

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Key Ideas and Details	Grade level:	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	5.RI.1 Quote from a text when explaining what the text says explicitly and when drawing inferences from the text.

Student Friendly Language:
I can use details from a text to explain what I have read.
I can use details from a text to make inferences.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Inference in informational text • Details in informational text • Examples in informational text 	<p>It is important to refer to details when explaining a text.</p> <p>Using details and personal experiences help draw inferences.</p> <p>Drawing inferences help understand the text.</p>	<p>Clearly explain informational text through drawing inferences and making reference to the details provided.</p>

Key Vocabulary:
<u>refer</u> <u>infer</u> <u>explicitly</u> <u>inference</u>
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>Reading an instructional manual.</p> <p>Studying for a driver’s test.</p> <p>Understanding job related directions.</p>

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3.RI.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	5.RI.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Student Friendly Language:
<p>I can explain the main idea with key details.</p> <p>I can determine the main idea of a paragraph, passage, or story.</p> <p>I can summarize the text using key details.</p>

Know (Factual)	Understand (Conceptual) The student will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● main idea ● key details ● summarize ● text 	<p>Main ideas are supported by key details.</p> <p>Good readers use main idea and key details to summarize text.</p>	<p>Determine the main idea and key details of a text.</p> <p>Summarize the text using key details.</p> <p>Cite evidence in the text to support summarizing.</p>

Key Vocabulary:
<p>main idea</p> <p>key details</p> <p>summarizing</p> <p>text</p> <p>cite</p> <p>evidence</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 are able to debate an issue based on evidence supporting a topic. (examples, political debates, story I’ve read, research, and Internet sources)</p> <p>Students are able to share their knowledge through summarizing to keep engagement of their audience. (book recommendation, book talk)</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.3 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.	5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Student Friendly Language:
<p>I can read informational text.</p> <p>I can use specific information to explain what happened in the text.</p> <p>I can tell why the event(s) happened in the text based on specific information.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> informational text (facts) historical text scientific text technical text (instructions/ sequential events) 	<p>Informational text uses specific events, procedures, ideas, or concepts to explain a historical, scientific, or technical text.</p> <p>Details in the text will provide the information needed to explain what happened and why (cause & effect).</p>	<p>Explain specific events in different genres.</p> <p>Identify procedures throughout the text.</p> <p>Find main ideas to explain the text.</p> <p>Recognize concepts.</p> <p>Synthesize specific information to explain what happened.</p>

Key Vocabulary:															
<table> <tr> <td>Informational text</td> <td><u>historical text</u></td> <td><u>scientific text</u></td> </tr> <tr> <td><u>technical text</u></td> <td>events</td> <td>ideas</td> </tr> <tr> <td><u>concepts</u></td> <td><u>procedures</u></td> <td>nonfiction</td> </tr> <tr> <td><u>synthesize</u></td> <td>main idea</td> <td>sequence</td> </tr> <tr> <td>cause and effect</td> <td></td> <td></td> </tr> </table>	Informational text	<u>historical text</u>	<u>scientific text</u>	<u>technical text</u>	events	ideas	<u>concepts</u>	<u>procedures</u>	nonfiction	<u>synthesize</u>	main idea	sequence	cause and effect		
Informational text	<u>historical text</u>	<u>scientific text</u>													
<u>technical text</u>	events	ideas													
<u>concepts</u>	<u>procedures</u>	nonfiction													
<u>synthesize</u>	main idea	sequence													
cause and 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”?

Use step by step instructions to complete a project.

Use relevant evidence to support your point of view. (ex – change school policy)

Read newspapers and other news sources to gain information

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
3.RI.4-Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 3 topic or subject area.	4.RI.4-Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 4 topic or subject area.	5.RI.4-Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 5 topic or subject area.

Student Friendly Language:
I can explain the meaning of vocabulary words from a story or passage.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● basic phonemic awareness ● synonyms and antonyms ● prefixes, suffixes, and root words ● homophones ● context clues 	The meaning of an unfamiliar vocabulary word can be found within the sentence(s) using context clues, sentence structure, and/or other various resources (i.e. dictionary, thesaurus, Internet).	<p>Identify word meanings of unfamiliar words by locating their meanings in the surrounding text and sentences by using context clues.</p> <p>Distinguish prefixes, suffixes, root words, homophones, antonyms, and synonyms within a text.</p> <p>Determine the meaning of a word using context clues and create a sentence using the word correctly.</p>

Key Vocabulary:
vocabulary context clues synonyms antonyms prefixes suffixes root-words homophones definition(s) phonemic awareness dictionary glossary
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 appropriate words to communicate with others. (i.e. presentations, conversations, interviews...) Read for enjoyment or educational purposes throughout daily life.

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Strand:	Reading for Informational Text	Anchor Standard:	Craft and Structure	Grade level:	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Student Friendly Language:
<p>I can describe the overall organization of a text.</p> <p>I can state in oral or written language the relationship of cause and effect.</p> <p>I can state in oral or written language that the cause is why something happens in a text.</p> <p>I can identify the problem and solution in a text.</p> <p>I can compare and contrast information in a text.</p> <p>I can organize events in a certain order.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● cause/effect ● problem/solution ● compare/contrast ● chronology 	<p>Informational text has more than one kind of structure.</p> <p>Knowing the structure will lead to greater comprehension of the text.</p>	<p>Arrange events from the text in chronological order.</p> <p>Describe the text structure.</p> <p>Analyze text using structures such as cause/effect, problem/solution, or comparisons.</p> <p>Compare two different texts to determine structure.</p>

Key Vocabulary:										
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">structure</td> <td style="width: 50%;"><u>chronological</u></td> </tr> <tr> <td>comparison</td> <td>cause</td> </tr> <tr> <td>effect</td> <td>problem</td> </tr> <tr> <td>solution</td> <td>concepts</td> </tr> <tr> <td>event</td> <td>text</td> </tr> </table>	structure	<u>chronological</u>	comparison	cause	effect	problem	solution	concepts	event	text
structure	<u>chronological</u>									
comparison	cause									
effect	problem									
solution	concepts									
event	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”?										
<p>Newspapers, phone books, etc. are arranged by a specific structure so we can find the information we want.</p> <p>Text books are laid out with similar structures (sequence of events, compare/contrast, central message, details) to help us find information efficiently.</p>										

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3.RI.6 Distinguish their own point of view from that of the author of a text.	4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Student Friendly Language:
<p>I can recognize that the original story may change as it is retold from one person to another.</p> <p>I can explain the similarities and differences between the two versions of the story.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<p>similarities and differences (compare and contrast)</p> <p>firsthand and secondhand accounts</p>	<p>Accounts of a story can change as they are told from one person to the next.</p>	<p>Compare and contrast first and second hand accounts of an event.</p> <p>Analyze and synthesize the firsthand and secondhand accounts of an event.</p>

Key Vocabulary:
<p>compare contrast firsthand secondhand <u>focus</u> account <u>perspective</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>It is important to get information firsthand in order to get accurate facts.</p> <p>Law enforcement uses a witness’s information during various events (accidents, arguments...) to determine what happened.</p> <p>Journalist, police, judge, juror, teacher, parent etc. -getting the correct information to the necessary people</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
3.R.1.7 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.R.1.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	5.R.1.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Student Friendly Language:
<p>I can read information such as a graph, diagram, illustration, animation or time line.</p> <p>I can explain the information on a graph, diagram, illustration, animation or timeline.</p> <p>I can make connections between what I read in words and the graph, diagram, illustration, animation or timeline on a page.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Readers need to attend to text features (e.g., headings, labels, links) and text structures (e.g., chronological order, compare/contrast). Different reading strategies (e.g., skimming and scanning, synthesizing, determining importance) are needed to interpret information presented in different forms. 	<p>Information can be presented in a variety of ways (e.g., charts, graphs, Web pages) to meet the author's purpose.</p> <p>Various media formats can help a reader understand the text.</p> <p>The way information is presented changes its effectiveness and its impact on the reader.</p>	<p>Use a visual representation to help understand information presented in a nonfiction text.</p> <p>Analyze the data presented in a table or graph and draw conclusions.</p> <p>Explain different ways interactive elements on Web pages can be used to help find information.</p>

Key Vocabulary:								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">chart</td> <td style="width: 50%;">graph</td> </tr> <tr> <td>diagram</td> <td>timeline</td> </tr> <tr> <td>illustration</td> <td>text feature</td> </tr> <tr> <td>text structures</td> <td>reading strategies</td> </tr> </table>	chart	graph	diagram	timeline	illustration	text feature	text structures	reading strategies
chart	graph							
diagram	timeline							
illustration	text feature							
text structures	reading strategies							
<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>Read a timeline to gather information about the life of a famous person..</p> <p>Gather information for a business presentation.</p> <p>Research and report for a project (e.g., animal, travel, sports).</p>								

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3.RI.8 Explain the logical connection between particular sentences and paragraphs in a text. (Ex. 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.	5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)

Student Friendly Language:
I can find the reasons and evidence in text that an author uses to support an idea.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Authors use reasons and evidence to support an idea. • Informational text can be organized in different ways (e.g., main idea/key details, cause and effect, problem/solution). 	Finding information from a text can help with the understanding of an author's purpose and perspective.	<p>Cite evidence that supports an author's opinion.</p> <p>Explain how author uses reasons to express their thoughts/viewpoint.</p>

Key Vocabulary:
<p>webs main idea key details cause and effect problem and solution inferring generalizations conclusions sequencing fact opinion evidence</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>Identify the author's viewpoint in reading a newspaper article. Use ideas presented by an author to make a decision when voting. Determine direction for a community service project by researching current needs/issues.</p>

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CC.3.R.1.9 - Compare and contrast the most important points and key details presented in two texts on the same topic.	CC.4.R.1.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	CC.5.R.1.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Student Friendly Language:
I can combine information from two different sources and relay it in writing or speaking.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Information on a topic is available from more than one source. Some sources are more reliable than others. 	<p>Not all texts will convey the same information.</p> <p>Not all information is necessary.</p> <p>Not all information is factual or accurate.</p>	<p>Organize and combine information from more than one source to communicate effectively on a topic.</p> <p>Convey information in an organized manner (either written or oral).</p>

Key Vocabulary:
<p><u>integrate</u> texts topic</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>Attend presentations from colleges to help determine which college to choose.</p> <p>Research companies to determine career opportunities.</p> <p>Read candidates’ positions to make voting choices.</p>