

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Key Ideas and Details	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
C4.R.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	CC.5.R.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	CC.6.R.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Student Friendly Language:
I can find evidence in the text that supports my inferences.
I can find evidence in the text that supports my explanations.

Know (Factual)	Understand (Conceptual) Students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> quotations inferences summaries evidence 	The students will need evidence from the text to support their inferences and explanations.	Make inferences. Summarize with supporting quotes from the text. Quote from text.

Key Vocabulary:
explanations inferences quote evidence explicitly accurately
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”?
Read and discuss a gaming manual at home. Read directions for putting items together. Read and discuss newspapers or periodicals.

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4.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	5.R.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	6.RI.2 Determine a central idea of a text and how it is conveyed through particular details: provide a summary of the text distinct from personal opinions or judgments.

Student Friendly Language:
I can determine the main idea and important details of what I read.
I can explain the main idea and important details of what I read.
I can summarize the text.

Know (Factual)	Understand (Conceptual) The students will understand that....	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Main Idea ● Key Details ● Summary 	<p>Text has meaning</p> <p>It is important to be able to use key details in text to determine main idea..</p>	<p>Identify key details in text.</p> <p>Construct meaning based on key ideas.</p> <p>Summarize the text.</p> <p>Explain how dey details support main ideas.</p>

Key Vocabulary:
Main Idea Summary Connections Details Central Idea
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”?
Write an opinion paper about smoking or drinking. Write an opinion paper about the legal driving age. Write an essay about an historical figure.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g.; through examples or anecdotes)

Student Friendly Language:
<p>I can understand and compare and contrast texts from different cultures and time periods.</p> <p>I can explain and respond to diverse, multicultural, and time period texts.</p> <p>I can use specific information in informational, scientific, or technical text to explain relationships or interactions found in the text.</p> <p>I can compare individuals, events, and concepts across texts.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Connections ● Relationships in texts ● Non-fiction genres <ul style="list-style-type: none"> ○ scientific texts ○ historical texts ○ technical texts ● Culture/ Diversity 	<p>Good readers make connections across texts.</p> <p>Relationships between events and individuals can be found in a text.</p> <p>Non-fiction can include historical, scientific, and technical texts.</p> <p>Specific information can be found in the text to support their interpretation.</p>	<p>Identify individuals and events.</p> <p>Compare and contrast the culture and time period within the text.</p> <p>Analyze the relationships in the text with supporting facts from the text.</p> <p>Describe the relationships between two or more individuals, events, or ideas in the text using supporting details from the text.</p> <p>Investigate how the time period impacts the text.</p> <p>Explain how changing the time period would affect the events of the text.</p>

Key Vocabulary:			
Culture	Multi-cultural	Compare	Contrast
Time period	Diversity	Point of View	Specific
Technical Texts	Scientific Texts	Historical Texts	

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>Read and interpret different types of non-fiction texts in the workplace.</p> <p>Understand how historical events impact future decisions.</p> <p>Use a technical manual to assemble model car or airplane.</p> <p>Understand and appreciate different cultures in your school and community.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Craft and Structure	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4.R.1.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.	5.R.1.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	6.R.1.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Student Friendly Language:
I can figure out the meanings of words using a strategy that works for I can use my strategies to find meaning when reading in any subject area.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> General academic words domain-specific words Phrases 	Non-fiction text is structured differently than fictional literature. Reading for a purpose is different than reading for pleasure. There are multiple purposes for reading.	Define the meaning of domain-specific words and phrases. Interpret the meaning of words and phrases using a variety of reading strategies. Apply the meaning in other subject areas to illustrate knowledge.

Key Vocabulary:
<u>domain-specific words</u> phrases general <u>academic words</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”?
Apply various reading strategies based the structure of the text, such as...newspapers, manuals, magazines, websites. You need to change the lawn mower blades using to the manual for instructions. Assemble a lego set using directions. Troubleshoot the trouble on your PC so you go to a website to find possible answers.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Information Text	Anchor Standard:	Key Ideas and Details	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text, and contributes to the development of ideas.

Student Friendly Language:
<p>I can put compare two different pieces of information to see how they are similar or how they are different.</p> <p>I can also decide how the information was organized and the kinds of information given.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Informational Genre ● Time Sequencing ● Chronological ● Compare ● Contrast ● Cause ● Effect ● Problem ● Solution 	<p>Informational text has a structure.</p> <p>Two informational texts might contain similar ideas, but have different structures.</p> <p>Certain information is best presented within a specific text structure.</p> <p>A graphic organizer can be used for comparing and contrasting.</p>	<p>Read informational text with clarity and comprehension</p> <p>Compare and Contrast two different informational texts</p> <p>Arrange events in chronological order</p> <p>Compare and contrast within the text structure the information given</p> <p>Analyze certain elements in informational text have a specific cause and a specific effect</p> <p>Identify the problem presented in the informational text and the forthcoming solution</p>

Key Vocabulary:				
Genres	Informational	Chronological	Compare and Contrast	Sequencing
Cause	Effect	Problem	Solution	

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>Real Life Survival/Career:</p> <ul style="list-style-type: none"> Make sense of political debates Seek new ideas on how to problem solve Make good consumer choices Understand how media can manipulate thought processes Develop skills in careers such as journalism, teaching and architecture.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.R.1.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Student Friendly Language:
I can compare and contrast different points of view after reading more than two stories about the same topic.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Compare and contrast • Point of view 	<p>Different authors have similar and different views on the same topic or event.</p> <p>Authors have different views depending on their life experiences or perspectives.</p>	<p>Compare more than two stories written by different authors about the same topic.</p> <p>Analyze similarities and differences in the authors' points of view.</p> <p>Cite evidence to show similarities and differences.</p>

Key Vocabulary:
<p>Compare, similarities, contrast ,and difference</p> <p>Contrast/Differences</p> <p>Point of View</p> <p>Life experiences</p> <p>Perspectives</p> <p><u>Analyze</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>Real-world:</p> <p>Newspaper/Television—Reporters may have different points of view on the same current event topic.</p> <p>Witness accounts are seldom the same.</p> <p>Playground—Students may report the same incident in different ways.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Informational Text	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4.R.1.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	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.	6.R.1.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Student Friendly Language:
I can use multiple printed materials to locate information to answer a question or solve a problem.
I can use digital sources to locate information to answer a question or solve a problem.
I can identify multiple credible sources.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> examples of print sources (books, newspapers, etc.) examples of digital sources (computers, Kindle, etc.) note-taking skills & strategies researching skills 	<p>All source information is not reliable.</p> <p>There are multiple formats available from which to gather information.</p> <p>The selection of text sources may vary depending on purpose</p>	<p>Gather relevant information from multiple sources</p> <p>Locate answers quickly</p> <p>Solve problems efficiently</p> <p>Evaluate reliability of sources</p> <p>Identify credible sources by verifying information through another source</p>

Key Vocabulary:												
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><u>print sources</u></td> <td style="width: 33%;">strategy</td> <td style="width: 33%;"><u>research</u></td> </tr> <tr> <td>multiple (sources)</td> <td>solve</td> <td>evaluate</td> </tr> <tr> <td>locate</td> <td><u>reliable (credible)</u></td> <td>format</td> </tr> <tr> <td><u>efficiently</u></td> <td>gather</td> <td><u>digital sources</u></td> </tr> </table>	<u>print sources</u>	strategy	<u>research</u>	multiple (sources)	solve	evaluate	locate	<u>reliable (credible)</u>	format	<u>efficiently</u>	gather	<u>digital sources</u>
<u>print sources</u>	strategy	<u>research</u>										
multiple (sources)	solve	evaluate										
locate	<u>reliable (credible)</u>	format										
<u>efficiently</u>	gather	<u>digital sources</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>Radio show contest- What source would you use to locate the information in time to be the 10th caller.</p> <p>Academic scavenger hunt to locate information quickly and accurately.</p>												

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.	CC.5.R.1.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Student Friendly Language:
I can explain how an author uses evidence (details) to support his point of view I can identify the reasons and evidence that supports the author's main idea.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> main idea evidence/reasons (detail) author's purpose advertising (propaganda) 	<p>Authors use evidence to support their thinking.</p> <p>Sometimes there is bias in an author's point of view.</p>	<p>Explain how an author uses details</p> <p>Evaluate the evidence (detail) to support author's point (main idea)</p> <p>Analyze the information to prove that not all statements are based upon factual evidence</p>

Key Vocabulary:
Main Idea Evidence/Reasons (details) <u>Author's Purpose (express, inform, entertain, and persuade)</u> <u>Propaganda</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"?
I will be able to comprehend and critique the validity of information when reading novels, biographies, and nonfiction materials with a specific theme.
I will be able to use these strategies to construct an argument in my favor when giving a debate.

SD 5.RI.9 Common Core State Standards Disaggregated English Language Arts Template

Strand:	Informational Text	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	6.RI.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Student Friendly Language:
<p>I can combine the information from several sources to make sure I have the most accurate informationn.</p> <p>I can speak and write clearly about the subject.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Difference between fact and opinion ● Variety of texts ● Summarizing relevant information 	<p>Some resources will provide more accurate information than others</p> <p>Information is available in a variety of texts.</p>	<p>Integrate and write information found in resource materials using their own words.</p> <p>Orally present information found in resource materials using their own words.</p> <p>Cite sources when providing supporting details.</p> <p>Evaluate multiple resources.</p>

Key Vocabulary:
<p>Fact Opinion <u>Summarize</u> Supporting Details <u>Cite</u> Informational Text Relevant</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>“Your parents are going to buy you a car for your 16th birthday. They have a few stipulations, but you can pick whatever car you can find that fits those stipulations. You need to start researching the possibilities.”</p>