SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Conventions of Standard English	Grade level:	4

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

Student Friendly Language:
I can use the correct English conventions and grammar when I speak and write.

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
● Complete sentences have certain characteristics.	When writing or speaking they may need to change the words of a sentence to communicate properly.	Use the correct relative pronouns and adverbs in written work and speech. Compare different verb tenses in sentences. Use modal auxiliaries to convey various conditions. Rearrange adjectives within sentences according to conventional patterns. Create and use prepositional phrases. Form sentences and correct fragments or run-ons. Correctly use frequently confused words such as homophones.

Key Vocabulary:
modal auxiliaries   <u>relative pronoun</u>   <u>relative adverbs</u>   progressive verb tenses   prepositional phrases   <u>adjectives</u>   <u>fragments</u>   <u>run-on</u>   <u>homophones</u>   conventions
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
Use standard English grammar and usage when: -communicating with people in the community,   -writing essays for scholarships,   -creating a scrapbook   -writing letters, emails, texts, etc.

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

Student Friendly Language:

I can capitalize words correctly.
I can write spoken words correctly using punctuation.
I can use commas correctly in compound sentences and quotations.
I can spell 4th grade level words correctly.
I can use a dictionary to help spell words correctly.

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
• When to use a period, question mark, quotation mark, exclamation point, and commas. • what a comma can be used for. • Compound sentences can be used to combine ideas.	Words that start a sentence must be capitalized. There are other words in the English language that are always capitalized. A comma must be used in a compound sentence. Quotation marks and commas are needed for a quote. You can use a dictionary or glossary or other reference to help spell a word correctly, if needed. Correct spelling of words is important for others to be able to read and understand what we are trying to communicate.	Capitalize words that start a sentence. Capitalize the first words of titles (of books, films, magazines, etc.) Capitalize the names of days months and holidays (Monday, January, Thanksgiving, etc.) Capitalize proper nouns of people or places (Bill Smith, Wall Street, United States, Saturn, etc.) Capitalize directional words and compass words (West, East, South, North, Southern Africa, Far East, etc.) Capitalize people's titles or rank (Mrs. Risse, King Kong, Captain Carter, Dr. James, etc) Capitalize nouns and adjectices referring to people (American, African, French, Swiss, etc.) Use a commas in a compound sentence correctly. Use a commas and quotation marks correctly in a quote. Spell 4th grade level words correctly. Use a dictionary, glossary or other reference material to help spell a word.

Key Vocabulary:		
period	question mark	quotation
quotation mark	exclamation point	comma
compound sentence	proper noun	title
direct speech	quotation	conjunction
dictionary	glossary	directional word
compass word	rank	

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

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

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Strand:	Language	Anchor Standard:	Knowledge of Language	Grade level:	4

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

Student Friendly Language:

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

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
● The difference between an exclamation, question, statement, and command. ● When to use a period, exclamation mark, question mark, or quotation mark.	Words and phrases need to be chosen carefully to communicate ideas in a precise way. Punctuation can change the effect you have on your audience. There is a time and a place for both formal and informal English.	Choose words and phrases to communicate effectively. Distinguish among types of end punctuation. Choose if a exclamation, question, statement or command would have the desired effect on the audience. Identify a time and place for formal English to be used (e.g., formal presentation). Identify the time and place where informal English would be appropriate (small group presentation).

Key Vocabulary:

exclamation	command	statement	question
exclamation mark	period	quotation mark	question mark
formal English	informal English	precisely	audience
punctuation	effect		

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

Order food at a restaurant so it is made the way you want it (using precise words and phrases).
Write an article for the town newspaper.
Use appropriate language when making a phone call (e.g., friend or business associate)
Participate in a job interview.
Write a grant or business proposal.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	4

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

Student Friendly Language:

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

Know (Factual)	Understand (Conceptual) The student will understand that:	Do (Procedural, Application, Extended Thinking)
● context clue ● root word ● prefix ● suffix ● affix ● How to use reference resources: dictionary, thesaurus, glossary, internet, etc.	A word can have more than one definition or meaning. A word's definition can be determined by using the context in which it is used. A word's definition can be deciphered using the root word, prefix, and suffix. There are many different resources that can be used to decipher a word's meaning.	Use the text to decipher the meaning of a word. Use the prefix, root word, and/or suffix to decipher the meaning of a word. Use different resources to find a word's meaning.

Key Vocabulary:

multiple meanings	context clues	prefix	suffix	affixes
root words	pronunciation	dictionary	thesaurus	

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

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

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Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	4

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

Student Friendly Language:

I can explain the meaning of a simile in context.

I can explain the meaning of a metaphor in context.

I can identify and explain common idioms.

I can identify and explain common adages.

I can identify and explain common proverbs.

I can show my understanding of a word by using synonyms and antonyms.

I can explain the different meanings behind figurative language.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● figurative language (similes, metaphors, idioms, adages, proverbs, etc...) ● synonyms and antonyms ● reference materials (dictionary, thesaurus)	Words or phrases can be non-literal (figurative) or literal. Words can have similar meanings or opposite meanings. Reference materials can help them make sense of words or phrases. Figurative language can make text more meaningful and interesting. The way that words are spoken can change their meaning.	Use reference materials to determine meaning of words and phrases. Identify and explain figurative language in context. Use synonyms and antonyms to help describe the meaning of words in context.

Key Vocabulary:
simile metaphor figurative language adage proverb synonym antonym idiom non-literal nuance
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
To communicate in more interesting ways (using idioms, metaphors, etc). To make clear pictures in others' minds when communicating. To make sense of language in the world around you (piece of cake means easy, as strong as Superman, etc).

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Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	4

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	4.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Student Friendly Language:

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

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● synonyms ● parts of speech ● thesaurus ● parts of speech ● state of being	If they use more vivid words it makes their their writing more interesting. If they are using a thesaurus they need to choose words that are the same part of speech as the word they are replacing. They need to use vocabulary words that are directly related to the topic they are writing about.	Use a thesaurus to replace words in a sentence. Find descriptive words to make writing more interesting. Create stories to show understanding of precise actions, emotions, or states of being.

Key Vocabulary:

synonyms
emotions
state of being
parts of speech
vivid

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

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