Correct spelling of words is important for others to be able to read and understand what we are trying to communicate.</p>	<p>Capitalize words that start a sentence.</p> <p>Capitalize the first words of titles (of books, films, magazines, etc.)</p> <p>Capitalize the names of days months and holidays (Monday, January, Thanksgiving, etc.)</p> <p>Capitalize proper nouns of people or places (Bill Smith, Wall Street, United States, Saturn, etc.)</p> <p>Capitalize directional words and compass words (West, East, South, North, Southern Africa, Far East, etc.)</p> <p>Capitalize people's titles or rank (Mrs. Risse, King Kong, Captain Carter, Dr. James, etc)</p> <p>Capitalize nouns and adjectives referring to people (American, African, French, Swiss, etc.)</p> <p>Use a commas in a compound sentence correctly.</p> <p>Use a commas and quotation marks correctly in a quote.</p> <p>Spell 4th grade level words correctly.</p> <p>Use a dictionary, glossary or other reference material to help spell a word.</p>

**Key Vocabulary:**

period	question mark	quotation
quotation mark	exclamation point	comma
<u>compound sentence</u>	proper noun	title
direct speech	quotation	<u>conjunction</u>
dictionary	glossary	directional word
compass word	rank	

**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”?

Complete a job application.  
Write an email or letter.  
Create an agenda or compile the minutes for a business meeting.

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

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Knowledge of Language	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>3.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.*</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.*</p> <p>b. Choose punctuation for effect.*</p> <p>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).</p>	<p>5.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.</p>

<b>Student Friendly Language:</b>
<p>I can use what I know about language and writing when writing, speaking, reading, or listening.</p> <p>I can choose words that tell exactly what I want to say to my audience</p> <p>I can choose punctuation based on the effect it will have on my audience.</p> <p>I can tell the difference between times that formal English or informal language should be used.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> Students will understand that:	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● The difference between an exclamation, question, statement, and command.</li> <li>● When to use a period, exclamation mark, question mark, or quotation mark.</li> </ul>	<p>Words and phrases need to be chosen carefully to communicate ideas in a precise way.</p> <p>Punctuation can change the effect you have on your audience.</p> <p>There is a time and a place for both formal and informal English.</p>	<p>Choose words and phrases to communicate effectively.</p> <p>Distinguish among types of end punctuation.</p> <p>Choose if a exclamation, question, statement or command would have the desired effect on the audience.</p> <p>Identify a time and place for formal English to be used (e.g., formal presentation).</p> <p>Identify the time and place where informal English would be appropriate (small group presentation).</p>

<b>Key Vocabulary:</b>																
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">exclamation</td> <td style="width: 25%;">command</td> <td style="width: 25%;">statement</td> <td style="width: 25%;">question</td> </tr> <tr> <td>exclamation mark</td> <td>period</td> <td>quotation mark</td> <td>question mark</td> </tr> <tr> <td>formal English</td> <td>informal English</td> <td>precisely</td> <td>audience</td> </tr> <tr> <td>punctuation</td> <td>effect</td> <td></td> <td></td> </tr> </table>	exclamation	command	statement	question	exclamation mark	period	quotation mark	question mark	formal English	informal English	precisely	audience	punctuation	effect		
exclamation	command	statement	question													
exclamation mark	period	quotation mark	question mark													
formal English	informal English	precisely	audience													
punctuation	effect															
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>																
<p>Order food at a restaurant so it is made the way you want it (using precise words and phrases).</p> <p>Write an article for the town newspaper.</p> <p>Use appropriate language when making a phone call (e.g., friend or business associate)</p> <p>Participate in a job interview.</p> <p>Write a grant or business proposal.</p>																

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

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Vocabulary Acquisition and Use	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>3.L.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>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.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>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.</p>	<p>5.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</p> <p>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.</p>

### Student Friendly Language:

I can use context to help me figure out the meaning of a word or phrase.  
 I can use word parts to help me figure out the meaning of a word or phrase.  
 I can use reference materials to help me figure out the meaning of a word or phrase.

Know (Factual)	Understand (Conceptual) The student will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● context clue</li> <li>● root word</li> <li>● prefix</li> <li>● suffix</li> <li>● affix</li> <li>● How to use reference resources: dictionary, thesaurus, glossary, internet, etc.</li> </ul>	<p>A word can have more than one definition or meaning.</p> <p>A word's definition can be determined by using the context in which it is used.</p> <p>A word's definition can be deciphered using the root word, prefix, and suffix.</p> <p>There are many different resources that can be used to decipher a word's meaning.</p>	<p>Use the text to decipher the meaning of a word.</p> <p>Use the prefix, root word, and/or suffix to decipher the meaning of a word.</p> <p>Use different resources to find a word's meaning.</p>

### Key Vocabulary:

multiple meanings	context clues	prefix	suffix	
root words	<u>pronunciation</u>	dictionary	<u>thesaurus</u>	<u>affixes</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”?

Finding meanings of unfamiliar words through context when reading.  
Using reference materials to find unfamiliar words.  
Reading for enjoyment.

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

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Vocabulary Acquisition and Use	<b>Grade level:</b>	4
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<b>Correlating Standard in Previous Year</b>	<b>Number Sequence &amp; Standard</b>	<b>Correlating Standard in Following Year</b>
<p>3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p>	<p>4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>

<b>Student Friendly Language:</b>
<p>I can explain the meaning of a simile in context.</p> <p>I can explain the meaning of a metaphor in context.</p> <p>I can identify and explain common idioms.</p> <p>I can identify and explain common adages.</p> <p>I can identify and explain common proverbs.</p> <p>I can show my understanding of a word by using synonyms and antonyms.</p> <p>I can explain the different meanings behind figurative language.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>figurative language (similes, metaphors, idioms, adages, proverbs, etc...)</li> <li>synonyms and antonyms</li> <li>reference materials (dictionary, thesaurus)</li> </ul>	<p>Words or phrases can be non-literal (figurative) or literal.</p> <p>Words can have similar meanings or opposite meanings.</p> <p>Reference materials can help them make sense of words or phrases.</p> <p>Figurative language can make text more meaningful and interesting.</p> <p>The way that words are spoken can change their meaning.</p>	<p>Use reference materials to determine meaning of words and phrases.</p> <p>Identify and explain figurative language in context.</p> <p>Use synonyms and antonyms to help describe the meaning of words in context.</p>

**Key Vocabulary:**

simile  
metaphor  
figurative language  
adage  
proverb  
synonym  
antonym  
idiom  
non-literal  
nuance

**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 in more interesting ways (using idioms, metaphors, etc).  
To make clear pictures in others' minds when communicating.  
To make sense of language in the world around you (piece of cake means easy, as strong as Superman, etc).

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

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Vocabulary Acquisition and Use	<b>Grade level:</b>	4
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<b>Correlating Standard in Previous Year</b>	<b>Number Sequence &amp; Standard</b>	<b>Correlating Standard in Following Year</b>
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).	5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Student Friendly Language:**

I can understand and use appropriate words and phrases that signal actions and emotions to make my writing and speaking more vivid.

<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● synonyms</li> <li>● parts of speech</li> <li>● thesaurus</li> <li>● parts of speech</li> <li>● state of being</li> </ul>	<p>If they use more vivid words it makes their their writing more interesting.</p> <p>If they are using a thesaurus they need to choose words that are the same part of speech as the word they are replacing.</p> <p>They need to use vocabulary words that are directly related to the topic they are writing about.</p>	<p>Use a thesaurus to replace words in a sentence.</p> <p>Find descriptive words to make writing more interesting.</p> <p>Create stories to show understanding of precise actions, emotions, or states of being.</p>

**Key Vocabulary:**

synonyms  
emotions  
 state of being  
 parts of speech  
vivid

**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 writing essays for competitions you need to be able to show exactly how you feel. Use words that show and not just explain your opinions, feelings, and emotions while writing journals, letters, or using social media.

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

<b>Strand:</b>	Speaking and Listening	<b>Anchor Standard:</b>	Comprehension and Collaboration	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>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.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>

Student Friendly Language:
<p>I can come to a discussion ready to participate with my assignment(s) complete.</p> <p>I can follow the rules of the discussion group and complete my job in the group.</p> <p>I can ask and answer questions and add comments in a discussion to make it more clear for me.</p> <p>I can make connections to the comments in the discussion.</p> <p>I can retell the main ideas of the discussion and share my thoughts about them .</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● how to participate in a group discussion</li> <li>● the roles of each member of a group</li> </ul>	<p>They must be prepared for each discussion.</p> <p>Asking and answering questions, along with making comments helps them to gain more information and leads to better understanding.</p> <p>They must follow the rules of the discussion group and complete their job.</p> <p>The success of the discussion will depend on the participation of the students.</p> <p>Each group member has something important to add to the task or conversation process</p>	<p>Participate in a group discussion by coming prepared and following the rules</p> <p>Ask and answer questions to improve the discussion</p> <p>Explain the main ideas of the discussion and add input</p> <p>Complete the tasks for their assigned role in the group.</p> <p>Follow up on any unanswered questions, comments, etc... by researching the topic and reporting back to the group</p>

**Key Vocabulary:**

clarifying questions

key idea

collaborative

**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 in family meetings and other group gatherings

To be able to communicate in a job interview.

To understand the importance of being an active participant in group projects at school or work.

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

<b>Strand:</b>	Speaking and Listening	<b>Anchor Standard:</b>	Comprehension and Collaboration	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
SL.3.2 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.	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

<b>Student Friendly Language:</b>
I can retell parts of a story read to me.
I can retell information that has been presented to me.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>paraphrase is a retell or summary</li> </ul>	Paraphrasing what happened in a variety presentations can show understanding.	Paraphrase information you understood from an oral, visual, or quantitative presentation.  Critique and explain portions of text read aloud or information presented.

<b>Key Vocabulary:</b>
<p><u>paraphrase</u> <u>oral</u> <u>media</u> <u>quantitatively</u></p>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
Communicate with others by:  Sharing your favorite parts of a story or movie with a friend. Recommend a book or movie Retell real life events

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

<b>Strand:</b>	Speaking and Listening	<b>Anchor Standard:</b>	Comprehension and Collaboration	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
SL.3.3 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.	5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

<b>Student Friendly Language:</b>
I can tell what reasons and evidence a speaker uses to make their point.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
What reasons and evidence are (what they could look or sound like)	<p>A speaker uses reasons and evidence to support what they are trying to say.</p> <p>Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>List the reasons and evidence a speaker uses to support their message.</p> <p>Identify what a speaker wants their audience to know, understand or do.</p>

<b>Key Vocabulary:</b>
<p>reasons evidence audience speaker support point</p>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Take notes from a teacher.</p> <p>Understand an oral speech or presentation.</p> <p>Listen to doctor’s orders.</p> <p>Use what you have learned from others to help you make any decision (job to apply for, food to try, college to go to).</p>

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

<b>Strand:</b>	Speaking and Listening	<b>Anchor Standard:</b>	Presentation of Knowledge and Ideas	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 an understandable pace.	5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

<b>Student Friendly Language:</b>
<p>I can give a report or tell a story in an organized way, using important facts and descriptive details.</p> <p>I can speak clearly at an understandable pace.</p> <p>I can use details to support main ideas.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• pace</li> <li>• sequence</li> <li>• appropriate &amp; relevant facts</li> <li>• main idea &amp; details</li> <li>• theme</li> </ul>	<p>Stories and reports must be told in an understandable manner.</p> <p>Descriptive details support a main idea or theme.</p> <p>Speaking clearly at an understandable pace leads to better understanding.</p>	<p>Present an oral report using appropriate volume and pace.</p> <p>Relay the information in an organized and understandable way.</p> <p>Include all appropriate and relevant information to retell a report or story.</p> <p>Use descriptive details to support the main idea of a report or story.</p>

<b>Key Vocabulary:</b>
<p>relevant</p> <p><u>pace</u></p> <p><u>summarize</u></p> <p>main idea</p> <p>supporting details</p>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>This will be useful when presenting information to co-workers, relating experiences to others, and communicating with everyone in their lives.</p> <p>Presenting information from experience or research.</p> <p>Contributing to group discussions.</p>

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

<b>Strand:</b>	Speaking and Listening	<b>Anchor Standard:</b>	Presentation of Knowledge and Ideas	<b>Grade level:</b>	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

<b>Student Friendly Language:</b>
I can include sound in my presentations. I can include pictures or video in my presentations.

<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>research</li> <li>notetaking</li> <li>theme</li> <li>main idea</li> </ul>	<p>Creating an audio-visual display can help the presenter(s) better understand the themes or main ideas of what they are trying to communicate to an audience.</p> <p>Audio-visual displays can help the audience better understand information.</p> <p>Not all types of audio recordings or visual displays are appropriate for all types of presentations or all audiences.</p>	<p>Analyze and justify whether adding an audio recording(s) or visual display(s) would enhance your presentation.</p> <p>Decide what main idea(s) or theme(s) you want to get across to an audience and include them in a presentation.</p> <p>Create a display board, slide show, video, etc. for a presentation.</p> <p>Record or use pre-recorded audio (vocals, music, sound effects, etc.) and include it in a presentation.</p>

<b>Key Vocabulary:</b>
audio <u>visual</u> main idea                      theme
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Create a poster for Student Council, 4-H, scouting or other organization.</p> <p>Create a timeline with dates and images to support the retelling of historical events.</p> <p>Add a link to a song that enhances the main idea of a powerpoint presentation.</p> <p>Create a display board to communicate the procedure and findings of an investigation for a science fair.</p> <p>Create presentations for sales or fundraising, as part of a job.</p>

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

<b>Strand:</b>	Speaking and Listening	<b>Anchor Standard:</b>	Presentation of Knowledge and Ideas	<b>Grade level:</b>	4
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<b>Correlating Standard in Previous Year</b>	<b>Number Sequence &amp; Standard</b>	<b>Correlating Standard in Following Year</b>
3SL.3.6 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.)	5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

<b>Student Friendly Language:</b>
I can determine when I should talk formally or casually.
I can use appropriate language in a formal or casual setting.

<b>Know (Factual)</b>	<b>Understand (Conceptual) I want students to understand that:</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>proper English</li> <li>slang</li> </ul>	<p>Communicating in a formal setting is different than in a casual setting.</p> <p>They are responsible for determining if they are in a formal or casual setting.</p>	<p>Practice communicating in a formal setting.</p> <p>Determine whether certain settings are formal or casual.</p> <p>Revise an idea or phrase from casual to formal.</p>

<b>Key Vocabulary:</b>
<p>appropriate                      formal  <u>casual</u>                      informal  <u>slang</u>                      figurative language</p>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>To be able to carry on a conversation with business people, teachers, community members appropriately.</p> <p>To know when slang is acceptable.</p> <p>To be able to communicate appropriately in a job interview.</p>