

## 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>

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	<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>

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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>

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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	
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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>									

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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>