

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Key Ideas and Details	Grade level:	1
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	2.RI.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.

Student Friendly Language:
I can ask questions about what I read.
I can answer questions about what I read.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Text contains information, such as: <ul style="list-style-type: none"> main idea detail facts Questioning Strategies 	Details help to fully comprehend the text.	Identify the main idea and key details. Use key details to compose questions about the text. Use key details to answer questions about the text.

Key Vocabulary:
<u>key detail</u> <u>sequence</u> <u>main idea</u> comprehend
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 read and identify the key details in a birthday party invitation. Use key details and sequencing to follow a recipe. Use key details and sequencing to build a house out of blocks.

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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.	2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the texts.

Student Friendly Language:
<p>I can tell the topic of an informational text.</p> <p>I can tell the main idea of an informational text.</p> <p>I can tell the key details of an information text.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Text contains information, such as: <ul style="list-style-type: none"> ○ topic ○ main idea ○ details ○ setting ○ fact ● Informational/nonfiction text provide the reader with facts 	<p>The topic is organized around one main topic or idea.</p> <p>The main idea supports the main topic.</p> <p>The key details support the main idea.</p>	<p>Identify the main topic for the text .</p> <p>Retell a text with key details.</p> <p>Summarize the main idea of text by using key details.</p>

Key Vocabulary:
<p>facts <u>key details</u></p> <p><u>main idea</u> <u>topic</u></p> <p><u>retell</u> informational text</p> <p>nonfiction</p>
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>Tell the most important thing you did the night before - for show and tell.</p> <p>Give details of the event that happened, who was there, what happened, where did you go.</p> <p>Help with the re-telling of what was read.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading Standards for Informational Text K-5	Anchor Standard:	Key Ideas and Details	Grade level:	1
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Student Friendly Language:
<p>I can make a text-to-text connection between two pieces of information (individuals, events, ideas) in a text.</p> <p>I can make a text-to-self connection between two pieces of information in a text.</p> <p>I can make a text-to-world connection between two pieces of information in a text.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Text contains information and events • Connections are finding similarities in two or more items 	<p>Readers can make connections between individuals, events, ideas, or pieces of information in a text</p>	<p>Explain the connection between two individuals, events, ideas, or pieces of information in a text.</p>

Key Vocabulary:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><u>text</u></td> <td style="width: 50%;"><u>event</u></td> </tr> <tr> <td>connection</td> <td>text-to-text</td> </tr> <tr> <td>text-to-self</td> <td>text-to-world</td> </tr> </table>	<u>text</u>	<u>event</u>	connection	text-to-text	text-to-self	text-to-world
<u>text</u>	<u>event</u>					
connection	text-to-text					
text-to-self	text-to-world					
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>						
<p>Reading a text can help students relate to the story and realize they have/are going through a similar thing.</p> <p>Supporting evidence in arguments, papers (ex: remembering reading information in a different text and using it in your current paper)</p> <ul style="list-style-type: none"> • Reading a book about a sport will help me understand the game. • Reading a book about cooking will help me in my everyday life. • Through reading, I can find information about the world and other cultures 						

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Craft and Structure	Grade level:	1
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Student Friendly Language:
I can ask questions about what I am reading to help me understand words and phrases.
I can answer questions about what I am reading to help me understand words and phrases.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Question words (who, what, when, where, how) • When and how to clarify • Text gives information • text contains words and phrases 	<p>Asking or answering questions is a tool to clarify or determine meaning.</p> <p>When unclear about what they are reading, asking questions will clarify.</p> <p>Asking questions will clarify meaning and increase comprehension.</p> <p>Answering questions will clarify meaning and increase comprehension.</p>	<p>Recognize when they are not understanding what they are reading.</p> <p>Construct questions about text.</p> <p>Answer questions about text.</p>

Key Vocabulary:
<p><u>questions</u> clarify determine <u>text</u></p>
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>Asking questions when confused about rules of a game. Asking for clarifications about items on a menu. To read and understand a letter from a friend and then reply appropriately. To help me understand the information presented in a nonfiction text.</p>

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Strand:	Reading for Informational Text	Anchor Standard:	Craft and Structure	Grade level:	1
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Student Friendly Language:
<p>I can use the headings to find key facts and information in a text.</p> <p>I can use the table of contents to find key facts and information in a text.</p> <p>I can use the glossary to find key facts and information in a text.</p> <p>I can use the electronic menu to find key facts when working online.</p> <p>I can use icons to find key facts when working online.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Key facts • Text features (i.e. headings, table of contents, glossaries, electronic menus, icons) 	<p>Information can be found by using text features.</p> <p>Headings within a text point out key details and information.</p> <p>The table of contents and glossaries can be used to locate information in a text.</p> <p>Websites have electronic menus that will help to find specific information on the internet.</p> <p>Computers have icons that can be used to open new menus or programs on a computer.</p>	<p>Identify headings within a text.</p> <p>Locate and use the table of contents in a text.</p> <p>Interpret and use electronic menus on a website.</p> <p>Identify icons on a computer.</p> <p>Collect information by using a glossary in a text.</p> <p>Locate key facts or details in a text using various text features.</p>

Key Vocabulary:

text features
headings
table of content
glossaries
electronic menus
icons
key facts
information
text

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

Students will need to learn how to use these various text features for researching and writing reports.

When searching for information on a website, students will have to know how to use the various menus on the internet.

Students need to have knowledge of icons on a computer in order to be technologically competent.

Students will need to identify specific information in a nonfiction text in order to find only information needed.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 by pictures or other illustrations and information provided by the words in a text.	2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Student Friendly Language:
<p>I can find information by looking at pictures and illustrations.</p> <p>I can find information by reading text.</p> <p>I can explain if I found my information from the pictures or the words.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Information is contained in illustrations/pictures Information is contained in the words of a text 	<p>Comparing the pictures with the written text will further help them understand information.</p> <p>Pictures and words provide different information that contribute to the meaning.</p>	<p>Identify information provided by pictures or illustrations.</p> <p>Identify information provided by text.</p> <p>Distinguish between information from pictures and words.</p>

Key Vocabulary:
<p><u>information</u></p> <p><u>illustrations</u></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>Gaining information from a picture in a newspaper, magazine, or book.</p> <p>Being able to follow directions containing both pictures and text, such as putting a model together or fixing something with a diagram.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	1
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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 a person, place, thing or idea in the text and illustration depicts).	1.RI.7 Use the illustrations and details in a text to describe its key ideas.	2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Student Friendly Language:
I can use illustrations to tell about the important parts in a book.
I can use details in a text to tell about the important parts in a book.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Illustrations ● Text ● Key ideas 	<p>Illustrations are related to text.</p> <p>Illustrations and text convey details and ideas.</p> <p>Details support the key ideas.</p>	<p>Describe the key ideas using the illustrations and text.</p> <p>Use details and key ideas from text to label illustrations.</p> <p>Classify details in the text as important or unimportant.</p> <p>Analyze illustrations to determine if they support key ideas.</p> <p>Summarize key ideas of the text.</p>

Key Vocabulary:
illustrations, details, key ideas
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”?
Determine which details are important and which are not important when reading informational texts such as the newspaper.

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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.	2.RI.8 Describe how reasons support specific points the author makes in a text.

Student Friendly Language:
I can identify the supporting details in a text.
I can identify why an author writes certain details.

Know (Factual)	Understand (Conceptual) The students understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Key ideas ● Supporting details ● Author's purpose 	<p>An author has reasons to include certain points in a text.</p> <p>An author includes details to support that those points.</p>	<p>Identify key ideas in a text.</p> <p>Identify supporting details in a text.</p> <p>Determine the author's point.</p>

Key Vocabulary:
points
Relevance and Applications: How the grade level expectation is 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"?
Knowing why the author included certain points will help you understand the topic better.

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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).	2.RI.9-Compare and contrast the most important points presented by two texts on the same topic.

Student Friendly Language:
I can identify similarities in two texts on the same topic.
I can identify differences between two texts on the same topic.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Same Different Text Topic 	There are similarities and differences between texts on the same topic.	<p>Compare and contrast illustrations from two texts on the same topic.</p> <p>Compare and contrast descriptions from two texts on the same topic.</p> <p>Compare and contrast procedures from two texts on the same topic.</p>

Key Vocabulary:
Texts Similarities Differences Illustrations Descriptions Procedures
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 find out more details about a favorite topic by reading more than one book.