SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Informational Text	Anchor Standard:	Key Ideas and Details	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Student Friendly Language:

I can cite exact information from text that is factual and prove that it is true.
I can make inferences (conclusions) based on the text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● Text facts ● Inferred conclusion	Authors provide facts in text for students to draw conclusions. Authors directly state facts in text.	Identify facts from text. Analyze important facts from text. Develop inferences based on facts from text.

Key Vocabulary:

cite
inference
text
analyze

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

Students need to build a strong content knowledge base and learn to value evidence when reading informational text. They need to interpret others use of evidence to expand their prior knowledge.Text may include social media, newspapers, magazines, informational texts. For example, when reading a newspaper article you will need to make inferences based on the information given to help make decisions.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Information	Anchor Standard:	Key Ideas & Details	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.RI.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.	7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Student Friendly Language:

I can determine the central idea of a text.
I can convey (identify) particular details to identify the central idea.
I can provide a summary of the text without personal opinions or judgments.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- Central (main) idea - Particular (key) details - Summary	All works of text have a central idea. All summaries should be free of personal opinions or judgments.	Determine the central ideas of a text. Identify particular details from a text that determine the central idea. Provide a summary free of opinions and judgments using details.

Key Vocabulary:

Central (main) idea
Particular (key) details
Judgments
Summary
Details (key details)
Determine (figure out)
Convey (identify)

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

Students need to realize that everything they read has a central (main) idea. Materials include all school related subject areas, all media, and job criteria.
If students are unable to determine the central (main) idea, it will be difficult to understand and comprehend the material they are reading or listening to.

SD Common Core State Standards Disaggregated English Language Arts Template

| Strand: | Informational Text | Anchor Standard: | Key Ideas and Details | Grade level: | 6 |

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 text (e.g. through examples or anecdotes).	7.R.I.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Student Friendly Language:

I can identify the key individual, event, or idea in detail.
I can explain how an individual, event, or idea is developed using key information from the text.
I can expand my knowledge of a topic from information that is illustrated or elaborated in various formats.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● Key individual, event, or idea in text	Key concepts are developed within a text using different formats. Key individuals, events, or ideas are emphasized within the text. Expansion of knowledge happens when reading different formats of key information.	Analyze the text details for key individual, event, or idea(s). Interpret informational text formats. Discuss how key concepts written in informational text formats expand knowledge.

Key Vocabulary:

key individual, event, or idea
development
elaborate
illustrate
anecdote
key concepts
format
analyze
interpret

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

The ability to analyze and interpret information will allow you to become more informed.
Being an informed student will help you to make informed opinions about current issues (elections and voting, political issues, editorials).

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Informational Text	Anchor Standard:	Craft and Structure	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.R.I.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.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	7.R.I.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Student Friendly Language:

I can determine the meaning of words and phrases using context clues.
I can understand the difference between figurative (not literal), connotative (suggested meaning), and technical (practical) language.

Know (Factual)	Understand The students will understand that:	Do (Procedural, Application, Extended Thinking)
- Context clues - Figurative language - Connotative language - Technical language	There is a difference between figurative, connotative, and technical language. Context clues help decipher meaning of different words.	Explain how context clues differ within the text. Analyze the difference between figurative, connotative, and technical language.

Key Vocabulary:

Context clues
Decipher
Figurative language
Connotative language
Technical language

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

Acquire the knowledge and skills to use context clues and understanding to read user manuals, text books, reading books, student handbooks, magazines, etc.

Interpreting words and phrases in context can affect personal and workplace communication. For example, what one person assumes is humorous, another may take as serious.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Informational Text	Anchor Standard:	Craft and Structure	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 the ideas.	7.RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Student Friendly Language:

I can examine a sentence, paragraph, chapter, or section and determine how it fits into the text.

I can determine how a sentence, paragraph, chapter, or section develops

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
- Sentence - Paragraph - Chapter - Section - Text structure - Idea development	Different elements impact the overall structure of text.	Analyze how one portion of a text helps develop the ideas and fits into the overall structure of a text.

Key Vocabulary:

Analyze
Text structure

Relevance and Applications: How might thevel 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"?

Readers can acquire information daily through newspapers, magazines, on-line sources, books, and other means to make informed decisions. If someone is trying to make a personal connection with another, how his/her words are used may impact the relationship. For example, in a professional situation, how a presentation is structured may determine the success of the outcomes.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Informational Text	Anchor Standard:	Craft and Structure	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.R.I.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	6.R.I.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	7.R.I.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Student Friendly Language:
I can determine an author's point of view and/or purpose of the text. I can explain how the author tells the reader his/her point of view or purpose from the text.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
● Point of view ● Purpose of text	An author's point of view or purpose can be determined within a text. An author's point of view or purpose can differ depending on the audience for the text.	Communicate the author's point of view or purpose. Explain how the author conveyed his/her point of view or purpose within the text.

Key Vocabulary:
Point of view Purpose of text Convey
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
Students should be able to understand each author's intention when reading text such as editorials, historical documents, and political statements. Students will be able to choose different texts they want to read. Students find purpose in the music they choose.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading Informational Text	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.R.I.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	6.R.I.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.	7.R.I.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Student Friendly Language:

I can put together information from different media or formats to understand a topic or issue.
I can use the information to describe my understanding.
I can clearly express my understanding of a topic or issue.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● Media types ● Format Types	Combining information from different media types creates a deeper understanding of content.	Integrate different media or formats to develop a coherent understanding of a topic or issue. Demonstrate understanding of the information presented through different media or formats.

Key Vocabulary:

Coherent

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"?

After leaving school, people will stop presenting complete sets of information to you. That doesn't mean that you'll stop being interested in things. It does mean that you'll have to create your own understanding of those topics, usually by combining information from various topics. For example, a person might ask, "I wonder if the Knicks will be any good this year?" To understand this, he or she might look at some stats, watch some video clips of them training, read an interview with the coach and slowly the person gains a better understanding of how the team will play that year.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Informational Text	Anchor Standard:	Integration of Knowledge & Ideas	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons support which points.	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.	7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Student Friendly Language:
I can follow (trace) and find the reasons an author feels the way s/he does. I can figure out (evaluate) if the statements (evidence) are supported by facts or only by author's opinion.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● Fact ● Claim ● Opinion ● Argument ● Evidence ● Reason	Authors use fact and opinion to express and support their viewpoints. It is important to thoroughly evaluate evidence to discern valuable information as critical consumers.	Trace and evaluate an author's reasoning in a text. Distinguish between supported and unsupported claims in a text.

Key Vocabulary:
trace evaluate fact opinion distinguish argument evidence claim reason

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
Students need to distinguish between credible and non credible evidence of an argument to discern valuable information as critical consumers of information. Texts could include newspaper articles, editorials, political statements, election materials, controversial issues, and other forms of printed & online informational literature. If students can discern this information, they are better equipped to make informed, critical decisions. For example, when deciding to vote for or against a current issue, it would be important to make an informed decision. This decision would depend on the evaluation of supported reasons and evidence presented on both sides of the issue.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Informational Text	Anchor Standard:	Integration of knowledge and Ideas	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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).	7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Student Friendly Language:
I can read two versions of the same event. I can find the parts of each text that are the same (compare) and the parts of each text that are different (contrast).

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● Compare/Contrast definition ● Genre	Different authors can describe the same event(s) in more than one way. It is important to read texts from various authors on the same event(s) to get a more complete understanding of the event(s) and to note how point-of-view can affect information presented in text.	Compare and contrast one author's presentation of events with that of another author.

Key Vocabulary:
compare contrast genre events presentation memoir biography
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"?
Literate individuals need to make informed decisions by reading purposefully. Literate individuals can cite specific evidence to make their informed decision.(i.e. literature, product reviews,...) If you want to buy something from a store (like a cell phone), you will want to compare and contrast features to make an informed decisions.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Key Ideas and Details	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.RL.1 Quote accurately from a text when explaining what the texts says explicitly and when drawing inferences from the text.	6.R.L.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7.R.L.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Student Friendly Language:

I can give examples (evidence) from text to support my thoughts.

I can make a conclusion (inference) based on facts from the text.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
- Inferences from the text. - Important details in the text (central idea and relevant supporting facts).	The author may directly state meaning in the text. . The author may expect readers to infer meaning. A conclusion (inference) should be based on facts from the text.	Analyze text for stated and unstated meaning. Identify the important details of the text. Cite examples from the text to support inferences.

Key Vocabulary:

Analyze
Cite
Infer
Conclusions
Central idea (main idea)
Evidence

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

Students will be able to read and comprehend any text to recognize the stated and unstated meaning in all types of text.

Examples: email, texts, Facebook, Wikipedia, Office Memos, Instant Messages, Legal Documents, Short Stories, Poetry, Narratives.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Key Ideas and Details	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.R.L.2 Determine a theme of a story, drama, or poem from details in the text, including how the characters in a story or drama respond to challenge or how the speaker in a poem reflects on topic; summarize the text.	6.R.L.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 judgments.	7.R.L.2 Determine the theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Student Friendly Language:

I can find the central idea or theme of the text.

I can explain the details that support the central idea.

I can summarize using facts and details from the text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- Details in central idea - Summary details	Details from the text support the theme or central idea. The summary is supported by details or facts without personal opinions or judgements.	Identify and describe central idea or theme using details from the text. Summarize the text using content. Distinguish between fact and opinions/judgements.

Key Vocabulary:

Theme
Central Idea (main idea) - in lower grades this is called "central message"
Conveyed
Distinct
Summarize
**facts/opinions(this skill is not addressed in 5th or 7th grades, so needs to have a strong focus)
**judgements (this skill is not addressed in 5th or 7th grades, so needs to have a strong focus)

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 for purpose or enjoyment comes from understanding the central idea of text from literature. Students will need to use details and important information to summarize literature and make connections to real world situations.
-- movie/book review, reading articles, and social networking,

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading Literature	Anchor Standard:	Key Ideas and Details	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.RL.3 Compare or contrast two or more characters, settings, or events in a story or drama, drawing on two specific details in the text (ex. how characters interact).	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.	7.RL.3. Analyze how particular elements of a story or drama interact (ex. how setting shapes the character or plot).

Student Language:

I can identify the storyline (plot) of a text.
I can identify the problem (conflict).
I can describe how characters respond and change to conflict.
I can trace rising and falling action to the text's resolution.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
The plot of the story is affected by: ● Setting, text structure, and character traits ● Stages of plot (exposition, rising action, problem, climax, falling action, resolution)	Most stories follow a plot. Elements of a story (plot) occur in text. Characters change throughout the stages of plot.	Identify the stages of plot within a story. Identify the conflict in a story. Describe the character's response/change as the plot develops. Connect the elements of a story from exposition to resolution.

Key Vocabulary:

Conflict   Respond   Compare   Text Structure   Connections (connect)   Episode
Stages of plot: plot, conflict, exposition, rising action, climax, falling action, resolution,

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

The elements of the story (plot and character traits) pattern the events that happen in our own life; therefore, it's important to discover the similarities so we develop connections to the story and to our life.

Movies/book review, newspaper reporters--analyze real world situation on TV or in our lives to see the correlations of the stages of plot in stories and in real life.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Student Friendly Language:

I can determine the figurative meanings of words and phrases.
I can determine the connotative meanings of words and phrases.
I can analyze the impact of word choice on meaning and tone in the text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● Figurative meaning ● Connotative meaning ● The difference between connotative and denotative meanings.	Word choice has an impact on meaning and tone.	Use resources (dictionary, thesaurus) to find word meanings. Analyze word choice to determine meaning. Interpret connotative and figurative meaning. Manipulate word choice to impact meaning and tone.

Key Vocabulary:

Figurative meaning	Connotative meaning	Denotative meaning	Thesaurus
Antonym	Synonym	Determine	Analyze
Tone	Impact		

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

Students need to read at a critical level that allows them to comprehend and enjoy text in newspapers, magazines, and websites. Students also need to understand that words and phrases in written documents can impact how others perceive text. For example, the use of logos such as "You can go anywhere from here," and "Be you, be us, be Northern" may affect the decisions of those choosing a college.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	6.R.L.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.	7.RL.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Student Friendly Language:

I can examine a sentence, chapter, scene, or stanza and determine how it develops the text.
I can determine how a sentence, chapter, scene, or stanza impacts or affects theme, setting, or plot.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- Structural element (sentence, chapter, scene, stanza) - Text structure - Theme - Setting - Plot - Story elements	Different structural elements of text impact the theme, setting, or plot. Text design develops literary elements.	Analyze/Distinguish how a particular piece of a text impacts and contributes to the overall theme, setting, and plot of the text.

Key Vocabulary:

Analyze
Determine
Stanza
Text structure
Setting
Theme
Plot
Scene
Chapter

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

Students can analyze the intent of the author's message and understand how the message impacts response. A scene or stanza in a written work can enhance the author's theme, setting, or plot.
In today's world of instant personal communication, the importance of a message may be shown by the use of capital letters. For instance, a text in all capital letters may show the sender to be shouting, upset, or excited.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.	6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.	7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Student Friendly Language:

I can explain how an author develops point of view of the narrator in a text.
I can explain how an author develops the point of view of a speaker (character) in a text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- Point of view - Narrator's point of view - Speaker's (character's) point of view	An author has purpose for writing. An author's point of view may be different than a reader's point of view. Multiple characters may have different points of view. All text has a point of view which the author uses to develop meaning.	Identify an author's point of view or purpose in a text. Explain how the author develops the narrator's or character's point of view. Explain or recognize how the author's purpose affects the interpretation of a reading selection.

Key Vocabulary:

Develop   Interpret
Infer   Convey
Point of View   Author's Purpose
Reader's Purpose   Narrator
Speaker (character)

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"?

Literature provides a lens through which readers look at the world. Point of view allows the reader to "see" and "hear" what's going on. Through point of view, authors can fix readers' attention on detail, opinion, or emotion.

By understanding point of view, readers can avoid misinterpretation of technology and digital media, educational and employment opportunities, i.e. social networks, newspapers, magazines, emails, and texts.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	7.RL.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Student Friendly Language:

I can compare and contrast written text to its audio, visual, or live version form.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- Various forms of media (Ex. audio, video, live version) - Various forms of text (Ex. story, drama, poem) - Themes and topics	Sometimes the experience of reading is different from a live, video and/or audio version of a text. Experiencing the live, audio or video version of a text can enhance or detract from a text version.	Compare and contrast media forms opposed to text forms. Analyze and critique the similarities and differences between media and text forms.

Key Vocabulary:

Theme
compare (similarities)
contrast (differences)
media forms
textual form
various

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"?

How a story is presented can impact how someone interprets the story. At times, someone may read a book, then see the movie version and need to decide which version was better, or explain the strengths/weaknesses of each version. If a person would be hired as a movie reviewer for a newspaper, it would be important to be able to compare and contrast the movie version to the book version. This same skill could come in handy when a person is deciding whether to buy a book, such as The Hunger Games, or to watch the movie instead. These skills would carry over into discussing the two formats with a friend or persuading them on which version is better.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	7.RL.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Student Friendly Language:

I can look for similarities and differences in texts of different forms or genres.
I can explain how the text develops a theme or topic.
I can compare and contrast different forms or genres of literature to learn about a topic or theme.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- compare and contrast - genre - topic - theme	Similar themes and topics can be approached through different forms or genres. Themes and topics are not necessarily specific to one genre or form. Comparing and contrasting will develop an overall understanding of the relationships within a topic or theme across various genres.	Compare and contrast the approach to similar themes and topics texts in multiple forms or genres. Explain how the multiple texts develop a theme or topic. Analyze and evaluate approaches to similar themes and topics across different forms and genres.

Key Teacher Vocabulary:

theme   approach
compare   contrast
genre   generalizations

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 going to the library, a person can choose a variety of genres based on his/her interests. For example, if a person likes to read stories about survival, there will be many options to select. A story about surviving an avalanche can be compared to surviving a boating accident, therefore enhancing a person's knowledge base of survival. If a person wants to learn more about the Olympians he /she could read historical novels, poetry and/or short stories. Finally, two different stories about friendship in separate genres could help a person see the topic in different ways, which could help him/her apply this to his/her own life.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Text Types and Purposes	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state and opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.	6. W.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating and understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows for the argument presented.	7.W.1 Write arguments to support claims with clear reasons and relevant evidence a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style e. Provide a concluding statement or section that follows from and supports the argument presented.

Student Friendly Language:

I can write my opinion (claim).
I can support my point-of-view (argument) with reasons and information (evidence) from trustworthy (credible) sources.
I can use an organized (formal) structure of writing.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● Arguments ● Claims ● Credible sources ● Formal writing ● Concluding statement	Relevant facts must be organized. Only credible sources are used to support an argument. Formal writing must be used to support an argument.	State a claim and support it with credible evidence. Organize evidence to support an argument. Connect arguments and reasoning. Write in a consistent/formal manner. Construct a concluding statement or paragraph that brings the arguments together.

Key Vocabulary:

argument	claim	trustworthy	organized	informal writing	reasons
relevant	evidence	maintain	demonstrating	phrases	clauses
concluding statement	sensory language				

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

Literate individuals use relevant evidence when supporting their own points to make their reasons clear. (Students must justify their claim to persuade others to align with their opinion) - presenting a argument to an adult in an organized manner supported with facts will result in change

Include an example for students!   Something you want from your parents; getting schools to change rules or policy; writing legislators to change a law such as driving age.

Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Text Types & Purposes	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.W.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	6.W.2 Write informative/explanatory texts to examine a topic & convey ideas, concepts, and information through the selection, organization & analysis of relevant content. 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, & analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Student Friendly Language:

I can clearly introduce my topic.

I can organize my ideas, thoughts (concepts) and information to help my audience understand (comprehend) my writing.

I can develop a topic with relevant facts, definitions, solid (concrete) details, quotes, or other information and examples.

I can use transitions (words or phrases) to help my audience follow my writing.

I can use specific (precise) language and vocabulary to inform or explain the topic to my audience.

I can write in a formal style.

I can write an ending (concluding) sentence or paragraph that connects and ties up my writing.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● Informative/explanatory text ● Purpose ● Transitions ● Introduction ● Body ● Conclusion ● Relevant content	Effective writing includes a well-developed introduction, body and conclusion. Effective writers develop their topic by using details, facts, quotations, definitions and other methods. Effective writers use transition words and phrases to connect ideas. Effective writers use appropriate word choices and style for their audience	Organize ideas to develop and expand on a topic to inform or explain. Write an effective introduction. Use precise language and domain-specific vocabulary. Identify relevant content. Use effective transitions. Use and maintain formal style. Write an effective concluding statement or section.

Key Vocabulary:

informative/explanatory text
writing process
informal writing
 formal writing
audience
purpose
transitions
writing strategies
relevant
analysis
convey
examine

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"?

Being able to communicate effectively through writing is an essential skill in order to be successful in middle school, high school, post-high, or as a member of the work force. Students will use these skills in essay writing, scholarship applications, memos and email, PowerPoint presentations, reports, complaint letters or letters of recommendation, and other formal writing situations

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Text Type and Purposes	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.W.3 Write narrative to develop real or imagined experiences or events using effective technique, descriptive detail, and clear event sequences. a. Orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing and description to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing and description to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing and description to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.

Student Friendly Language:
I can write a story or event (real or imagined) that tells what happens from the beginning to the end in sequence. I can express myself using effective writing techniques.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● Sequence ● Transition words and phrases ● Paragraph structure ● Story organization ● Narrative techniques such as dialogue, pacing, and description. ● Narratives / fiction or nonfiction	Writing is organized and follows a sequence of events. Writing is used for various purposes. A narrative includes stories, essays, and speeches.	Use transition words when moving from one idea to the next. Include descriptive details with characters and dialogue. Include an introduction, descriptive details, and a reflective conclusion.

Key Vocabulary:
narrative dialogue transition words introduction conclusion supporting details sequence organize sensory language
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
In real life, we are often expected to describe life's experiences orally or in in written form. For example, giving a speech, during a job interview, or completing a job application.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Production and Distribution	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3).	6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3).	7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3).

Student Friendly Language:

I can choose the appropriate style of writing to communicate my thoughts to my audience.
I can organize my writing in a way that makes sense (purposeful).

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- Clear writing - Development - Organization - Appropriate style - Task - Purpose - Audience - Voice - Tone - Writing process	They need to identify audience and purpose (reason) before beginning to write. Organized writing is easy to follow and makes a strong statement. Identifying audience and purpose occurs before writing.	Generate organized and purposeful writing that is appropriate for the task and audience.

Key Vocabulary:

Coherent	Audience	Narrative	Argument
Informative	Explanatory	Style	Task

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"?

Communicate effectively through writing to different types of audiences for different purposes. Examples include letters to the editor, job applications, scholarship applications, on-line reviews, blogs, emails, and other text.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Production and Distribution of Writing	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.W.5 With guidance and support from peers and adults develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of language standards 1-3 up to and including grades 5 on pages 28 and 29.)	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. (Editing for conventions should demonstrate the command of the language standards 1-3 up to and including grade 6 on page 52.)	7.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, focusing on on well purpose and audience have been addressed. (Editing for conventions should demonstrate command of language standards 1-3 up to and including grade 7 on page 52.)

Student Friendly Language:

I can work with others to plan a purpose for a writing piece.

I can work with others to give and receive feedback on a writing piece.

I can work with others to revise a writing piece.

I can work with others to edit a writing piece.

I can work with others to rewrite a new draft of a writing piece.

I can work with others to try a new approach for a writing piece.

I can use correct grammar and sentence structure in my writing.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- Sentence patterns & structure - Grammar - Vocabulary - Purpose - Audience - Writing Process	The writing process is important. The writing process is helpful when completing a writing task. The writing process is a useful tool to convey complex ideas and information. Collaboration and use of constructive feedback improves their writing..	Create and edit a writing piece with help from others. Collaborate with others to give and receive feedback about topics of interest. Revise a writing piece with help from others and realize that changes in writing can be made. Apply correct grammar and sentence structure to a writing piece. Rewrite a writing piece applying suggestions of others. Try a new approach for writing with help from others.

Key Vocabulary:
Guidance/support Editing Revising Writing approach Conventions Grammar Pronouns Phrases Consistency <u>Sentence patterns</u> Style Expression
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
All writing is a process that develops over time and is enhanced by others' feedback. Writing is a life skill, which includes but not limited to: letters, resumes, notes, lists, reports, essays, stories, emails, acceptance letters, job applications, and journaling.   For example, editing a resume before submitting it might mean the difference between earning a job or not.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Texts types and purposes	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 keyboard 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 setting.	7.W.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Student Friendly Language:

I can use technology to collaborate with others.
I can use technology to produce and publish a minimum of three pages in a single sitting showing sufficient keyboarding skills.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
• Collaboration • Published original text • Keyboarding Skills • Technology	Utilizing technology to collaborate will allow them to give/receive constructive feedback to improve writing. Accurate and fluent typing skills are needed to efficiently produce a three page publication in one sitting.	Type a minimum of three pages in one sitting. Collaborate with others using technology. Produce and publish writing. Demonstrate an understanding of a variety of technological tools.

Key Vocabulary:

Collaboration
Technology tools
Interaction
Publish
Sufficient
Produce

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

Students should be able to navigate the world of technology to effectively collaborate with others so they can be understood while writing. Some examples include interacting and working with others in and out of school; checking bank accounts, emailing, blogging, social networking, using smart phones, and collaborating on-line in coursework (now and post high school training).

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.W.7 Conduct short research projects that build knowledge about a topic.	6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Student Friendly Language:

I can use technology resources to get information.

I can use a variety of media forms to help with projects.

I can evaluate information used for my projects.

I can create more questions to help me understand my topic.

I can create more questions to help me explain my topic.

I can identify key concepts important to my project.

I can tell if a source is valid for my research.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● Resource options ● Key idea (concepts)/ topics ● Inquiry process ● Sentence and paragraph structure as answers for questions	Resources are accessed to explain key points and answer questions. Using several resources for research can help answer questions. Refocusing research may be necessary.	Critique sources by author and credentials. Conduct research. Evaluate available resources for validity. Connect and summarize resources in projects/responses.

Key Vocabulary:

Inquiry (questioning)	Validity	Refocus
Research	Key Concept/topic	Short project

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"?

A student should::
-be able to answer questions and create projects using a variety of sources.
-tell if an answer is a valid answer (not just opinion or not based on facts).
-learn process of inquiry.
-evaluate how to question for the best answer.

Real life context: Which product (cell phone, car, computer) is the best? What questions would help make that decision? Can one believe the advertisers? How are costs charged? Will there be hidden fees?

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	6.W.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.	7.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Student Friendly Language:

I can gather important information from a variety of print and digital sources.
I can decide if the source is credible.
I can summarize the information in own words or use direct quotes.
I can avoid plagiarism.
I can record source information.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• Plagiarism • Relevant information • Credible text • Direct quotes and paraphrase • Bibliography	Plagiarism is illegal. Not all information is relevant to the topic being researched. Paraphrasing is restating the information in their own words. There is a formal way to cite sources. Not all sources are credible.	Apply paraphrasing and direct quotes to avoid plagiarism. Gather and analyze information for relevancy. Correctly cite sources in a bibliography. Assess the credibility of sources.

Key Vocabulary:

plagiarism	relevant	credible
digital	paraphrase	bibliography
direct quote		

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

Knowing how to gather information, evaluate sources, and cite material accurately helps people become better informed, allowing them to report findings from their research and analyze sources in a clear and logical manner.

Research which technology to purchase, which politician to vote for in an election, or which cell phone plan to purchase

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.W.9 Draw conclusions from literary or informational texts to support analysis, reflection and materials a. Apply grade 5 Reading standards to literature (e.g. "Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g. how characters interact] b. Apply grade 5 Reading standards to informational texts(e.g. "Explain how an author uses reasons and evidence to support a particular point in a text, identifying which reasons and evidence support which point"	6.W.9 Draw conclusions from literary or informational texts to support analysis, reflection, and materials. a. Apply grade 6 Reading standards to literature in terms of their approaches to similar themes and topics (e.g. "Compare and contrast texts in different forms or genre [stories, poems, historical novels and fantasy stories] b. Apply grade 6 Reading standards to literary nonfiction. (e.g. Trace and evaluate the argument and specific claims that are supported by reasons and evidence from claims that are not)	7.W.9 Draw conclusions from literary or informational texts to support analysis, reflection and materials. a. Apply grade 7 reading standards to literature (e.g. Compare and contrast a fictional portrayal of time, place, and character and a historical account of the same period as a means of understanding how authors of fiction use or alter history" b. Apply grade 7 Reading standards to literary nonfiction(e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning a sound and the evidence to relevant and sufficient to support the claims"

Student Friendly Language:

I can find information in what I read to support an idea in different types of text.
I can compare/contrast different text.
I can support my opinion/feeling of a literary text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● Types of genres ● Difference between fiction and nonfiction ● Difference between compare and contrast ● Difference between fact and opinion	They must use facts from text to support their ideas. The organization of text is different between fiction and nonfiction. Determining similarities and differences in text can lead to a better understanding of the text.	Evaluate a fiction and nonfiction text to determine similarities and differences. Read fiction and nonfiction text. Compare and contrast information from texts. Evaluate an argument and the topic from more than one source. Support specific claims using the text. Support ideas with details.

Key Vocabulary:

genre	nonfiction	fiction	literary
compare	contrast	drawing conclusions	theme

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

People need to understand that their conclusions become more credible when they are supported using information from the text.
Changing a school lunch menu - support viewpoint
Student Council elections
Letter to the editor

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Conventions of Standard English	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked) verb tenses.* *c. Use verb tense to convey various times, sequences, states, and conditions.* *d. Recognize and correct inappropriate shifts in verb tense.* *e. Use correlative conjunctions (e.g.,either/or, neither/nor).*	6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* 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.*	7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

Student Friendly Language:

I can write and speak using pronouns in the proper case (subject, object, possessive, intensive).

I can use intensive pronouns (myself, ourselves, etc) correctly.

I can recognize if my pronouns agree with their antecedent (noun being replaced)

I can correct errors in pronoun/antecedent agreement.

I can recognize and correct vague (unclear) pronouns.

I can recognize mistakes in my writing and speaking and in the writing and speaking of others.

I can use strategies to make improvements in my writing and speaking and in the writing and speaking of others.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)

● Pronoun types
   ○ subjective
   ○ objective
   ○ possessive
   ○ intensive
● Pronoun shift
● Clear antecedent
● Standard English
● Conventional language
	Pronouns need to be used correctly in order for readers/listeners to clearly understand the message.
	
	Writers/speakers must focus on the conventions of standard English grammar and usage to communicate effectively.
		Analyze pronoun usage and ensure pronouns are used correctly (proper case) in writing and speaking
		
		Recognize and correct errors in pronoun and standard English grammar in writing and speaking

Key Vocabulary:
usage conventions <u>pronouns (subjective, objective, possessive, intensive)</u> proper case vague ambiguous *<u>antecedent</u>* expression variations
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
Students need to be able to write and speak using correct grammar in situations such as job interviews, job applications, college applications, scholarship applications, formal/informal essays/writing assignments, job/school presentations, etc.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Conventions of Standard English	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.	6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. Spell correctly.

Student Friendly Language:

I can demonstrate how to correctly use conventions (spelling) in my writings.
I can demonstrate the correct usage of capitalizations in my writings.
I can demonstrate the correct usage of punctuation (commas, parentheses, dashes) to set off lists and phrases in my writing.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• Application of correct capitalization, punctuation, and spelling rules. • Knowledge of punctuation rules for commas, parentheses, and dashes • Application of spelling rules • Identification of misspelled words	Punctuation is used to separate items including commas, dashes, and parentheses. Grade-appropriate words must be spelled and capitalized correctly.	Use punctuation including commas, dashes, and parentheses to set off nonrestrictive/parenthetical elements. Spell grade-appropriate words correctly.

Key Vocabulary:

conventions	capitalization	punctuation	commas	parentheses
dashes	elements	nonrestrictive elements	parenthetical 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"?

This skill is necessary at home or on the job when communicating with others in a written form. This is especially necessary when texting or using any other form of technology to communicate effectively with others. People are often perceived poorly if their writing skills are poor vs. appropriate usage of conventions and punctuations which can lead to promotions and academic success. Whether going on to college or into the workforce, this skill is used daily to demonstrate all types of skills. In most college courses, a student will be asked to write a paper for that class, at which time a grade will be given for content as well as writing ability and form.if a student is unable to write using the correct conventions, punctuations, and spellings, a lesser grade will often be obtained. In other jobs a person may be asked to write an article or an advertisement for the business they work for demonstrating their writing abilities.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Knowledge of Language	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 (a.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.*	7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Student Friendly Language:

I can use knowledge of language usage (conventions) by varying sentence patterns for meaning, interest, and style.
I can use knowledge of language usage (conventions) by maintaining same form (consistency) in type of writing (style) and author's attitude (tone).

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● Style ● Tone ● Conventions ● Consistency	A variety of sentence patterns can evoke interest and meaning to the reader. Style and tone should be consistent.	Vary sentence patterns for meaning, reader/listener interest, and style. Demonstrate consistency in style and tone throughout writing.

Key Vocabulary:

Conventions
Style
Tone
Consistency

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"?

Keeping the interest of the reading through consistency in the writing is very important because employers are looking for effective writing skills in future employees. Communication skills are imperative in a global world and being able to write and communicate with finesse is essential.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
L.5.4 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. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 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.	L.6.4 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 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. 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).	L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized 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. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning

Student Friendly Language:

I can figure out the meaning of unknown words and phrases.

I can figure out the meaning of unknown words and phrases by using context (the text surrounding the words).

I can figure out the meaning of unknown words and phrases by using Greek and Latin affixes (prefixes and suffixes) and roots.

I can figure out the meaning, pronunciation, and parts of speech of unknown words and phrases by using reference materials (dictionary, thesaurus).

I can figure out the meaning of unknown words and phrases by verifying that my first guess was correct.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● Context clues ● Affixes ● Greek and Latin roots ● Pronunciation ● Parts of speech ● Reference material	There are a variety of strategies a reader can use to help correctly determine the meaning of unknown words. Word meanings can be influenced by their position in text as well as the context being used. Sometimes parts of a word can give readers clues to its definition. Reference sources can be used to clarify unknown words and to verify initial inferred meanings.	Determine the correct meaning of unknown words. Use context clues determine to the meaning of words or phrases. Use affixes and roots to help determine the meaning of words. Consult reference materials to help clarify the meaning of a word, its pronunciation, and its part of speech. Verify that a preliminary determination of a word's definition is correct.

Key Vocabulary:

multiple-meaning words
context
affixes roots
consult
reference materials
precise
parts of speech
verify
infer
preliminary determination
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"?

Students will encounter a variety of unknown words in all aspects of their lives. For example, they may have to use context clues to determine the meaning of a word or phrase in a newspaper article, magazine article, internet article, college textbook, something on a social network, email, etc.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending). refined, respectful, polite, diplomatic, condescending).*

Student Friendly Language:

I can explain (interpret) figures of speech in context.

I can use word relationships to better understand the meaning of the words.

I can understand the connotation (feelings that a word implies) of a word.

I can understand the denotation (definition) of a word.

I can distinguish (recognize characteristics) among the connotations (associations) of words with similar denotations (definitions).

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)

● Figures of speech
  ○ Personification
  ○ Alliteration
  ○ Simile
  ○ Metaphor
  ○ Hyperbole
  ○ Irony
  ○ Onomatopoeia
● Connotation
● Denotation
	Writing is enhanced by the use of figures of speech (personification, alliteration, simile, metaphor, hyperbole, irony, onomatopoeia, etc).
	
	Knowing relationships between words can help to better understand each word.
	
	Words with similar definitions may have different connotations.
		Interpret and clarify meaning of figures of speech in context.
		
		Use definitions of words that are known to understand word meanings that are unknown.
		
		Distinguish connotation of words to choose most the appropriate word.

Key Vocabulary:
figures of speech, word relationships nuances connotation denotation interpret distinguish an

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"?
Writers often use figures of speech to make the reading more interesting and to give it deeper meaning. Students will be expected to go beyond the obvious meaning of a text and dig deeper to understand its true meaning. Depending on the situation and goals of the writer/speaker, choosing specific word choice is critical to conveying the intended meaning or message. For example, referring to someone as "cheap, thrifty, stingy, or economical" can have a large impact on how the writing or message is interpreted by others.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	7.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 grade appropriate words and phrases that are thoughtfully chosen for a variety of academic contexts (e.g., analyze, grimace, multitude, etc.).

I can use grade appropriate words and phrases that are domain-specific (subject specific such as Science) in order to enhance my understanding of content knowledge of a particular subject (e.g., mummification, haiku, igneous, etc.).

I can apply vocabulary knowledge when considering the meaning of a word or phrase (e.g., knowledge of Greek and Latin roots and affixes, context clues, part of speech, use in a sentence, etc.).

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)

● academic text
 ● domain-specific text
 ● vocabulary knowledge
   ○ comprehension
   ○ expression
	The meaning and use of accurate words and phrases are important to the comprehension of academic and domain-specific words.
	
	 The application and usage of vocabulary when considering words and phrases is important to comprehension of expression.
	
	 The selection of appropriate resources to aid in the gathering of vocabulary is important.
	
	 Strategies are needed to interpret unknown words and their meanings.
		Differentiate between how subtle and/or precise ways to say the same thing (saunter instead of walk) are highly transferable when considering words or phrases for age appropriate usage.
		
		 Compare domain-specific words to their specificity and their close ties to content knowledge.
		
		 Effectively understand and apply conversational, academic, and domain-specific vocabulary in a variety of ways.

Key Vocabulary:

appropriate	academic	context	domain-specific	enhance
strategies	comprehension	acquire	accurately	

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

The expectation of this standard could be applied when interviewing for a job, discussing world events with others, and/or conversing in general throughout life. For example when interviewing for a potential job, the employer might base some of his/her decision on how you, the future employee, answer the questions (especially if it's for a specific job where the employer is looking for domain-specific vocabulary). Another example could be when writing an advertisement for a business that employs you, knowing some specific vocabulary/phrase that might catch a future customer's eye may help increase business for your employer.

SD Common Core State Standards Disaggregated English Language Arts Template

| Strand: | Speaking and Listening | Anchor Standard: | Comprehension and Collaboration | Grade level: | 6 |

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.SL.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. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	6.SL.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. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	7.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Student Friendly Language:
I can be prepared for class discussion by having assigned material read, studied, thought out, and be ready to discuss and ask (probe) questions through examples and evidence from text. I can work together (collaboratively) to set goals and deadlines and determine individual roles for our group members I can take part in a variety of discussion formats (one-on-one, groups, teacher-led) dealing with topics, texts, and issues at my grade level with different partners. I can ask (pose) and respond to questions in a discussion that allow others to explain or express in greater detail their position on a given topic. I can reflect on the class discussion and summarize (paraphrasing) my thoughts on the ideas shared. I can demonstrate an understanding of the different views (perspectives) shared during the discussion.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)

• Collaborative Discussion Techniques
  -active listening
  -turn-taking
 	
• Discussion Preparation - research
  -studying material
  -organizing ideas
 	
• Questioning Techniques
 	
• Elaboration of ideas
 	
• Perspectives or point of view of participants
 	
• Reflection
summarizing thoughts and facts from the discussion
	Effective quality group discussions require participants to be prepared through research and organization of their thoughts.
	
	Effective discussions take place when participants take their turns in expressing ideas, listening to others, and staying on-topic.
	
	During discussions, people's opinions and views can change as new information is heard.
		Be prepared for class by reading text and by being ready to discuss text.
		
		Cite evidence on topic, text or issue to use during discussion and reflection of ideas.
		
		Follow rules for discussion and track progress.
		
		Set goals and guidelines as a group.
		
		Ask deep questions and share ideas.
		
		Adapt and revise thinking when given valid information and opinions of others.

Key Vocabulary:

elicit (bring out)
probe (ask)
elaboration (more detail)
explicit (clearly expressed)
collaborative discussions (working and discussing together)
diverse (different)
collegial (group responsibility)
paraphrasing (restating or rewording)
evidence
pose (ask)
perspectives (point of view)

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

All jobs and relationships require that a person is able to discuss and give reasoning for their opinions or thoughts clearly to others.

Listening to and thinking about other's perspectives could help a person with personal and professional relationships in their future.

When having a discussion with friends or trying to settle an argument between two people, a person must be able to change their own thinking when new information conflicts with what they previously believed.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Standard:	Comprehension and Collaboration	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	6.SL.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.	7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Student Friendly Language:

I can understand information learned from a variety of sources.

I can apply information learned from a variety of sources.

I can explain how information can be applied from its source to another topic I am studying.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- Active listening - Know how to make inferences from the text - Know how to connect important details to a topic we are studying - Know the difference between interpreting information and inferring information	Meaning can be inferred from diverse media and formats. Information can be interpreted in different ways. Information gained from diverse media and formats can be connected to current topics being studied. Topics can be interrelated, and can be interpreted to mean different things to different people.	Interpret information presented in diverse media and formats: computer program such as brainpop, news clip on television/in newspaper, textbook, novel, opinion article, verbal information presented by teacher/ other speaker. Interpret information and apply that information to the issue or topic being studied.

Key Vocabulary:

interpret   diverse   media   formats   visually
quantitatively   orally   contribute   issue   nonrestrictive parenthetical 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"?

Students need to read, comprehend, and interpret information from many diverse media and formats daily. For example after reading an article about action taken by the state legislature, students should be able to explain how our legislators are acting in the capacity of the legislative branch, and what legislative powers were being exercised.

Some further examples they are exposed to at school, on the job, and at home are: literature, textbooks, and online references. Interpreting information is essential in workplace communication such as: email, memos, instructions.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	SPEAKING AND LISTENING	Anchor Standard:	COMPREHENSION AND COLLABORATION	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	6.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	7.SL3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Student Friendly Language:
I can describe the speaker's point of view (argument).   I can decide if a claim is supported by proof (evidence).   I can trace/follow/outline (delineate) a speaker's argument and specific claims.   I can tell the difference (distinguish) between supported and unsupported claims in a speaker's argument.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
- Arguments - Point of view - Evidence - Reasons - Support	Arguments must be supported by reasons/evidence to be credible. Some proposed arguments are not supported by evidence.	Delineate (trace) a speaker's argument and specific claims. Differentiate between supported and unsupported claims.

Key Vocabulary:
delineate   argument   claims   evaluate   distinguish   relevance   evidence
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"?
Being able to decide if information (claims) is supported by evidence will help students make informed decisions. Making major purchases, voting, and deciding on colleges are all situations that students may face.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	SPEAKING AND LISTENING	Anchor Standard:	PRESENTATION OF KNOWLEDGE AND IDEAS	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	6.SL.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.	7.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Student Friendly Language:

I can understand the arrangement (sequencing) of ideas that are reasonable (logical) and appropriate (pertinent) to my statements (claims) and findings.
I can use facts and details that will emphasize and stress (accentuate) my main ideas/themes.
I can use appropriate eye contact, enough (adequate) volume and clear pronunciation to present my claims/findings.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- Sequencing - Description - Facts - Details - Eye Contact - Projection (volume) - Enunciation (pronunciation) - Claims - Main ideas/theme	Shared information should be presented in a logical sequence. Descriptions, facts, and details are provided to support the main idea. Appropriate speaking style includes eye contact, adequate volume, and pronunciation.	Identify the stages of presentation to make sure all details are incorporated. Assess and select pertinent descriptions, facts and details in order to sequence ideas logically. Present facts and details that accentuate the main ideas and themes. Utilize/make use of appropriate eye contact, adequate volume, and clear pronunciation.

Key Vocabulary:

sequencing (arrangement/order)   logical (reasonable)
pertinent (appropriate)   accentuate (stress/emphasize)
appropriate (fitting)   adequate (enough)
claims (statements)   findings (results)
theme (central message)

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

Students need to be able to think and speak logically and use pertinent facts/details when addressing others during a job interview or employment promotion. If students are unable to do this, it will be difficult to gain and earn promotions in a job environment.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Presentation of Knowledge and Ideas	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes	6.SL5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	7.SL5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Student Friendly Language:

I can use various forms of multimedia components (e.g., graphics, images, music and sound) in oral presentations to make my ideas clearer to the audience and to highlight the most important concepts.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- oral presentation skills - general knowledge of PowerPoint, Prezi, or other presentation software - knowledge and presentation of multimedia components (images, music, graphics, sounds) and how to input these items into presentations	Presentations can be enhanced by including graphics, images, music, and sound. Including technology in presentations can illustrate and demonstrate key ideas. Adding visual and auditory elements can help an audience understand the important ideas of the presentation.	Incorporate multimedia components (using various presentation software) into oral presentations. Assess and determine which important ideas to clarify in a multimedia presentation. Create effective presentations that clearly explain and highlight important concepts. Demonstrate the use of various and appropriate multimedia components in oral presentations.

Key Vocabulary:

multimedia components
oral presentations
clarify (make clear)
graphics

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"?

Oftentimes a college student will need to present a project/assignment to their class/professor for a class requirement. This project/assignment would be greatly enhanced through the usage of multimedia components. This type of presentation would enable the presenter to clearly illustrate, clarify, and demonstrate the key ideas to his/her audience.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	SPEAKING AND LISTENING	Anchor Standard:	PRESENTATION OF KNOWLEDGE AND IDEAS	Grade level:	6

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	6.SL.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.)	7.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.

Student Friendly Language:

I can use the English language in a variety of settings and ways to communicate appropriately.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● the difference between formal and informal English language in a variety of contexts and tasks	It is important to adapt their use of the English language appropriately in a variety of situations. It is important to adapt their use of the English language when speaking in a variety of situations.	Demonstrate a command of formal English when indicated or appropriate. Appropriately adapt their use of the English language to meet a variety of situations.

Key Vocabulary:

formal English
informal English
slang
contexts
appropriate
distinguish
adapt
domain specific

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

Students need to understand this standard in a variety of real-life activities. For example when giving a presentation, speaking to the cooks about a change in the lunch menu, persuading a parent to change a home rule, being able to converse with co-workers and managers, communicating with teachers /professors regarding expectations/grades,etc.