

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Key Ideas and Details	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
C4.R.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	CC.5.R.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	CC.6.R.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Student Friendly Language:
<p>I can find evidence in the text that supports my inferences.</p> <p>I can find evidence in the text that supports my explanations.</p>

Know (Factual)	Understand (Conceptual) Students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • quotations • inferences • summaries • evidence 	<p>The students will need evidence from the text to support their inferences and explanations.</p>	<p>Make inferences. Summarize with supporting quotes from the text. Quote from text.</p>

Key Vocabulary:
<p>explanations inferences quote evidence explicitly accurately</p>
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>Read and discuss a gaming manual at home.</p> <p>Read directions for putting items together.</p> <p>Read and discuss newspapers or periodicals.</p>

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4.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	5.R.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	6.RI.2 Determine a central idea of a text and how it is conveyed through particular details: provide a summary of the text distinct from personal opinions or judgments.

Student Friendly Language:
I can determine the main idea and important details of what I read.
I can explain the main idea and important details of what I read.
I can summarize the text.

Know (Factual)	Understand (Conceptual) The students will understand that....	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Main Idea ● Key Details ● Summary 	<p>Text has meaning</p> <p>It is important to be able to use key details in text to determine main idea..</p>	<p>Identify key details in text.</p> <p>Construct meaning based on key ideas.</p> <p>Summarize the text.</p> <p>Explain how dey details support main ideas.</p>

Key Vocabulary:
Main Idea Summary Connections Details Central Idea
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
Write an opinion paper about smoking or drinking. Write an opinion paper about the legal driving age. Write an essay about an historical figure.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g.; through examples or anecdotes)

Student Friendly Language:
<p>I can understand and compare and contrast texts from different cultures and time periods.</p> <p>I can explain and respond to diverse, multicultural, and time period texts.</p> <p>I can use specific information in informational, scientific, or technical text to explain relationships or interactions found in the text.</p> <p>I can compare individuals, events, and concepts across texts.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Connections ● Relationships in texts ● Non-fiction genres <ul style="list-style-type: none"> ○ scientific texts ○ historical texts ○ technical texts ● Culture/ Diversity 	<p>Good readers make connections across texts.</p> <p>Relationships between events and individuals can be found in a text.</p> <p>Non-fiction can include historical, scientific, and technical texts.</p> <p>Specific information can be found in the text to support their interpretation.</p>	<p>Identify individuals and events.</p> <p>Compare and contrast the culture and time period within the text.</p> <p>Analyze the relationships in the text with supporting facts from the text.</p> <p>Describe the relationships between two or more individuals, events, or ideas in the text using supporting details from the text.</p> <p>Investigate how the time period impacts the text.</p> <p>Explain how changing the time period would affect the events of the text.</p>

Key Vocabulary:			
Culture	Multi-cultural	Compare	Contrast
Time period	Diversity	Point of View	Specific
Technical Texts	Scientific Texts	Historical Texts	

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Read and interpret different types of non-fiction texts in the workplace.</p> <p>Understand how historical events impact future decisions.</p> <p>Use a technical manual to assemble model car or airplane.</p> <p>Understand and appreciate different cultures in your school and community.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Craft and Structure	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4.R.1.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.	5.R.1.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	6.R.1.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Student Friendly Language:
I can figure out the meanings of words using a strategy that works for I can use my strategies to find meaning when reading in any subject area.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • General academic words • domain-specific words • Phrases 	<p>Non-fiction text is structured differently than fictional literature.</p> <p>Reading for a purpose is different than reading for pleasure.</p> <p>There are multiple purposes for reading.</p>	<p>Define the meaning of domain-specific words and phrases.</p> <p>Interpret the meaning of words and phrases using a variety of reading strategies.</p> <p>Apply the meaning in other subject areas to illustrate knowledge.</p>

Key Vocabulary:
<u>domain-specific words</u> phrases general <u>academic words</u>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Apply various reading strategies based the structure of the text, such as...newspapers, manuals, magazines, websites.</p> <p>You need to change the lawn mower blades using to the manual for instructions.</p> <p>Assemble a lego set using directions.</p> <p>Troubleshoot the trouble on your PC so you go to a website to find possible answers.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Information Text	Anchor Standard:	Key Ideas and Details	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text, and contributes to the development of ideas.

Student Friendly Language:
<p>I can put compare two different pieces of information to see how they are similar or how they are different.</p> <p>I can also decide how the information was organized and the kinds of information given.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Informational Genre ● Time Sequencing ● Chronological ● Compare ● Contrast ● Cause ● Effect ● Problem ● Solution 	<p>Informational text has a structure.</p> <p>Two informational texts might contain similar ideas, but have different structures.</p> <p>Certain information is best presented within a specific text structure.</p> <p>A graphic organizer can be used for comparing and contrasting.</p>	<p>Read informational text with clarity and comprehension</p> <p>Compare and Contrast two different informational texts</p> <p>Arrange events in chronological order</p> <p>Compare and contrast within the text structure the information given</p> <p>Analyze certain elements in informational text have a specific cause and a specific effect</p> <p>Identify the problem presented in the informational text and the forthcoming solution</p>

Key Vocabulary:				
Genres	Informational	Chronological	Compare and Contrast	Sequencing
Cause	Effect	Problem	Solution	

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
<p>Real Life Survival/Career:</p> <ul style="list-style-type: none"> Make sense of political debates Seek new ideas on how to problem solve Make good consumer choices Understand how media can manipulate thought processes Develop skills in careers such as journalism, teaching and architecture.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Informational Text	Anchor Standard:	Craft and Structure	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.R.1.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Student Friendly Language:
I can compare and contrast different points of view after reading more than two stories about the same topic.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Compare and contrast • Point of view 	<p>Different authors have similar and different views on the same topic or event.</p> <p>Authors have different views depending on their life experiences or perspectives.</p>	<p>Compare more than two stories written by different authors about the same topic.</p> <p>Analyze similarities and differences in the authors' points of view.</p> <p>Cite evidence to show similarities and differences.</p>

Key Vocabulary:
<p>Compare, similarities, contrast ,and difference</p> <p>Contrast/Differences</p> <p>Point of View</p> <p>Life experiences</p> <p>Perspectives</p> <p><u>Analyze</u></p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Real-world:</p> <p>Newspaper/Television—Reporters may have different points of view on the same current event topic.</p> <p>Witness accounts are seldom the same.</p> <p>Playground—Students may report the same incident in different ways.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Informational Text	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4.R.1.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	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.	6.R.1.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Student Friendly Language:
I can use multiple printed materials to locate information to answer a question or solve a problem.
I can use digital sources to locate information to answer a question or solve a problem.
I can identify multiple credible sources.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • examples of print sources (books, newspapers, etc.) • examples of digital sources (computers, Kindle, etc.) • note-taking skills & strategies • researching skills 	<p>All source information is not reliable.</p> <p>There are multiple formats available from which to gather information.</p> <p>The selection of text sources may vary depending on purpose</p>	<p>Gather relevant information from multiple sources</p> <p>Locate answers quickly</p> <p>Solve problems efficiently</p> <p>Evaluate reliability of sources</p> <p>Identify credible sources by verifying information through another source</p>

Key Vocabulary:												
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><u>print sources</u></td> <td style="width: 33%;">strategy</td> <td style="width: 33%;"><u>research</u></td> </tr> <tr> <td>multiple (sources)</td> <td>solve</td> <td>evaluate</td> </tr> <tr> <td>locate</td> <td><u>reliable (credible)</u></td> <td>format</td> </tr> <tr> <td><u>efficiently</u></td> <td>gather</td> <td><u>digital sources</u></td> </tr> </table>	<u>print sources</u>	strategy	<u>research</u>	multiple (sources)	solve	evaluate	locate	<u>reliable (credible)</u>	format	<u>efficiently</u>	gather	<u>digital sources</u>
<u>print sources</u>	strategy	<u>research</u>										
multiple (sources)	solve	evaluate										
locate	<u>reliable (credible)</u>	format										
<u>efficiently</u>	gather	<u>digital sources</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”?												
Radio show contest- What source would you use to locate the information in time to be the 10th caller. Academic scavenger hunt to locate information quickly and accurately.												

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Strand:	Informational Text	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.	CC.5.R.1.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Student Friendly Language:
I can explain how an author uses evidence (details) to support his point of view I can identify the reasons and evidence that supports the author's main idea.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> main idea evidence/reasons (detail) author's purpose advertising (propaganda) 	<p>Authors use evidence to support their thinking.</p> <p>Sometimes there is bias in an author's point of view.</p>	<p>Explain how an author uses details</p> <p>Evaluate the evidence (detail) to support author's point (main idea)</p> <p>Analyze the information to prove that not all statements are based upon factual evidence</p>

Key Vocabulary:
<p>Main Idea</p> <p>Evidence/Reasons (details)</p> <p><u>Author's Purpose (express, inform, entertain, and persuade)</u></p> <p><u>Propaganda</u></p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
<p>I will be able to comprehend and critique the validity of information when reading novels, biographies, and nonfiction materials with a specific theme.</p> <p>I will be able to use these strategies to construct an argument in my favor when giving a debate.</p>

SD 5.RI.9 Common Core State Standards Disaggregated English Language Arts Template

Strand:	Informational Text	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	6.RI.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Student Friendly Language:
I can combine the information from several sources to make sure I have the most accurate informationn. I can speak and write clearly about the subject.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Difference between fact and opinion ● Variety of texts ● Summarizing relevant information 	<p>Some resources will provide more accurate information than others</p> <p>Information is available in a variety of texts.</p>	<p>Integrate and write information found in resource materials using their own words.</p> <p>Orally present information found in resource materials using their own words.</p> <p>Cite sources when providing supporting details.</p> <p>Evaluate multiple resources.</p>

Key Vocabulary:
Fact Opinion <u>Summarize</u> Supporting Details <u>Cite</u> Informational Text Relevant
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”?
“Your parents are going to buy you a car for your 16th birthday. They have a few stipulations, but you can pick whatever car you can find that fits those stipulations. You need to start researching the possibilities.”

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Conventions of Standard English	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<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>	<p>6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p>

Student Friendly Language:
<p>I can identify and use conjunctions in sentences.</p> <p>I can identify and use prepositions in sentences.</p> <p>I can identify and use interjections in sentences.</p> <p>I can use the correct verb tense in my writing.</p> <p>I can demonstrate the correct correlative conjunctions in writing.</p> <p>I can use verb tenses to convey to various times, sequences, states and conditions.</p> <p>I can recognize when a verb tense is incorrect.</p> <p>I can recognize when a writer incorrectly shifts verb tense.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Conjunction ● preposition ● <u>interjection</u> ● <u>perfect verb tense</u> ● <u>verb tense</u> ● <u>correlative conjunctions</u> ● Conventions 	<p>Conjunctions, prepositions and interjections have a function in a sentence.</p> <p>Using verb tenses properly is important.</p> <p>Correlative conjunctions. Show a relationship in the sentence.</p>	<p>Create sentences that have a conjunction.</p> <p>Create sentences that use a preposition.</p> <p>Create sentences that have an interjection.</p> <p>Demonstrate the use of verb tenses in writing.</p> <p>Analyze the correct use of correlative conjunctions.</p> <p>Recognize and correct when others are using correct conventions in writing.</p>

Key Vocabulary:

conjunctions
verb tense

prepositions
correlative conjunctions

interjections
conventions

perfect verb tense

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”?

Standard English grammar is important in all writing (stories, letters, articles, contests, essays) and speaking (formal and causal speeches, radio and interviews.)

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Conventions of Standard English	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>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.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. Spell correctly.</p>

Student Friendly Language:
<p>I can capitalize, punctuate, and spell correctly when I am writing.</p> <p>I can use commas to separate items in a series, or an introductory element from the rest of the sentence.</p> <p>I can use commas to set off the words yes/no or a tag question from the rest of the sentence.</p> <p>I can use commas to show when someone is being spoken to.</p> <p>I can correctly use underlining, quotation marks, or italics when I am writing the title of works.</p> <p>I can use a reference source to help me spell words correctly.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● appropriate uses of commas ● punctuation of titles ● grade appropriate spelling ● reference sources that assist with spelling ● direct address 	<p>Using correct capitalization, punctuation and spelling helps others to understand what writing is trying to communicate.</p>	<p>Write sentences that are capitalized, spelled and punctuated appropriately.</p> <p>Write sentences that use commas correctly.</p> <p>Correctly punctuate, italicize, or use quotation marks when writing titles.</p> <p>Edit writing using conventions for capitalization, punctuation and spelling.</p> <p>Use reference sources to correctly spell words.</p>

Key Vocabulary:

introductory
element
direct address
titles of works
tag questions

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

Write a thank you note to your grandparents or other relative.

Write an essay for a contest that is giving away a great prize.

Write an e-mail, card, or letter to a friend who has moved away.

Write a story for fun.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Knowledge of Language	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, and poems.	6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*

Student Friendly Language:
I can use language skills to write, read, speak, or listen. I can put sentences together or take them apart to make them easier to understand or to be more interesting. I can tell how language can be used differently in different parts of the country, in different jobs, or different situations.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Common conventions of the English language. ● How to recognize dialects. ● How to vary sentence structure for logic and interest. 	<p>The correct use of English conventions will make writing, reading, speaking, and listening clearer to their audiences.</p> <p>Writers and speakers use variety in sentence structure for interest and emphasis.</p> <p>Dialects may have different vocabulary.</p> <p>When reading dialects, spellings offer clues to pronunciation and are not standard English spellings.</p>	<p>Create sentences with meaningful words.</p> <p>Revise sentence length for interest and understanding.</p> <p>Interpret words from different dialects to understand text.</p> <p>Use punctuation, italics, and bold print when reading.</p>

Key Vocabulary:												
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">conventions of language</td> <td style="width: 33%;">expand</td> <td style="width: 33%;">combine</td> </tr> <tr> <td>reduce</td> <td><u>dialects</u></td> <td><u>registers</u></td> </tr> <tr> <td>dramas</td> <td>vary/variety</td> <td>emphasis</td> </tr> <tr> <td>italics</td> <td></td> <td></td> </tr> </table>	conventions of language	expand	combine	reduce	<u>dialects</u>	<u>registers</u>	dramas	vary/variety	emphasis	italics		
conventions of language	expand	combine										
reduce	<u>dialects</u>	<u>registers</u>										
dramas	vary/variety	emphasis										
italics												
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”?												
Understand dialects heard and/or read through media, books, on the news and in the world. Make writing more interesting including writing resumes, letters, journals, and job applications. Understanding different dialects will improve conversations with people from other regions. Know when dialects and informal English are appropriate and when standard English is required.												

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<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 grade 5 reading and content, 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., photograph, photosynthesis).</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>6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

Student Friendly Language:
<p>I can decide the correct meaning of a multiple-meaning word or unknown word .</p> <p>I can look in the passage for cause/effect relationships or comparisons of the word to things I know</p> <p>I can using Greek and Latin affixes and roots as clues.</p> <p>I can find the word in a print or online dictionary, glossary, or thesaurus and deciding which of the definitions fits the way my word is used in a sentence.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● cause/effect relationships ● comparison of unknown things to known things ● appropriate reference sources ● Greek and Latin affixes and roots 	<p>Clues from the context can help decide which meaning applies in a given sentence.</p> <p>Greek and Latin roots and affixes can help determine the meaning of an unknown word.</p> <p>When you use a reference source to find the meaning of a word, you must still decide which meaning applies to the given sentence.</p> <p>Not choosing the correct meaning for a word changes the meaning of the text.</p> <p>Practicing these strategies and choosing the most efficient one will make comprehension clearer..</p>	<p>Analyze cause/effect relationships to determine or clarify the meaning of an unknown word.</p> <p>Choose the best reference source to help them determine the meaning of an unknown word.</p> <p>Evaluate context clues to choose the correct meaning from a dictionary, glossary or thesaurus entry.</p>

Key Vocabulary:

Greek and Latin affixes

compare
strategies,
reference materials,
multiple-meaning
flexibly

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 students come across an unknown word in a text message, magazine newspaper, or entertainment program they will use context, morphology, or research materials to learn what the word means.

TV or radio announcer uses an unfamiliar word in a story, the student didn't know what the word meant but figured it out by breaking the word into its parts.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<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>	<p>6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>

Student Friendly Language:
<p>I can identify figurative language.</p> <p>I can interpret the meaning of figurative language.</p> <p>I can recognize and explain the nonliteral meaning of idioms, adages, and proverbs.</p> <p>I can determine the relationships between synonyms, antonyms, homophones, and homographs.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● similes ● metaphors ● idioms ● adages ● proverbs ● synonyms ● antonyms ● homophones ● homographs ● nuances 	<p>Figurative language creates descriptive images.</p> <p>Word expressions may have more than one meaning.</p> <p>Word relationships need to be understood between - synonyms, antonyms, homophones, homographs.</p>	<p>Demonstrate understanding of figurative language.</p> <p>Interpret similes and metaphors</p> <p>Interpret non-literal meaning of idioms, adages, and proverbs.</p> <p>Recognize and explain word relationships between synonyms, antonyms, homophones, homographs to clarify meaning.</p>

Key Vocabulary:

similes
metaphors
idioms
adages
proverbs
nuances
synonyms
antonyms,
homophones
homographs

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 traveling abroad, citizens from other countries may not understand American figurative language.
When communicating via technology, they may not be familiar with American figurative language.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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).	6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Student Friendly Language:
I can use words that appropriately signal contrasting relationships. I can use words that appropriately signal similar relationships.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● domain-specific words ● transition words ● conjunctions 	Effective use of specific words helps transition from one idea to another in writing. Using domain-specific words clarifies the relationship between ideas and improves presentation.	Use domain-specific words in writing and speaking. Acquire and use words and phrases that signal contrast or addition and other relationships.

Key Vocabulary:
domain-specific words <u>transition words</u> <u>conjunctions</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”?
Use transitional words to move from agreement to disagreement when presenting a report in school(“I agree with you, however,...”)
Use transitional words to expound on an idea of agreement. (“Your point is well made,similarly,...”)

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Key Ideas and Details	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
RL.4.1 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.	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Student Friendly Language:

I can quote from text when explaining my understanding of what the text says.

I can quote from text when drawing inferences from the text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> inferences evidence explicitly 	<p>Evidence from the text supports their inferences.</p> <p>Evidence from the text supports their explanations.</p>	<p>Make inferences.</p> <p>Summarize text with supporting quotes.</p> <p>Cite evidence</p>

Key Vocabulary:

inferences
quote
quotations
evidence
explicitly

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

Read and discuss various genres of literature.

Writing a letter to the editor and backing it up with evidence

Trying to defend a decision with evidence

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Key Ideas and Details	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
RL.4.2 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.	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.

Student Friendly Language:
<p>I can identify the theme of any text from its details.</p> <p>I can recognize how characters respond to challenges in a story or drama.</p> <p>I can summarize the text.</p> <p>I can determine how a speaker in a poem reflects on a topic.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Theme ● story ● drama ● poem ● details ● characters ● challenges ● speaker ● summarize ● topic 	<p>Literary elements in text support central ideas or theme.</p> <p>The development of challenges can influence a character.</p> <p>Poetry can express how a speaker reflects on a topic.</p> <p>Summarizing a text is based upon explaining the challenges faced by the characters and speaker.</p>	<p>Identify theme from details.</p> <p>Determine topic from the written material.</p> <p>Summarize the text.</p> <p>Explain relationships between the characters and the story.</p>

Key Vocabulary:
<p>theme, story, drama, poem, details, characters, challenges, speaker, summarize, topic, central message, development, influence</p>
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>Identify the theme and how the relationship between the author and or characters relate to the theme in these following sources: Internet, Resources, Reading novels, Movies, Plays, Periodicals.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Key Ideas and Details	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
RL.4.3 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).www	6.RL.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Student Friendly Language:
I can compare and contrast two or more characters using specific details in the text.
I can compare and contrast two or more settings using specific details in the text.
I can compare and contrast two or more events using specific details in the text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
story element <ul style="list-style-type: none"> ● Setting ● characters ● challenges/problem ● climax ● resolution/solution 	Comparing is finding things that are the same. Contrasting is finding things that are different.	Compare similarities in the text. Analyze differences in the text. Explain how characters interact.

Key Vocabulary:
<u>story elements</u> compare contrast similarities differences
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”?
Assist with making better choices by understanding how characters interact.
Appreciate similarities and differences in people and situations

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	6.RL.4 Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Student Friendly Language:
<p>I can understand the meanings of words and phrases in the text.</p> <p>I can identify similes and metaphors.</p> <p>I can understand similes and metaphors.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Figurative Language <ul style="list-style-type: none"> -Similes -Metaphors 	<p>Context clues will provide meaning to the words and phrases in the text.</p> <p>Similes and metaphors are examples of figurative language.</p> <p>Figurative language has an effect on the meaning of the text.</p>	<p>Use strategies to understand the meaning of vocabulary words.</p> <p>Identify metaphors and similes in context.</p> <p>Derive word meanings from context clues.</p> <p>Use resources to find word meanings (dictionary, thesaurus, etc.)</p>

Key Vocabulary:
<p>Similes</p> <p>Metaphors</p> <p>Figurative Language</p> <p>Context Clues</p>
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>Daily reading of text in a variety of situations.</p> <p>Reading the newspaper and watching TV.</p> <p>Reading directions or instructions in day to day activities.</p> <p>Reading for enjoyment.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
RL. 4.5 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.	RL. 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Student Friendly Language:
I can explain how chapters, scenes, and stanzas fit together and increase my overall understanding of the text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Chapters ● Scenes ● Stanzas ● Story ● Drama ● Poem ● Text structure 	<p>Text structure affects the story, drama, or poem.</p> <p>Text structure is purposeful.</p> <p>Authors choose to structure and organize text in a specific way to enhance the message.</p>	<p>Explain how parts of a text fit together to make the whole text.</p> <p>Identify the text structure.</p> <p>Organize a poem to show how stanzas fit together.</p>

Key Vocabulary:
Chapters Scenes Stanzas Story Drama Poem Text Structure
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Read text that has flashback and foreshadowing.</p> <p>Write a story with chapters, a play with scenes, or a poem with stanzas.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
RL.4.6. 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.	RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

Student Friendly Language:
I can describe how a narrator’s point of view influences how events are described.
I can describe how a speaker’s point of view influences how events are described.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Multiply points of view ● Inference ● Influence 	<p>Point of view is a representation of the narrator/speaker’s perspective of events.</p> <p>Events are recounted based on an individual’s perspective.</p>	<p>Identify narrator/speaker.</p> <p>Identify point of view.</p> <p>Analyze which descriptions are influenced by Point Of View.</p> <p>Predict how events would be described differently from the point of view of another character.</p> <p>Create a description with multiple perspectives of a singular event.</p>

Key Vocabulary:										
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">narrator</td> <td style="width: 50%;">speaker</td> </tr> <tr> <td>first person</td> <td>third person</td> </tr> <tr> <td>perspective</td> <td>inference</td> </tr> <tr> <td>influence</td> <td>point of view</td> </tr> <tr> <td>proponent</td> <td>opponent</td> </tr> </table>	narrator	speaker	first person	third person	perspective	inference	influence	point of view	proponent	opponent
narrator	speaker									
first person	third person									
perspective	inference									
influence	point of view									
proponent	opponent									
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?										
Read versions of multiple fairy tales.										

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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).	6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Student Friendly Language:
I can explain how photographs contribute to the tone, meaning or beauty of a text.
I can explain how audio contributes to the tone, meaning or beauty of a text.
I can explain how illustrations contribute to the tone, meaning or beauty of a text.
I can explain how animation or video contribute to the tone, meaning or beauty of a text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Multi-media ● Meaning of a text ● Author’s tone ● Beauty of a text ● Fiction ● Folk tale ● Graphic Novel 	Visual and multi-media elements contribute to the meaning, tone or beauty of a text.	Analyze and prove how visual and multi-media elements contribute to the meaning, tone or beauty of a text.

Key Vocabulary:								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><u>Multi-media.</u></td> <td style="width: 50%;"><u>tone</u></td> </tr> <tr> <td>myth</td> <td>folk tale</td> </tr> <tr> <td>fiction</td> <td>text</td> </tr> <tr> <td>subjectivity</td> <td></td> </tr> </table>	<u>Multi-media.</u>	<u>tone</u>	myth	folk tale	fiction	text	subjectivity	
<u>Multi-media.</u>	<u>tone</u>							
myth	folk tale							
fiction	text							
subjectivity								
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?								
<p>Students will analyze a movie trailer and explain how it contributes to the meaning or beauty of a text.</p> <p>Students will explain how visual references such as book jackets, picture illustrations, or photographs contributes to the meaning or beauty of a text.</p>								

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading Standards for Literature K-5	Anchor Standard:	5.RL.9 Integration of Knowledge and Ideas	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4.RL.9 Compare and contrast the treatment of similar themes and topics (opposition of good and evil) and patterns of events (the quest) in stories, myths, and traditional literature from different cultures.	5.RL.9 Compare and contrast stories in the same genre (mysteries and adventure stories) on their approaches to similar themes and topics.	6.RL.9 Compare and contrast texts in different forms or genres (stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Student Friendly Language:
I can compare two or more stories of the same genre. I can contrast two or more stories of the same genre.

Know (Factual)	Understand (Conceptual) I want students to understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Characters ● Settings ● Plot or Events ● Theme ● Topics ● Different Genres ● Compare ● Contrasts ● Connections between stories ● Main Idea ● Supporting Details 	<p>Stories may be similar or different.</p> <p>Stories are told from different points of view.</p> <p>Comparing and contrasting will develop their overall understanding of the story.</p> <p>Stories can teach more than one lesson.</p> <p>There can be several stories that teach the same topic..</p>	<p>Compare stories in the same genre.</p> <p>Contrast stories in the same genre.</p> <p>Discover themes of stories.</p> <p>Make connections to themes in other texts.</p>

Key Vocabulary:
<u>Genre</u> , non-fiction, fiction, compare, contrast, connections, <u>theme</u> , story elements
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
Compare a newspaper article to the same T.V. news story, or to a news magazine covering the same story. When writing a science report compare/contrast how other authors deal with the same theme.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading Standards	Anchor Standard:	Phonics and Word Recognition	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	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.	6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas and poems in the grade 6-8 text complexity band proficiently with scaffolding as needed at the high end of the range.

Student Friendly Language:
I can use knowledge of phonics and word analysis (prefixes, suffixes, word chunks) to accurately read unfamiliar large words.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> letter-sound correspondence syllabication patterns morphology 	Proficient readers combine letter sound, syllabication patterns, and morphology to read multisyllabic words.	decode each word part (morphology) Divide words into syllables apply letter-sound correspondences correctly

Key Vocabulary:
syllabication morphology multisyllabic letter-sound correspondence root words prefixes suffixes affixes
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
Reading instruction manuals, newspapers, magazines, restaurant menus, job applications

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading Standards	Anchor Standard:	Fluency	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
RF.4.4 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.	RF.5.4 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.	6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas and poems in the grade 6-8 text complexity band proficiently with scaffolding as needed at the high end of the range.

Student Friendly Language:
I can read text at my grade level with purpose and understanding. I can, with practice, orally read prose and poetry at my grade level with accuracy. I can, with practice, orally read prose and poetry at my grade level at an appropriate rate. I can, with practice, orally read prose and poetry at my grade level with expression. I can self-correct or confirm word recognition and understanding of text by using the context and rereading the passage

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> accuracy and fluency at grade level 	The goal of reading is comprehension and self-correcting is a tool that good readers use to gain maximum understanding. Reading fluently enables the reader to more fully understand the text. Fluently reading prose and poetry aids in audience and personal appreciation/understanding of the written word.	Read grade level texts with purpose and understanding. Orally read prose and poetry attending to accuracy, rate, and expression.

Key Vocabulary:
fluency prose poetry
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”?
understand written directions on the job or on labels understand doctor’s orders and prescriptions read aloud to others (in a play, church readings, poetry reading, to younger siblings, in a babysitting situation)

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Comprehension and Collaboration	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>SL.4.1 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>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 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 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>	<p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, 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 by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>

Student Friendly Language:
I can come to a discussion prepared and follow agreed upon rules.
I can explicitly draw upon my preparation to explore a topic during discussion.
I can pose and respond to questions during a discussion.
I can contribute and elaborate to ideas during in discussion.
I can review key ideas and knowledge gained in a discussion.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● collaborative discussion ● one on one discussion ● group discussion ● teacher led discussion ● diverse partners ● topics ● texts ● preparation 	<p>How to prepare for a discussion.</p> <p>How to use their preparations in a discussion.</p> <p>I want students to develop a set of discussion rules and roles appropriate for each setting.</p> <p>I want students to pose, respond to, elaborate upon and link the ideas of others.</p> <p>I want students to use questioning techniques while in a discussion.</p> <p>I want students to draw conclusions from a discussion.</p>	<p>Engage in a variety of discussions and follow generally accepted principles for a discussion forum.</p> <p>Express ideas clearly in a discussion and stay on topic.</p> <p>Prepare information to engage in effective discussion.</p> <p>Formulate questions prior to a discussion.</p> <p>Pose questions during a discussion.</p> <p>Elaborate and make appropriate comments on others' thoughts.</p> <p>Draw conclusions and explain key ideas that were gained from the discussions.</p>

Key Vocabulary:
<p>collaborative discussion one on one discussion group discussion teacher led discussion <u>diverse partners</u> topics texts draw conclusions preparation, <u>elaborate</u> <u>formulate</u> appropriate comments <u>group dynamics</u></p>
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>participating in a political debate</p>

SD Common Core State Standards Disaggregated English Language Arts

Strand:	Speaking and Listening	Anchor Standard:	Comprehension and Collaboration	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Student Friendly Language:
<p>I can summarize information from a story that is read to me.</p> <p>I can summarize information that I see in a video or hear from a recording.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • summarize 	<p>That they can summarize a story that is read to them.</p> <p>That they can summarize a video they watched.</p> <p>That they can summarize a recording they heard.</p>	<p>Summarize a story that is read to you.</p> <p>Summarize a video you watched.</p> <p>Summarize a recording you heard.</p>

Key Vocabulary:
<p>summarize</p> <p>quantitative</p> <p>oral</p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Summarize a story that is read aloud.</p> <p>Summarize a movie or video clip you watched.</p> <p>Summarize a recording you heard.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Comprehension and Collaboration	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Student Friendly Language:
I can summarize the important points from listening to a speaker. I can support my summarization with reasons and evidence.

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Reasons supported by claims 	<p>Summarizing the important points a speaker makes helps to develop greater meaning.</p> <p>A claim made by a speaker is only valid with reasons and evidence.</p>	<p>Summarize the main points of a speech.</p> <p>Validate each claim with reasons and evidence.</p>

Key Vocabulary:
Summarize Reasons Evidence Claim Validation
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”?
Listen to a political speaker, and analyze what they are pointing out. Listen to a speech.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Presentation of Knowledge and Ideas	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
SL.4.4 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.	SL.5.4 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.	SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Student friendly language
<p>I can report on a topic, text, or opinion using a main idea and descriptive details.</p> <p>I can use appropriate facts.</p> <p>I can speak clearly at an even pace.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● understandable pace ● logically sequenced ideas ● main idea ● descriptive detail ● facts ● themes ● relevant details ● opinion 	<p>A topic needs a logical sequence.</p> <p>Descriptive details support the main idea or theme.</p> <p>Speaking clearly and at an even pace helps the audience understand the information being shared</p>	<p>Report on a topic or present an opinion with a main idea or theme</p> <p>Support the main idea or theme using descriptive details.</p> <p>Present relevant facts in a logical sequence.</p> <p>Speak clearly and at an even pace.</p>

Key Vocabulary:
<p>main idea</p> <p>descriptive detail</p> <p><u>sequencing</u></p> <p>facts</p> <p>themes</p> <p>pace</p>
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>You are reporting an accident to the police, your insurance agent, or your parents, you need to sequence events, add appropriate details, and speak clearly to be understood.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Presentation of Knowledge and Ideas	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Student Friendly Language:
I can make my work more interesting by adding multimedia components such as sounds and graphics. I can use what I know about media in my work.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● theme ● presentation skills ● multimedia components ● main idea 	<p>Multimedia can be used to enhance presentations.</p> <p>Using visual or auditory appeal will make an audience enjoy a presentation more.</p> <p>Using visual or auditory appeal may help an audience to understand the message or main idea better.</p>	<p>Include multimedia sound or pictures in presentations.</p> <p>Enhance presentations with multimedia to develop the main idea or theme.</p>

Key Vocabulary:
<p>multimedia presentations enhance visual/auditory appeal graphics</p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Create a powerpoint entitled “Why We Should Get a Puppy,” like on the t.v. commercial.</p> <p>Demonstrate why someone should vote for you (or for a friend, relative, etc.)</p> <p>Create a graduation display board.</p> <p>Give a speech in school or for a contest.</p> <p>Create a special event memory board for any family member’s special event (such as a wedding, anniversary, memorial).</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Presentation of Knowledge and Ideas	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
SL4.6 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 standard 1 on pages 28 and 29 for specific expectations)	SL.5.6 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.)	SL 6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)

Student Friendly Language:
<p>I can decide how I should speak (formally or informally) in a given situation.</p> <p>I can use what I know about grammar and the English language to speak in a way that fits the situation I</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> the difference between formal and informal English 	<p>There are times that you must use formal English.</p> <p>Using good grammar is important.</p> <p>There are times when informal English is appropriate.</p>	<p>Use formal English when giving presentations, answering questions on assignments, talking to adults in a formal setting, or other appropriate times.</p> <p>Use informal English in casual conversation, small-group work, and discussions with friends and family.</p>

Key Vocabulary:
<p>formal English</p> <p>informal English</p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Formal English helps me to make a good impression on the people that I meet. I can use this skill when presenting information at a Science Fair, interviewing for a job, meeting new adults, or volunteering in my community.</p> <p>Informal English is appropriate at times, for example when talking to friends, posting on Facebook, email, or casual conversations with colleagues.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing Standards K-5	Anchor Standard:	Text Types and Purposes	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>4.W.1 Write opinion pieces on topics or text, 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 (e.g., for instance, in order to, in addition). 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 ideas are logically 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, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or selection related to the opinion presented.</p>	<p>5.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 ideas are logically 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, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>6. W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows for the argument presented</p>

Student Friendly Language:
<p>I can introduce a topic clearly.</p> <p>I can state an opinion.</p> <p>I can logically organize ideas.</p> <p>I can logically group my ideas.</p> <p>I can support my opinion with facts and details.</p> <p>I can connect my opinion and reasons using words like consequently and specifically.</p> <p>I can provide a conclusion that includes my opinion.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> point of view opinion versus fact logical organization of ideas 	<p>Opinions are supported by facts.</p> <p>Writing must be organized in a logical manner.</p>	<p>Write an opinion piece that includes an introduction, supporting facts, and a conclusion.</p> <p>Arrange your ideas in a logical order.</p> <p>Incorporate linking words such as consequently and specifically.</p>

Key Vocabulary:
<p>logic clauses</p>
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?</p>
<p>To be able to share opinion in a logical and reasonable manner.</p> <p>To be able to write a letter to an editor.</p> <p>To be able convince an adult of your point of view. (e.g. Why I need a later curfew.)</p> <p>To be able to share my opinion on social media with facts to support my reasoning.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing Standards K-5	Anchor Standard:	Text Types and Purposes	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<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., another, for example, also, because).</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>	<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., in contrasts, especially).</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>	<p>6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information</p>

Student Friendly Language:
<p>I can write with an attention drawing beginning.</p> <p>I can write a middle filled with information and examples.</p> <p>I can write a concluding statement that relates to the information I have given.</p> <p>I can write in logical order.</p> <p>I can connect my ideas to each other.</p> <p>I can use vocabulary that explains and informs about the topic..</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Transition words across categories Specific, focused introduction of a topic. 	<p>Introductory sentences are important to stating the purpose of the writing.</p> <p>The purpose of their writing should be supported with facts, definitions, concrete details, quotations, or other information or examples.</p> <p>Good writers use transition words to link their ideas together across categories..</p> <p>Word choice helps explain the topic and purpose.</p> <p>Conclusions are used to restate the purpose and conclude the entire work.</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>When writing include a clear topic, support, and multimedia when appropriate.</p> <p>Identify and use effective transitions.</p>

Key Vocabulary:

focus
observation
transition

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

Writing papers in high school
Applying for a job
Applying for scholarships
Essay contests
Newspaper article
School newspaper
Christmas cards

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing Standards K-5	Anchor Standard:	Text Types and Purposes	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, 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 or 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 narrated experiences or events.</p>	<p>5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, 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 narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases and clauses 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>6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>

Student Friendly Language:

- I can write a story using real experiences or events.
- I can write a story using my imagination.
- I can use details in my story.
- I can write a story following the sequence of events.
- I can use conversation among characters in my story.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • transitions in writing • narrative techniques of writing (dialogue, description, pacing, etc.) 	<p>Narratives follow a natural sequence of events including an introduction, a body, and a conclusion.</p> <p>A well-written narrative includes a variety of narrative techniques such as dialogue, description, details, and pacing.</p> <p>A well-written narrative includes descriptive detail and a variety of transitional words.</p>	<p>Create a real or imagined narrative that follows a sequence of events.</p> <p>Use concrete words and sensory details in their writing.</p> <p>Uses transitional words or phrases appropriately in their writing.</p> <p>Uses narrative techniques (such as dialogue, description, details, etc.) writing.</p>

Key Vocabulary:

transitions
pacing
clauses
concrete words
sensory details

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

Write a journal or blog.

Compose a bed-time story for children.

Compose a ghost story to tell at camp.

Use written expression to communicate effectively

SD Common Core State Standards Disaggregated English Language Arts Template

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

Student Friendly Language:
I can develop and organize my ideas to create a writing project that makes sense to others. I can write for a variety of reasons and a variety of people.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Grade level grammar, mechanics, and conventions. Story elements (e.g., setting, characters, plot, sequence) Writing process 	<p>Purpose and audience must be determined prior to writing.</p> <p>Organized writing helps convey the message.</p> <p>Writing is a process.</p>	<p>Determine the audience and purpose of the writing.</p> <p>Plan ideas using prewriting strategies.</p> <p>Revise and use the writing process.</p> <p>Create a rough draft.</p>

Key Vocabulary:
<p>complete sentences audience <u>voice</u> story elements development</p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Communicate effectively for a variety of audiences (job application, cover letter, memo, letters to the editor, writing articles for a school newspaper, email, blogs, text, children’s story, presentation)</p> <p>Writing a rebuttal to a reprimand in hor employment file.</p> <p>Filing a complaint or police report.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing Standards K-5	Anchor Standard:	Production and Distribution of Writing	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	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.	6.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Student Friendly Language:
<p>I can plan before writing. I can revise my writing. I can edit my writing. I can use pictures and words to identify characters, setting, and plot. I can consider suggestions from others regarding my writing.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● plan ● revise ● edit ● rewrite ● conventions ● guidance ● support 	<p>Writing is a process.</p> <p>Exchanging feedback (guidance and support from outside sources) can enhance writing.</p> <p>There are many ways to strengthen writing.</p>	<p>Try a new approach (ex. style, perspective, voice, genre)</p> <p>Plan a course of action.</p> <p>Revise writing.</p> <p>Apply editing skills to improve writing.</p> <p>Rewrite to strengthen writing</p> <p>Implement peer-editing and support from outside sources.</p>

Key Vocabulary:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">revise</td> <td style="width: 33%;">edit</td> <td style="width: 33%;">ewrite</td> </tr> <tr> <td>guidance</td> <td>approach</td> <td>plan</td> </tr> </table>	revise	edit	ewrite	guidance	approach	plan
revise	edit	ewrite				
guidance	approach	plan				
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?						
<p>Writers and authors often revise and rewrite multiple times to ensure that their message is being communicated accurately and clearly.</p> <p>We have to write ALL the time! Revising and rewriting allows us to improve our writing and better communicate! Writers get advice and feedback from many people throughout the writing process, this helps improve our writing. Write an article/story for a newspaper.</p>						

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Production and Distribution of Writing	Grade level:	5th
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	6.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboard skills to type a minimum of three pages in a single sitting.

Student Friendly Language:
I can write and publish my own work using the computer. I can type at least two page fluently.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Keyboarding skills ● Locate the Internet to locate relevant informations ● Use word processing program, effectively. 	Accurate and fluent keyboard skills. How to type a two pages on the internet.	Type a minimum of two page paper in a single setting on the computer. Evaluate the paper and errors. Use technology to assist the writing process.

Key Vocabulary:
technology Internet format publish revise produce fluently
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
Technology should be used daily in the classroom. This can be accomplished by collaborating with other in classrooms across the US, skypeing, blogging, i pod, i pad, smartboards, smartphones.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Research to Build and present knowledge	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	6 W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Student Friendly Language:
<p>I can use a variety of resources when investigating a specific topic. (books, encyclopedias, Internet, magazines, newspapers)</p> <p>I can use the information I have found to write about a topic.</p> <p>I can decide what information is correct and helps me understand my topic.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Available resources • Relevant information 	<p>It is important to evaluate and question information for accuracy.</p> <p>It is necessary to use multiple resources.</p>	<p>Compose a report</p> <p>Analyze information</p> <p>Communicate information in a clear and concise manner</p> <p>Investigate a topic using multiple resources</p>

Key Vocabulary:
<p>investigate resources compose variety information results conduct evaluate</p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Research for a high school or college project. Research to determine what type of car you wish to buy.</p>

PSD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing Standards K-5	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
W.4.8. 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.	W.5.8. 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.	W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Student Friendly Language:
<p>I can gather relevant information from a variety of sources. (e.g. personal experiences, print and digital sources)</p> <p>I can summarize or paraphrase information in notes and my finished work.</p> <p>I can provide a list of sources.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> relevant information personal experiences print sources digital sources note taking methods 	<p>We should summarize and paraphrase the writing of others not copy it word for word.</p> <p>Authors use a variety of sources to add interest and validity to their finished work.</p> <p>Sources vary in their quality.</p> <p>Summaries are a condensed version of original material.</p>	<p>Gather information.</p> <p>Summarize or paraphrase information in notes.</p> <p>Use notes to produce finished work.</p> <p>List sources of information.</p>

Key Vocabulary:								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">relevant information</td> <td style="width: 50%;">sources</td> </tr> <tr> <td>personal experiences</td> <td>print sources</td> </tr> <tr> <td>digital sources</td> <td>notes</td> </tr> <tr> <td>paraphrase</td> <td>summarize,</td> </tr> </table>	relevant information	sources	personal experiences	print sources	digital sources	notes	paraphrase	summarize,
relevant information	sources							
personal experiences	print sources							
digital sources	notes							
paraphrase	summarize,							
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?								
<p>letters to the editor</p> <p>persuasive letters</p> <p>college applications</p> <p>job applications</p>								

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4. W.9 Draw evidence from literary or informational text to support analysis, reflections, and research.	5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	6. W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Student Friendly Language:
<p>I can locate and write specific details from literature to support my ideas.</p> <p>I can locate and write facts from informational text to support my ideas.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Literary Story Elements ● Informational Text Features 	<p>There is a difference between analyze, reflect, and research.</p> <p>The purpose for finding evidence is to validate your interpretation in writing.</p> <p>There is a connection from reading to writing.</p>	<p>Draw conclusions about an idea and find evidence that supports that idea</p> <p>Write using your conclusions and evidence.</p>

Key Vocabulary:								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Draw evidence</td> <td style="width: 50%;">Apply</td> </tr> <tr> <td>Support</td> <td>Analyze</td> </tr> <tr> <td>Reflect</td> <td>Research</td> </tr> <tr> <td>Literary Text</td> <td>Informational Text</td> </tr> </table>	Draw evidence	Apply	Support	Analyze	Reflect	Research	Literary Text	Informational Text
Draw evidence	Apply							
Support	Analyze							
Reflect	Research							
Literary Text	Informational Text							
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?								
<p>Home: Wish List, Purchasing Products, Diaries Ex: A student would compare/contrast toys to make an argumentative writing for the purchase of the toy on their wish list.</p> <p>Job: Job Searching, Job Applications, Scientist, Analyst, Ex: A student would find and analyze evidence to support their job choice and research qualifications. They will often put this evidence and research in writing.</p> <p>Real World: Newspaper, Technology, Internet Search, Library, Politics Ex: A student would share or write details based on evidence that is found in current events</p>								