

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Key Ideas and Details	Grade level:	3
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text.	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Student Friendly Language:
I can use the text to ask questions using facts from a nonfiction text.
I can use the text to answer questions using facts from a nonfiction text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● nonfiction ● text ● questions ● fact ● supporting information (facts) ● context clues ● informational text 	<p>Supporting information can be used to ask questions from a nonfiction text.</p> <p>Supporting information can be used to answer questions from a nonfiction text.</p> <p>Answers need to be supported with details or examples from a nonfiction text.</p>	<p>Identify supporting information to ask and answer questions from a nonfiction text.</p> <p>Demonstrate an understanding of the text by using appropriate facts.</p> <p>Draw conclusions about the meaning of the text supported by details from the text.</p>

Key Vocabulary:
nonfiction text questions fact supporting information demonstrate <u>context clues</u> identify
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
The student will be able to support his/her understanding of nonfiction text. Ex. science experiments, baking and cooking, building things, creating crafts, current events

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2.R.1.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	4.R.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Student Friendly Language:
<p>I can tell the main idea of text.</p> <p>I can give details about the text that go with the main idea.</p> <p>I can explain how the details match the main idea.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • main idea • key details • text 	<p>the main idea is the big thought the author of the text is trying to convey.</p> <p>knowing the main idea and key details of a text will help them comprehend a text.</p> <p>that details support the main idea.</p>	<p>Identify the main idea of a text.</p> <p>Recall the details of the text that support the main idea.</p> <p>Assess if the details of the text support the main idea.</p>

Key Vocabulary:
<p>main idea (central message)</p> <p>key details</p> <p>supports</p> <p>convey</p> <p>passage</p> <p>text</p>
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>You need to know the main idea and key details of a text so you can understand and make sense of what you read. For example being able to understand a textbook, newspapers, novels, contracts, directions, or online materials.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.RI.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	3.RI.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	4.RI.4: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Student Friendly Language:
<p>I can use a timeline, illustrating sequence of events, to show past, present, and possible future outcomes.</p> <p>I can use cause and effect to show and explain our past (historical) events.</p> <p>I can follow “steps in a process” to help explain how time, sequence, and cause and effect are used in scientific experiments and technical procedures (following basic directions)</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● steps in a process (technical procedures/following directions) ● cause/effect ● timelines ● historical event ● past, present, future ● sequencing ● graphic organizers/graphic representations (including timelines, Venn diagrams, sequence maps, flow charts, dioramas, t-charts, etc.) 	<p>Sequencing is putting things in order from past to present or present to past, using a graphic representation.</p> <p>Cause and effect is linked to everything past and present.</p> <p>Following directions are steps in a process.</p> <p>Inventions are often the result of needs.</p>	<p>Construct an appropriate graphic representation based on information read in the text.</p> <p>Organize dates or steps in sequential order.</p> <p>Perform cause and effect skits of events of the past, present, even future.</p>

Key Vocabulary:

Historical events
Scientific ideas and concepts
Graphic organizer/representation—timeline, flowchart, sequence chart, diorama, t-chart, Venn diagram
Past, present, future, yesterday, today, tomorrow, etc.
Cause and Effect
Steps in a process(technical 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”?

Family Tree

- Genetics
- Different cultures

This Day In History—talk about events that have happened.

Time Line-picture time line of their history

- correlate to an important historical event/person that happened that specific year.
- correlate each year to an invention that was created.

Community History

How your community changed, building appearance (past/present), legends vs facts (historians, local museums), how have landforms changed around your area

Historical events that impacted your community.

- Weather-tornado, flooding, drought
- Wars
- Segregation

Field Trips

Understanding how medicine might have side effects especially if taken with other chemicals or not in following doctor's orders.

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Strand:	Reading for Informational Text	Anchor Standard:	Craft and Structure	Grade level:	3
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject.	3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	4.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.

Student Friendly Language:

I can find the meaning of a word I don't know in a nonfiction text by using the right resources.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● glossary ● dictionary ● technology resources ● definition ● nonfiction ● context clues ● text features 	There are multiple strategies that can be used to find the meaning of a word.	<p>Use resources to investigate meanings of words.</p> <p>Apply the meaning to comprehend the nonfiction text.</p>

Key Vocabulary:

nonfiction
multiple strategies (glossary, dictionary, definition, context clues, text features)

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

The student will use this when reading the instructions for playing a game.

The students will use this to complete a daily assignment.

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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.	3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	4.RI.5 Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Student Friendly Language:
I can use text features to locate information.
I can use the Internet to locate relevant information using hyperlinks and sidebars.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Text features ● Search Engines ● Search Tools 	<p>Text features provide quick access to information.</p> <p>Not all information is relevant when using a search tool.</p> <p>Hyperlinks and sidebars on the Internet are organized ways to navigate information.</p>	<p>Select and use the appropriate text feature to find information.</p> <p>Navigate search engines effectively.</p> <p>Distinguish the relevancy of information when conducting a search.</p>

Key Vocabulary:
<p>Hyperlink sidebar search tools (hyperlink, sidebar, electronic menu) <u>relevant</u> text features (captions, bold print, sub-headings, glossaries, indexes, electronic menus, icons)</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>Students will use non-fiction literature and search engines to conduct research.</p> <p>Students will use hyperlinks and search engines to access online games and web pages.</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:	3
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

Student Friendly Language:
I can use illustrations and words to understand parts of a text. I can explain where, when, why and how events occur.

Know (Factual)	Understand (Conceptual)	Do (Procedural, Application, Extended Thinking)
	The students will understand that:	
<ul style="list-style-type: none"> • Types of illustrations • Text features 	Illustrations and text features aid in comprehension of a text.	Interpret text features (maps, photographs, diagrams, etc.) accurately. Analyze text features and use them to understand a text.

Key Vocabulary:
illustrations key events map photograph text features
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 interpret signs and maps when traveling. To understand directions for cooking, electronics, etc. To understand diagrams for putting together equipment. Use charts and graphs to analyze data in math or science.

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2.RI.8 Describe how reasons support specific points the author makes in a text.	3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.

Student Friendly Language:
<p>I can retell the paragraph in sequence.</p> <p>I can put sentences in sequence to retell the text.</p> <p>I can tell the cause and effect of paragraphs within a text.</p> <p>I can make comparisons from paragraphs within a text.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Paragraph structure • Sequence • Comparison • Cause/effect 	<p>Paragraphs are within a text and are a distinct section of a piece of writing, usually dealing with a single theme and indicated by a new line, indentation, or numbering.</p> <p>Paragraphs are organized and written differently depending on the purpose.</p> <p>Texts are told in an order for it to make sense.</p> <p>Every action has a cause and effect relationship.</p> <p>Connections can be made between different topics within a text.</p>	<p>Classify similarities and differences in a text.</p> <p>Organize sentences in order to retell a topic.</p> <p>Identify cause and effect within a text.</p>

Key Vocabulary:
<p>paragraph</p> <p><u>sequence</u></p> <p>comparison</p> <p><u>cause/effect</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>Current events are written in a cause/effect format.</p> <p>Editorials are written in a sequential paragraph form.</p> <p>Research</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.	3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Student Friendly Language:
I can compare and contrast important points and details from 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"> important points key details 	<p>Comparing and contrasting are useful tools in comprehending text.</p> <p>Understand and use various media (maps, diagrams, graphic organizers, photos) within informational texts to make informed decisions.</p>	<p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p>

Key Vocabulary:
<p><u>compare</u> <u>contrast</u> important points key details</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>Students will need to gather reliable, valid information from multiple sources on a topic.</p> <p>The ability to compare and contrast similar topics allows you to make informed decisions in real life.</p> <p>Examples: Compare and contrast colleges, job benefits, products, hotel choices, driving routes</p>