

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

<b>Strand:</b>	Reading - Foundational Skills	<b>Anchor Standard:</b>	Print Concepts	<b>Grade level:</b>	K
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Correlating Standard from the Previous Year	Number Sequence and Standard	Correlating Standard in Following Year
NA	<p>K.RF.1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>1.RF.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>

Student Friendly Language:
<p>I can follow/read words from left to right.</p> <p>I can follow/read words from top to bottom.</p> <p>I can follow/read words page by page.</p> <p>I can see that spoken words are represented by using groups of letters.</p> <p>I can see that words are separated by spaces.</p> <p>I can identify all upper case letters.</p> <p>I can identify all lower case letters.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● difference between upper and lowercase letters</li> <li>● left and right</li> <li>● top and bottom</li> </ul>	<p>When we read, we read from left to right, and top to bottom.</p> <p>We read pages in numerical order.</p> <p>Spoken words can be turned into written words.</p> <p>Words have to be separated by spaces.</p> <p>Each letter has an upper and a lower case.</p>	<p>Follow words left to right.</p> <p>Follow words from top to bottom.</p> <p>Follow words from page to page.</p> <p>Recognize that spoken words can be turned into written words by using letter sound correspondence.</p> <p>Understand that words are separated by spaces in print.</p> <p>Recognize and name uppercase and lowercase letters.</p>

Key Vocabulary:
<p>words      letters      space      uppercase      lowercase      print      page</p>
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>I need to know concepts about print so I can read books and write stories.</p> <p>I need to know how to read so I can fill out a job application.</p>

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

<b>Strand:</b>	Reading - Foundational Skills	<b>Anchor Standard:</b>	Phonological Awareness	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
NA	<p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>

Student Friendly Language:
<p>I can tell when two words rhyme.</p> <p>I can say words that rhyme.</p> <p>I can clap the syllables of a word I say or hear.</p> <p>I can count the syllables of a word I say or hear.</p> <p>I can name the beginning sound of a word I say or hear.</p> <p>I can name the middle sound of a word I say or hear.</p> <p>I can name the ending sound of a word I say or hear.</p> <p>I can change a letter in a word to make a new word.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● words rhyme</li> <li>● words have syllables</li> <li>● beginning sound</li> <li>● middle sound</li> <li>● ending sound</li> </ul>	<p>Words that rhyme have the same ending (rime).</p> <p>Words contain syllables.</p> <p>Words have parts called onset and rime.</p> <p>Words have beginning, middle and ending sound.</p> <p>Onset and rimes can be blended together to make a word.</p> <p>Words can be segmented into word parts.</p> <p>Changing sounds in a word makes new words.</p>	<p>Identify when two words rhyme.</p> <p>Produce words that rhyme.</p> <p>Construct words by changing the beginning, middle and ending sounds.</p> <p>Identify beginning, middle and ending sounds in words.</p> <p>Count syllables in spoken words.</p> <p>Blend syllables in spoken words.</p> <p>Segment syllables in spoken words.</p>

**Key Vocabulary:**

rhyming words

syllables

onset

rime

beginning

middle

ending

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

When reading I need to identify beginning, middle and ending sounds to read new words.

You will become a better writer when you know the beginning, middle, and ending sound of words.

You can read new rhyming words by changing the first letter of word.

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

<b>Strand:</b>	Reading - Foundational Skills	<b>Anchor Standard:</b>	Phonics and Word Recognition	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	<p>K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>

Student Friendly Language:
<p>I can say the sounds of each letter.</p> <p>I can identify long and short vowel sounds in simple words.</p> <p>I can read sight words.</p> <p>I can find the difference in words that look the same.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Identify letters</li> <li>● Letter sounds</li> <li>● Write letters</li> </ul>	<p>Every letter has at least one sound.</p> <p>Some words cannot be sounded out.</p> <p>It is important to pay attention to all the letters, because similar words have different spellings.</p>	<p>Produce sounds for each letter.</p> <p>Apply phonics to decode words.</p> <p>Write letters for given sounds.</p> <p>Read sight words.</p> <p>Associate the long and short vowels with commonly spelled words.</p> <p>Look at words that are spelled alike and identify the sounds that are different. i.e. had/hat</p>

Key Vocabulary:			
<p>Demonstrate Graphemes <u>Consonant(s)</u></p>	<p>Word analysis Distinguish</p>	<p>Decode <u>High frequency word</u></p>	<p>Correspondence <u>Vowel(s)</u></p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?			
<p>I can write a letter to friends and family.</p> <p>I can read a letter from my friends or family.</p>			

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

<b>Student Friendly Language:</b>
I can read a book at my level.

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do</b> (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• high frequency words</li> <li>• purpose for reading (information, enjoyment, increase decoding fluency/ comprehension etc.)</li> <li>• check for understanding</li> <li>• self-monitor comprehension</li> <li>• various comprehension strategies</li> <li>• alphabetic knowledge</li> <li>• phonological awareness</li> </ul>	<p>We read for purpose and for understanding.</p> <p>Reading for purpose can be for information and/or enjoyment.</p> <p>Reading at his/her own level will increase his/her fluency.</p>	<p>Read a book at the student's level.</p> <p>Read a book with purpose and understanding.</p>

<b>Key Vocabulary:</b>
<p>purpose</p> <p><u>text</u></p> <p><u>comprehension</u></p> <p><u>fluency</u></p>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
<p>When I buy a new item I will be able to read the directions to help correctly assemble or operate the item.</p> <p>I will be able to read a book or magazine for entertainment.</p> <p>I will be able to read aloud at an organization, church or synagogue.</p>

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

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Range of Reading and Level of Text Complexity	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	K.RI.1 With prompting and support, ask and answer questions about key details in a text.	1.RI.1 Ask and answer questions about key details in a text.

<b>Student Friendly Language:</b>
<p>With help, I can ask questions about details in a nonfiction text.</p> <p>With help, I can answer questions about details in a nonfiction text.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Key details</li> <li>● Questions</li> <li>● Answers</li> <li>● Informational Text</li> <li>● Nonfiction</li> </ul>	<p>Key details help readers understand the information presented in the story.</p> <p>There is a difference between asking and telling.</p> <p>Answers should relate directly to the question asked.</p> <p>Informational text is nonfiction.</p>	<p>Students will ask questions to find out more information regarding a topic.</p> <p>Students will share key details by drawing a picture from the text.</p> <p>Students will verbally share newly acquired knowledge from a nonfiction text with others.</p>

<b>Key Vocabulary:</b>
<p>Key details</p> <p>Questions</p> <p>Answers</p>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>To read and identify the key details in a birthday party invitation.</p> <p>Use key details and sequencing to follow a recipe.</p> <p>Use key details and sequencing to build a house out of blocks.</p>

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

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.RI.2 With prompting and support, identify the main topic and retell key details of a text.	1.RI.2 Identify the main topic and retell key details of a text

<b>Student Friendly Language:</b>
I can tell what a story is about.
With help, I can tell the important parts about a story.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Details</li> <li>• Main topic</li> </ul>	Informational text has a main topic and key details.	Identify the main topic of a text.  Relate key details from a text.  Create their own version of the details of the story.

<b>Key Vocabulary:</b>
<u>main topic</u>
<u>details</u>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
I can tell a person about a book I heard at school.
I can draw a picture about a story.
I can tell, draw, or write facts and information about a topic.

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<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text

<b>Student Friendly Language:</b>
I can make connections in stories with help.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Same</li> <li>• Connections</li> </ul>	People, events, ideas, or pieces of information can be connected.	<p>Compare a similarity between yourself and another person</p> <p>Explain a similarity between two events</p> <p>Describe a similarity between two ideas</p> <p>Make a connection between two pieces of information</p>

<b>Key Vocabulary:</b>
<p>Connections</p> <p><u>Event</u></p> <p>Idea</p> <p><u>Information</u></p> <p><u>Same/similarity</u></p>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Tell your mom how your birthday party was the same as your sister’s.</p> <p>Tell your grandpa how different types of vehicles are the same.</p> <p>Describe how a shark in a story was like the whale in another story.</p>

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

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.	1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Student Friendly Language:
<p>I can figure out what to do when I come to a word I don't know.</p> <p>I can look at the pictures to help me figure out the word.</p> <p>I can get my mouth ready when I start a word I don't know.</p> <p>I can ask questions.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>strategies</li> <li>text</li> </ul>	<p>They need to ask questions about unknown words while they read text.</p> <p>They need to answer questions about unknown words while they read text.</p> <p>Text is words written.</p> <p>Words are used to name things in text.</p> <p>Words are use to describe things in text.</p> <p>Words convey a message.</p> <p>Words are ideas.</p> <p>Some words have more than one meaning.</p> <p>Text is another name for written words.</p>	<p>Use a variety of strategies to solve unknown words.</p> <p>Ask questions</p> <p>Answer questions</p>

Key Vocabulary:
<p>unknown words      <u>text</u></p> <p><u>questions</u>          <u>word(s)</u></p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
<p>I will read every day, whether it is when I read a book or drive down the road.</p> <p>I will read a menu.</p> <p>I will read a map.</p>

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

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	K.RI.5 Identify the front cover, back cover, and title page of a book.	1.RI.5 – Know and use various text features (e.g.headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

<b>Student Friendly Language:</b>
<p>I can identify the front cover of a book.</p> <p>I can identify the back cover of a book.</p> <p>I can identify the title page of a book.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● front cover</li> <li>● back cover</li> <li>● title page</li> </ul>	<p>Books have parts.</p> <p>Information is given on the front cover, title page, and back cover.</p> <p>You start reading a book from front cover to back cover.</p>	<p>Identify the front cover, back cover, and title page.</p> <p>Distinguish the covers from the title page.</p> <p>Locate where to begin reading.</p>

<b>Key Vocabulary:</b>
<p>identify  <u>front cover</u>  <u>back cover</u>  <u>title page</u>  <u>word</u></p>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>When I read a story to my baby sister I start reading on the cover page.</p>

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<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	1.RI.6 Distinguish between information provided to by pictures or other illustrations and information provided by the words in a text.

Student Friendly Language:
<p>I can name the author.</p> <p>I can say what an author does in informational text.</p> <p>I can name the illustrator.</p> <p>I can say what an illustrator does in informational text.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• author</li> <li>• illustrator</li> <li>• informational text</li> </ul>	<p>In informational text, the author's job is to provide true information.</p> <p>In informational text, the illustrations support the text.</p> <p>In informational text, illustrations can include pictures, photographs, diagrams, charts, tables, etc.</p> <p>Authors and illustrators can be the same person or different people.</p>	<p>Define the role of an author in presenting information in the informational text.</p> <p>Define the role of an illustrator in presenting information in the informational text.</p> <p>Name an author and illustrator of an informational text.</p>

Key Vocabulary:
<p><u>author</u></p> <p><u>illustrator</u></p> <p><u>informational text</u></p>
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?</p>
<p>When I am an author I write the words of the story                      .an when I am an illustrator I help tell the story through drawings, pictures, charts,etc.</p>

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

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	1.RI.7 use the illustrations and details in a text to describe its key ideas

<b>Student Friendly Language:</b>
I can use the illustrations to help me understand the text with help.

<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>illustrations support text</li> </ul>	Illustrations support text.	Will describe the events in the text by using the illustrations.

<b>Key Vocabulary:</b>
illustrations relationship text
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
I can use the illustrations to help me follow the directions for building a model rocket.  When reading about the rainforest, I can look at the illustrations to know how the jungle looks.

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<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.	1.RI.8 Identify the reasons an author gives to support points in a text.

<b>Student Friendly Language:</b>
With help, I can tell the reasons an author gives to support their points.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>Informational text gives information to readers</li> <li>Authors write for a purpose</li> <li>Evidence supports facts</li> <li>Reasons support opinions</li> </ul>	In informational text, authors need to support their points with reasons.	With support, identify an author's reasoning by finding support within the text.

<b>Key Vocabulary:</b>
author text support points reasons
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
After reading about caring for the environment, I can tell you reasons that support the need for recycling.

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<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

<b>Student Friendly Language:</b>
I can tell similarities between two texts with help.
I can tell differences between two texts with help.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Similarities are things that are the same</li> <li>• Differences are things that are not the same</li> </ul>	Different texts can address the same topic in different ways.	With support, identify similarities and differences between two texts.

<b>Key Vocabulary:</b>
similarities differences text topic
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
I can read more than one book to learn more about horses.
I can read reviews about a toy to decide if I want to buy it.

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

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.RL.1 With prompting and support, ask and answer questions about key details in a text.	1.RL.1 Ask and answer questions about key details in a text.

<b>Student Friendly Language:</b>
<p>With help I can learn to ask questions about details of a story.</p> <p>With help, I can learn to answer questions about details of a story.</p>

Know (Factual)	Understand (Conceptual) The Students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Key details</li> <li>• Questions</li> <li>• Answers</li> </ul>	<p>The key details help me to understand the story.</p> <p>There is a difference between asking and telling.</p> <p>Asking questions help us understand the story.</p> <p>Answers should relate directly to the question asked.</p>	<p>With prompting and support students will ask questions about details from a story read aloud.</p> <p>With prompting and support students will answer questions about details of a story read aloud.</p> <p>Students will explain the details of a story.</p> <p>Students will create a different ending to a story.</p>

<b>Key Vocabulary:</b>
<p><u>details</u></p> <p><u>questions</u></p> <p><u>answers</u></p>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>You need to be able to ask questions to be sure you understand directions or what is expected of you (ex. understanding directions manual for building something, you don’t understand exactly what your boss wants you to do).</p> <p>You need to be able to give answers that make sense when people ask you questions at home, school or work (ex. ordering a meal, explaining why you did something to your parents or boss).</p> <p>Questioning skills are essential to reading comprehension.</p>

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

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade Level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
NA	K.RL.2 With prompting and support, retell familiar stories, including key details.	1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

<b>Student Friendly Language:</b>
With help I can retell a story I know and use details,

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Recognize a story</li> <li>• Recognize key details</li> </ul>	Key details are important when retelling a familiar story.	<p>Students can retell a story using details with prompts (oral or visual) as needed.</p> <p>Students can use oral language skills.</p>

<b>Key Vocabulary:</b>
<p><u>retell</u>  <u>key details</u>            familiar  <u>story (characters, events)</u>            prompts  <u>details</u>  <u>Sequence words</u> (in order, first, last, next)</p>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>I need to be able to understand and remember what has happened in a story (or in real life) and tell it to someone else so it can be understood.</p> <p>For example: Show and tell            Retelling details to a teacher if someone was hurt on the playground.</p>

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

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
NA	K.RL.3 With prompting and support, identify characters, settings and major events in a story.	1.RL.3 Describe characters, setting, and major events in a story, using key details.

Student Friendly Language:
<p>With help, I can name the characters in a story.</p> <p>With help, I can tell about the setting of a story.</p> <p>With help, I can tell major events of a story.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do</b> (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● characters</li> <li>● settings</li> <li>● major events</li> </ul>	<p>Characters are who a story is about.</p> <p>The setting shows where a story takes place.</p> <p>Major events tell a story.</p>	<p>With support, explain major events of the story.</p> <p>With support identify the characters of the story.</p> <p>With support identify the setting of the story.</p> <p>With support, distinguish between the character and event.</p>

Key Vocabulary:
<p><u>character</u></p> <p><u>setting</u></p> <p><u>major events</u></p>
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>When reporting bullying to your teacher you need to be able to tell who was involved, where it happened, and what happened.</p> <p>When you witness a crime you will be able to tell the officers a description of events and people involved.</p> <p>When Mom and Dad ask you what you did today, you need to be able to tell them where you were, who you played with, and what happened.</p>

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

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade Level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.RL.4 Ask and answer questions about unknown words in a text.	1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

<b>Student Friendly Language:</b>
I can ask questions about words I do not know.
I can answer questions about words.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>questioning Words</li> <li>letters make words</li> <li>words make text</li> </ul>	<p>Words have meaning.</p> <p>A question receives an answer.</p> <p>An answer relates to a question.</p>	<p>Ask questions about unknown words.</p> <p>Answer questions about unknown words.</p>

<b>Key Vocabulary:</b>
<p><u>question</u></p> <p><u>answer</u></p> <p><u>words</u></p> <p><u>text</u></p> <p>unknown</p>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Students must ask questions to understand print in their environment.</p> <p>Students must answer questions related to conversation or text.</p>

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

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade Level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.RL.5 Recognize common types of texts (e.g., storybooks, poems).	1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types

Student Friendly Language:
I can tell you which text is a poem.
I can tell you which text is a story book.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• poems</li> <li>• storybooks</li> </ul>	<p>Poems can be short.</p> <p>Poems can have a vertical arrangement on one page.</p> <p>Poems can have rhythm or rhyme.</p> <p>Storybooks have a beginning, middle and end.</p> <p>Storybooks have front cover, back cover, title page and story pages.</p>	<p>Compare and contrast storybooks and poems.</p> <p>Recognize a storybook.</p> <p>Recognize a poem.</p>

Key Vocabulary:
<p><u>poem</u></p> <p>storybook</p> <p><u>text</u></p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>I see my grandpa read the newspaper.</p> <p>I see my grandma read the map.</p>

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

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade Level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	1.RL.6 Identify who is telling the story at various points in a text.

Student Friendly Language:
<p>I can tell you what the author does.</p> <p>I can tell you what the illustrator does.</p> <p>I can name the author.</p> <p>I can name the illustrator.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● author</li> <li>● illustrator</li> <li>● pictures and words</li> </ul>	<p>An author and illustrator work together to create a story.</p> <p>There is a difference between an author and an illustrator.</p> <p>An author and an illustrator can be the same person.</p>	<p>Explain the difference between an author and an illustrator.</p> <p>Name the author of a story.</p> <p>Name the illustrator of a story.</p> <p>Explain what the author does.</p> <p>Explain what the illustrator does.</p>

Key Vocabulary:
<p>name            define</p> <p>prompt        support</p> <p>role            <u>author</u></p> <p><u>illustrator</u></p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>I can write my own story with illustrations and/or words.</p> <p>I can create a map for someone to find a classroom, playground, house, etc.</p> <p>I can write a letter to someone.</p> <p>I can find other books by the same author and/or illustrator.</p>

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

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Integration of Knowledge and Idea	<b>Grade Level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	1.RL.7 Use the illustrations and details in a text to describe its key ideas.

<b>Student Friendly Language:</b>
With help, I can describe what is happening in a story by looking at the illustrations.

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do</b> (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>Stories are made of events/ moments.</li> </ul>	<p>The illustrations (pictures) can help to tell the events of the story.</p> <p>There are details (picture clues) in the illustrations that tell you what is happening throughout the story.</p>	With support, describe the event of the story by using the illustrations.

<b>Key Vocabulary:</b>
illustrations relationship
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>You can use picture clues to help you decode unknown words.</p> <p>You can predict what will happen in the story.</p> <p>You can retell a story to your little brother or sister by looking at the pictures.</p>

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

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade Level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
NA	K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	1.RL.9 Compare and contrast the adventures and experiences of characters in stories.

<b>Student Friendly Language:</b>
I can tell how the adventures and experiences of characters in stories are the same and different with help.

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> I want students to know that:	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>familiar stories</li> </ul>	Connections can be made between familiar stories.	<p>Explain experiences/adventures of characters in known stories.</p> <p>With support, compare/contrast the experiences and adventures of the characters in known stories.</p>

<b>Key Vocabulary:</b>
Compare/Contrast Character
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
If you don’t know how to handle a situation think of how a character from a story handled a similar experience.

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

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Text Types and Purposes	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K. W. 1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)	1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

<b>Student Friendly Language:</b>
I can share what I think about a book through drawing, writing, and telling. I can share the title of the book I am reading.

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• books have titles</li> <li>• opinions are their own thoughts</li> </ul>	<p>All books have titles.</p> <p>Book titles are found on the front cover.</p> <p>Opinions can be expressed through drawings, tellings and writings.</p> <p>Books or topics can generate different opinions amongst others.</p>	<p>Compose an opinion piece by drawing, telling, and/or writing.</p> <p>Tell the topic of the book.</p>

<b>Key Vocabulary:</b>
<p><u>title</u> <u>topic</u> opinion preference express dictate compose</p>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Be able to share a thought with someone (friend, parent, sibling, partner) about a book you enjoyed.</p> <p>Be able to tell the book title to your parent so you can order it in the book orders.</p>

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

<b>Strand:</b>	W (Writing Standards K-5)	<b>Anchor Standard:</b>	Text Types and Purposes	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.W.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	1.W.2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Student Friendly Language:
<p>I can share information through my drawings.</p> <p>I can share information through my writing/dictating.</p> <p>I can tell you about my writing.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Informative text</li> <li>• Explanatory text</li> </ul>	<p>Written language is oral language written down.</p> <p>Information can be shared through writing, drawing and dictating.</p> <p>Writings reflect individual perspectives.</p>	<p>Generate an idea about a topic</p> <p>Share information about a topic through writing, drawing and dictating</p>

Key Vocabulary:		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <u>draw</u> dictate information explanatory                 </td> <td style="width: 50%; vertical-align: top;"> <u>write</u> explain informative text topic                 </td> </tr> </table>	<u>draw</u> dictate information explanatory	<u>write</u> explain informative text topic
<u>draw</u> dictate information explanatory	<u>write</u> explain informative text topic	
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>		
<p>Share important ideas with others. Classroom example: newspaper article regarding a classroom activity. Parent information on website.</p> <p>Following classroom research such as bats, famous Americans, or American symbols the children can share information through text.</p> <p>Draw/Dictate/Write about a class field trip.</p> <p>Why do I have to learn this? To understand that information can be shared.</p>		

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

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Text Types and Purposes	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.W.3 Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure.

<b>Student Friendly Language:</b>
<p>I can use a drawing to tell a story.</p> <p>I can write to tell a story.</p> <p>I can dictate/communicate to tell a story.</p> <p>I can tell my story in order.</p> <p>I can tell what my reaction is to the story.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do</b> (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>drawing (illustration)</li> <li>events</li> <li>order of events</li> </ul>	<p>A story can be told verbally or through written words or drawings.</p> <p>Story events need to be told in the order they occurred.</p> <p>Events cause people to react in a variety of ways.</p>	<p>Create a story.</p> <p>Communicate and explain a reaction to an event..</p> <p>Sequence events in order</p>

<b>Key Vocabulary:</b>								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">events</td> <td style="width: 50%;">order of events</td> </tr> <tr> <td>dictating</td> <td>drawing</td> </tr> <tr> <td>narrate</td> <td>reaction</td> </tr> <tr> <td><u>writing</u></td> <td></td> </tr> </table>	events	order of events	dictating	drawing	narrate	reaction	<u>writing</u>	
events	order of events							
dictating	drawing							
narrate	reaction							
<u>writing</u>								
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?								
<p>Explain the events of my school day and how they made me feel.</p> <p>Write in a journal.</p> <p>Watch a movie and tell my friends and family about it.</p> <p>Write a story and be an author.</p>								

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

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Production and Distribution of Writing	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Student Friendly Language:
<p>I can answer questions about my writing.</p> <p>I can add details to improve my writing.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• write</li> <li>• question</li> <li>• respond</li> <li>• details</li> </ul>	<p>Other people’s suggestions can provide ideas to help make their writing better.</p> <p>Adding details makes a story or sentence better.</p>	<p>Edit writing samples in response to peer questions and suggestions.</p> <p>Add details to writing.</p>

Key Vocabulary:
<p>respond            <u>questions</u></p> <p>suggestions      <u>peers</u></p> <p><u>details</u>            <u>writing</u></p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>You could use these skills to participate in a writer’s circle.</p> <p>I can use other people’s suggestions to improve my writing.</p> <p>If you wrote a book, you could work with an editor to make it better.</p>

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

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Production and Distribution of Writing	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	K.W.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	1.W.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

<b>Student Friendly Language:</b>
With help, I can produce and publish my writing by using a variety of digital tools.
With help, I can work together with my peers to produce and publish my writing.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• digital tools</li> <li>• labeling</li> <li>• complete sentences</li> </ul>	<p>Writing can be published with a variety of digital tools.</p> <p>Written communication never changes but the way to publish is always changing in technology.</p>	<p>Explore a variety of digital tools.</p> <p>Produce writing.</p> <p>Publish writing.</p> <p>Work with peers to produce and publish writing.</p>

<b>Key Vocabulary:</b>
<p><u>publish</u></p> <p><u>digital tools</u></p> <p>produce</p>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>I can publish my writing through the internet, computers, ipads, email, and texting to communicate thoughts and ideas.</p> <p>I will be completing class assignments by using computers.</p>

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

<b>Strand:</b>	Writing Standards	<b>Anchor Standard:</b>	Research to Build and Present Knowledge	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.W.7 Participate in shared research and writing projects (eg. explore a number of books by a favorite author and express opinions about them.	1.W.7 Participate in shared research and writing projects (eg. explore a number of how to books on a given topic and use them to write a sequence of instruction.

Student Friendly Language:
<p>I can express opinions about books.</p> <p>I can find my favorite books.</p> <p>I can write about things I've learned.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Books</li> <li>• Favorite Author</li> <li>• Communication</li> <li>• Shared Writing</li> </ul>	<p>We use books to find information</p> <p>We use books to form opinions</p> <p>Working together is valuable</p> <p>Writing communicates what we learn.</p>	<p>Communicate understanding by participating in group discussions.</p> <p>Locate information</p> <p>Apply concepts by writing about a topic</p>

Key Vocabulary:
<p>shared <u>research</u></p> <p>shared writing</p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
<p>Working with others</p> <p>Find information</p> <p>Communicate to others (parents- what I learned today, friends)</p> <p>Express opinions</p> <p>Students can research new types of mountain bikes to decide which ones to purchase.</p>

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

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Research to Build and Present Knowledge	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1.W.8 With guidance and support from adults, recall information from provided sources to answer a question.

Student Friendly Language:
<p>I can draw a picture to recall information about an experience with help.</p> <p>I can write a sentence to tell about my experiences with help.</p> <p>I can tell about my experiences with help.</p> <p>I can use picture books to answer questions with help.</p> <p>I can write a sentence to ask a question with help.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• information from experiences</li> <li>• information from sources</li> <li>• a question</li> </ul>	<p>They can gather information from sources such as books.</p> <p>They can find answers to their questions in sources such as books.</p> <p>They can recall information from sources that have been read to them.</p> <p>They can recall experiences that they have encountered.</p>	<p>Recall experiences read about in a sources</p> <p>Answer a question</p> <p>Apply personal experiences</p>

Key Vocabulary:
<p><u>question</u>      experiences</p> <p>sources          <u>recall</u></p> <p>information      <u>sentence</u></p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>I can tell stories about my life with my friends at recess.</p> <p>I can write a sentence about my summer vacation.</p> <p>I can read a book and answer question about it.</p>

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

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Conventions of Standard English	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities</p>	<p>1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>

### Student Friendly Language:

I can print my upper and lowercase letters.

I can use nouns and verbs.

I can add s or es sound to words when there is more than one.

I can use question words.

I can use prepositions when I talk, to help make my communication clear.

I can speak using complete sentences.

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> <b>The students will understand that:</b>	<b>Do</b> <b>(Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● uppercase letters</li> <li>● lowercase letters</li> <li>● nouns and verbs</li> <li>● plural</li> <li>● question words</li> <li>● prepositions tell where</li> <li>● complete sentence</li> </ul>	<p>There is a difference between uppercase and lowercase letters.</p> <p>Nouns name a person, place, or thing. Verbs name the action in the sentence.</p> <p>Words change to plural when there is more than one.</p> <p>Question words include who, what, when, where, why, and how.</p> <p>Prepositions must be used correctly in order for a sentence to make sense.</p>	<p>Write uppercase and lowercase letters.</p> <p>Apply rules of grammar for singular and plural nouns and verb tense.</p> <p>Produce a variety of complete sentences.</p> <p>Demonstrate an understanding of question words and prepositions.</p>

<b>Key Vocabulary:</b>
<p><u>uppercase letters</u></p> <p><u>lowercase letters</u></p> <p>nouns</p> <p>verb</p> <p>preposition</p> <p><u>sentence</u></p> <p><u>question</u></p> <p><u>plural</u></p>
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>I can print my name using uppercase and lowercase so other people can read it.</p> <p>I can use correct grammar to tell my needs to my parents and teachers.</p> <p>I can ask and answer questions when talking with my friends.</p> <p>I can tell my parents what I want for my birthday.</p>

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

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Conventions of Standard English	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	<p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p>	<p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

Student Friendly Language:
<p>I can capitalize the first word in a sentence.</p> <p>I can capitalize the word I when it is by itself in a sentence.</p> <p>I can recognize and name ending punctuation.</p> <p>I can use the sounds I know to help me spell words.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● capitalization</li> <li>● punctuation</li> <li>● consonants</li> <li>● vowels/short vowels</li> <li>● words/letters</li> </ul>	<p>Sentences begin with a capital letter and end with a punctuation mark.</p> <p>Letters correlate to sounds and are used to write words in sentences.</p>	<p>Write sentences with capital letters and ending punctuation</p> <p>Write words in sentences using sound/letter correspondence</p> <p>Recognize ending punctuation</p>

Key Vocabulary:
<p>capitalization                      punctuation</p> <p>consonants                          vowels</p> <p>pronouns</p>
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>You could write an invitation to your birthday party.</p> <p>You could want to write a letter or note to friends or relatives.</p>

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

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Vocabulary Acquisition and Use	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	<p>K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	<p>1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g. look) and their inflectional forms (e.g. looks, looked, looking)</p>

Student Friendly Language:
<p>I can use words with more than one meaning correctly.</p> <p>I can learn new meanings for words I know.</p> <p>I can use prefixes and suffixes as a clue to figure out what words mean.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• words can have prefixes</li> <li>• words can have suffixes</li> <li>• some words have more than one meaning</li> </ul>	<p>Word meanings change depending on the context.</p> <p>Prefixes and suffixes do change the meaning of words.</p> <p>Correctly applying vocabulary is important.</p>	<p>Apply newly acquired vocabulary in conversations.</p> <p>Use simple homophones in conversations.</p>

Key Vocabulary:
<p>prefixes                      suffixes homophones                <u>vocabulary</u></p>
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>You can understand what you are reading or what others are saying. You can communicate easily with others.</p>

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

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Vocabulary Acquisition and Use	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	<p>K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings</p>	<p>1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>

<b>Student Friendly Language:</b>
<p>I can sort objects into categories.</p> <p>I can identify opposites.</p> <p>I can recognize how words I know describe things around me.</p> <p>I can show how one action is different from another by acting them out.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>sort</li> <li>categories</li> <li>opposite</li> </ul>	<p>Words are related to other words.</p> <p>Words describe things in my environment.</p> <p>Words describe actions.</p>	<p>Sort objects into categories.</p> <p>Identify opposites.</p> <p>Describe real places.</p> <p>Act out words to show their different meanings.</p>

<b>Key Vocabulary:</b>									
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">word relationships</td> <td style="width: 33%;">categories</td> <td style="width: 33%;">antonyms</td> </tr> <tr> <td>objects</td> <td>verbs</td> <td>adjectives</td> </tr> <tr> <td><u>opposites</u></td> <td>describe</td> <td></td> </tr> </table>	word relationships	categories	antonyms	objects	verbs	adjectives	<u>opposites</u>	describe	
word relationships	categories	antonyms							
objects	verbs	adjectives							
<u>opposites</u>	describe								
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?									
<p>I can choose the best word for what I want to say.</p> <p>I can act out a word to show my little brother or sister what it means, and how it is different from another word.</p>									

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

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Vocabulary Acquisition and Use	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

Student Friendly Language:
<p>I can use new words and phrases I have learned from text.</p> <p>I can use new words and phrases by listening to others (conversations).</p> <p>I can learn new words and phrases by reading books.</p> <p>I can learn new words and phrases by being read to.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• words</li> <li>• phrases</li> <li>• conversations</li> </ul>	<p>Learning words and phrases can be acquired through reading books.</p> <p>Learning words and phrases can be acquired by listening to books.</p> <p>Learning words and phrases can be acquired by listening and talking to others.</p>	<p>Use new words and phrases in conversation..</p> <p>Use new words and phrases in writing.</p>

Key Vocabulary:
<p><u>words</u>                      <u>phrases</u>  <u>conversations</u>        <u>text</u>  <u>reading</u></p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>I can understand common phrases, for example; it is raining like cats and dogs.</p> <p>I can explain what I need, want, or understand.</p>

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

<b>Strand:</b>	Speaking and Listening	<b>Anchor Standard:</b>	Comprehension and Collaboration	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	<p>K.SL.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p>1. SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>

<b>Student Friendly Language:</b>
<p>I can talk and listen in a small group.          I can talk and listen in a large group.          I can take turns listening and speaking.</p>

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• How to listen</li> <li>• How to follow rules</li> <li>• How to take turns</li> </ul>	<p>Students need to take turns speaking.</p> <p>Students need to listen to others when they are speaking.</p> <p>Conversations happen with two or more people.</p> <p>Having a conversation means staying on topic and asking questions about the same topic.</p>	<p>Participate in oral language activities.</p> <p>Work collaboratively in small groups using turns when speaking and listening.</p> <p>Discuss a topic or text using appropriate group rules during small group/large group.</p>

<b>Key Vocabulary:</b>		
Listen	Group Rules	Speaking
Taking Turns	<u>Topic</u>	Speaker
Listener	Discuss	<u>Conversation</u>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?		
<p>When I am in an assembly I will listen to the speaker.          I need to listen to my supervisors directions when I have a job.</p>		

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

<b>Strand:</b>	Speaking and Listening	<b>Anchor Standard:</b>	Comprehension and Collaboration	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	K.SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Student Friendly Language:
I can ask and answer questions about key details in a text read aloud.
I can ask and answer questions about key details from information that I have heard.
I can ask questions when I do not understand something.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Listen</li> <li>• Observe</li> </ul>	<p>Asking questions helps to understand/clarify a text or information presented.</p> <p>Asking questions is important to their understanding.</p> <p>Misunderstandings occur and need to be clarified.</p>	<p>Confirm understanding by asking/answering who, what, when, where, why, and how questions about a text read aloud or from information the teacher presents.</p> <p>Ask for clarification about misunderstandings.</p>

Key Vocabulary:
<u>Question words</u>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
While attending a campaign rally I will be able to ask questions of the candidate concerning their ideas.

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

<b>Strand:</b>	Speaking and Listening	<b>Anchor Standard:</b>	Comprehension and Collaboration	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Student Friendly Language:
<p>I can ask and answer questions when I need help.</p> <p>I can ask and answer questions to get information.</p> <p>I can ask questions when I do not understand something.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Listen</li> <li>• Observe</li> </ul>	<p>Misunderstandings can and do occur.</p> <p>Asking questions can solve misunderstandings.</p> <p>People may know information that others need or want.</p> <p>Others can help solve problems.</p>	<p>Ask and answer questions for help.</p> <p>Ask and answer questions for information.</p> <p>Ask or answer questions to clarify information.</p>

Key Vocabulary:
<p>Questions Information</p>
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>You can ask for directions to a new restaurant you would like to visit.</p> <p>You can ask for directions to a friend's house.</p> <p>When you do not understand how to clean a spot on the carpet, you can ask for help.</p>

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

<b>Strand:</b>	Speaking and Listening	<b>Anchor Standard:</b>	Presentation of Knowledge and Ideas	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Student Friendly Language:
<p>I can describe people.</p> <p>I can describe places.</p> <p>I can describe things.</p> <p>I can describe events.</p> <p>I can add details to my description with assistance.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• familiar people</li> <li>• familiar places</li> <li>• familiar things</li> <li>• familiar events</li> </ul>	The more details they give in their descriptions, the more information their listener will have about their topic.	Describe detailed descriptions of familiar people, places, things, and events.

Key Vocabulary:
familiar people places things events
Relevance and Applications:
<p>How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p> <p>Tell someone about your family vacation this summer, the ball game you went to last night, the bike you got for your birthday, or why your grandma is such a special person.</p>

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

<b>Strand:</b>	Speaking and Listening	<b>Anchor Standard:</b>	Presentation of Knowledge and Ideas	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Student Friendly Language:
<p>I can make my drawings match my words.</p> <p>I can add details to drawings.</p> <p>I can label pictures.</p> <p>I can use pictures to show my thinking.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• representational drawing</li> <li>• descriptions</li> <li>• visual displays</li> </ul>	<p>Pictures help comprehension.</p> <p>Visual displays can be used to express their ideas and organize oral presentations.</p> <p>Visual displays enhance the audience's understanding of a presentation.</p>	<p>Create pictures or diagrams that match text.</p> <p>Draw a picture that enhances a verbal story.</p>

Key Vocabulary:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">description</td> <td style="width: 50%;">picture</td> </tr> <tr> <td>drawing</td> <td>visual displays</td> </tr> <tr> <td>details</td> <td>labels</td> </tr> </table>	description	picture	drawing	visual displays	details	labels
description	picture					
drawing	visual displays					
details	labels					

**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”?

Draw a map in geography.  
 Draw a diagram in science to show the life cycle of a butterfly.  
 Draw a picture on a card to express my feelings.  
 Use clay to make my house.  
 Show and tell.

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

<b>Strand:</b>	Speaking and Listening	<b>Anchor Standard:</b>	Presentation of Knowledge and Ideas	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.	1.SL.6 Produce complete sentences when appropriate to task and situation.

<b>Student Friendly Language:</b>
<p>I can express my thoughts so others can understand.</p> <p>I can express my feelings so others can understand.</p> <p>I can express my ideas so others can understand.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● feelings</li> <li>● thoughts</li> <li>● ideas</li> <li>● how to speak so others can understand</li> <li>● how to use appropriate tone of voice</li> </ul>	<p>They need to express their thoughts clearly so others can understand them.</p> <p>They can share ideas with others.</p> <p>Feelings can be expressed through non-verbal and verbal cues.</p>	<p>Speak clearly</p> <p>Speak audibly</p> <p>State appropriate thoughts</p> <p>State appropriate feelings</p> <p>State appropriate ideas</p>

<b>Key Vocabulary:</b>						
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">speak</td> <td style="width: 50%;">express</td> </tr> <tr> <td>thoughts</td> <td>ideas</td> </tr> <tr> <td>feelings</td> <td>audibly</td> </tr> </table>	speak	express	thoughts	ideas	feelings	audibly
speak	express					
thoughts	ideas					
feelings	audibly					
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?						
<p>Ordering food from McDonalds.</p> <p>Talking on the phone.</p> <p>In an emergency situation need to speak clearly to express the situation.</p>						