

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Range of Reading and Level of Text Complexity	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	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.

<b>Student Friendly Language:</b>
<p>With help, I can ask questions about details in a nonfiction text.          With help, I can answer questions about details in a nonfiction text.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Key details</li> <li>● Questions</li> <li>● Answers</li> <li>● Informational Text</li> <li>● Nonfiction</li> </ul>	<p>Key details help readers understand the information presented in the story.            There is a difference between asking and telling.            Answers should relate directly to the question asked.            Informational text is nonfiction.</p>	<p>Students will ask questions to find out more information regarding a topic.            Students will share key details by drawing a picture from the text.            Students will verbally share newly acquired knowledge from a nonfiction text with others.</p>

<b>Key Vocabulary:</b>
<p>Key details            Questions            Answers</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>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.</p>

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<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	K
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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

<b>Student Friendly Language:</b>
I can tell what a story is about.
With help, I can tell the important parts about a story.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Details</li> <li>• Main topic</li> </ul>	Informational text has a main topic and key details.	Identify the main topic of a text.  Relate key details from a text.  Create their own version of the details of the story.

<b>Key Vocabulary:</b>
<u>main topic</u>  <u>details</u>
<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”?
I can tell a person about a book I heard at school.  I can draw a picture about a story.  I can tell, draw, or write facts and information about a topic.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	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

<b>Student Friendly Language:</b>
I can make connections in stories with help.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>Same</li> <li>Connections</li> </ul>	People, events, ideas, or pieces of information can be connected.	<p>Compare a similarity between yourself and another person</p> <p>Explain a similarity between two events</p> <p>Describe a similarity between two ideas</p> <p>Make a connection between two pieces of information</p>

<b>Key Vocabulary:</b>
<p>Connections</p> <p><u>Event</u></p> <p>Idea</p> <p><u>Information</u></p> <p><u>Same/similarity</u></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>Tell your mom how your birthday party was the same as your sister’s.</p> <p>Tell your grandpa how different types of vehicles are the same.</p> <p>Describe how a shark in a story was like the whale in another story.</p>

**SD Common Core State Standards Disaggregated English Language Arts Template**

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	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.

Student Friendly Language:
<p>I can figure out what to do when I come to a word I don't know.</p> <p>I can look at the pictures to help me figure out the word.</p> <p>I can get my mouth ready when I start a word I don't know.</p> <p>I can ask questions.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>strategies</li> <li>text</li> </ul>	<p>They need to ask questions about unknown words while they read text.</p> <p>They need to answer questions about unknown words while they read text.</p> <p>Text is words written.</p> <p>Words are used to name things in text.</p> <p>Words are use to describe things in text.</p> <p>Words convey a message.</p> <p>Words are ideas.</p> <p>Some words have more than one meaning.</p> <p>Text is another name for written words.</p>	<p>Use a variety of strategies to solve unknown words.</p> <p>Ask questions</p> <p>Answer questions</p>

Key Vocabulary:
<p>unknown words      <u>text</u></p> <p><u>questions</u>          <u>word(s)</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 will read every day, whether it is when I read a book or drive down the road.</p> <p>I will read a menu.</p> <p>I will read a map.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	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.

Student Friendly Language:
<p>I can identify the front cover of a book.</p> <p>I can identify the back cover of a book.</p> <p>I can identify the title page of a book.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● front cover</li> <li>● back cover</li> <li>● title page</li> </ul>	<p>Books have parts.</p> <p>Information is given on the front cover, title page, and back cover.</p> <p>You start reading a book from front cover to back cover.</p>	<p>Identify the front cover, back cover, and title page.</p> <p>Distinguish the covers from the title page.</p> <p>Locate where to begin reading.</p>

Key Vocabulary:
<p>identify</p> <p><u>front cover</u></p> <p><u>back cover</u></p> <p><u>title page</u></p> <p><u>word</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>When I read a story to my baby sister I start reading on the cover page.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	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 to by pictures or other illustrations and information provided by the words in a text.

Student Friendly Language:
<p>I can name the author.</p> <p>I can say what an author does in informational text.</p> <p>I can name the illustrator.</p> <p>I can say what an illustrator does in informational text.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• author</li> <li>• illustrator</li> <li>• informational text</li> </ul>	<p>In informational text, the author's job is to provide true information.</p> <p>In informational text, the illustrations support the text.</p> <p>In informational text, illustrations can include pictures, photographs, diagrams, charts, tables, etc.</p> <p>Authors and illustrators can be the same person or different people.</p>	<p>Define the role of an author in presenting information in the informational text.</p> <p>Define the role of an illustrator in presenting information in the informational text.</p> <p>Name an author and illustrator of an informational text.</p>

Key Vocabulary:
<p><u>author</u></p> <p><u>illustrator</u></p> <p><u>informational 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>When I am an author I write the words of the story</p> <p>.an when I am an illustrator I help tell the story through drawings, pictures, charts,etc.</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade level:</b>	K
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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 person, place, thing, or idea in the text an illustration depicts).	1.RI.7 use the illustrations and details in a text to describe its key ideas

<b>Student Friendly Language:</b>
I can use the illustrations to help me understand the text with help.

<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>illustrations support text</li> </ul>	Illustrations support text.	Will describe the events in the text by using the illustrations.

<b>Key Vocabulary:</b>
illustrations relationship text
<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”?
I can use the illustrations to help me follow the directions for building a model rocket.  When reading about the rainforest, I can look at the illustrations to know how the jungle looks.

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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.

<b>Student Friendly Language:</b>
With help, I can tell the reasons an author gives to support their points.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>Informational text gives information to readers</li> <li>Authors write for a purpose</li> <li>Evidence supports facts</li> <li>Reasons support opinions</li> </ul>	In informational text, authors need to support their points with reasons.	With support, identify an author's reasoning by finding support within the text.

<b>Key Vocabulary:</b>
author text support points reasons
<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"?
After reading about caring for the environment, I can tell you reasons that support the need for recycling.

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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).

<b>Student Friendly Language:</b>
I can tell similarities between two texts with help.
I can tell differences between two texts with help.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Similarities are things that are the same</li> <li>• Differences are things that are not the same</li> </ul>	Different texts can address the same topic in different ways.	With support, identify similarities and differences between two texts.

<b>Key Vocabulary:</b>
similarities differences text topic
<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”?
I can read more than one book to learn more about horses.
I can read reviews about a toy to decide if I want to buy it.