

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	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.RL.1 With prompting and support ask and answer questions about key details in a text.	1.RL.1 Ask and answer questions about key details in a text.	2.RL.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

Student Friendly Language:
<p>I can ask and answer questions about what I have read.</p> <p>I can ask and answer questions about what has been read to me.</p> <p>I can find key details in a text.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Questioning Strategies ● Text contains information, such as: <ul style="list-style-type: none"> ○ main idea ○ details ○ setting ○ characters 	<p>Answers relate to questions.</p> <p>Questions asked relate to text.</p> <p>Key details are the most important parts of the text.</p>	<p>Identify key details in a text.</p> <p>Use key details to compose questions about the text.</p> <p>Use key details to answer questions about the text.</p>

Key Vocabulary:								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><u>key details</u></td> <td>questions</td> </tr> <tr> <td><u>answers</u></td> <td><u>text</u></td> </tr> <tr> <td><u>setting</u></td> <td><u>characters</u></td> </tr> <tr> <td><u>sequence</u></td> <td><u>main idea</u></td> </tr> </table>	<u>key details</u>	questions	<u>answers</u>	<u>text</u>	<u>setting</u>	<u>characters</u>	<u>sequence</u>	<u>main idea</u>
<u>key details</u>	questions							
<u>answers</u>	<u>text</u>							
<u>setting</u>	<u>characters</u>							
<u>sequence</u>	<u>main idea</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>								
<p>Asking and answering questions helps us understand what we read.</p> <p>Questioning what is read helps us become better readers.</p> <p>Having a discussion with someone else about what you have read can make reading more enjoyable.</p>								

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K.RL.2 With prompting and support, retell familiar stories, including key details.	1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Student Friendly Language:
<p>I can retell a story in my own words using first, next, last.</p> <p>I can tell who is in the story.</p> <p>I can tell where and when the story takes place.</p> <p>I can tell what the problem of the story is and if it was solved.</p> <p>I can tell why the author wrote the story.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended)
<ul style="list-style-type: none"> ● Text contains information, such as: <ul style="list-style-type: none"> ○ characters ○ setting ○ problem ○ solution ○ main idea ○ key details ○ sequence of events ● Readers can tell stories again in a different way. 	<p>Key details and the main idea help retell a story.</p> <p>Story elements are character, setting, problems, and solutions.</p> <p>Key details of a story can be retold by using first, next, then, last.</p> <p>Authors have a purpose for writing a story.</p> <p>Sequence of events is important when retelling the story.</p>	<p>Retell a familiar story with proper sequence of events.</p> <p>Identify key details in a text.</p> <p>Construct meaning based on key ideas.</p>

Key Vocabulary:									
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><u>setting</u></td> <td style="width: 33%;"><u>character</u></td> <td style="width: 33%;"><u>main idea</u></td> </tr> <tr> <td><u>problem</u></td> <td><u>solution</u></td> <td><u>key details</u></td> </tr> <tr> <td><u>sequence</u></td> <td><u>author's purpose</u></td> <td><u>retell</u></td> </tr> </table>	<u>setting</u>	<u>character</u>	<u>main idea</u>	<u>problem</u>	<u>solution</u>	<u>key details</u>	<u>sequence</u>	<u>author's purpose</u>	<u>retell</u>
<u>setting</u>	<u>character</u>	<u>main idea</u>							
<u>problem</u>	<u>solution</u>	<u>key details</u>							
<u>sequence</u>	<u>author's purpose</u>	<u>retell</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>Retell what happened over the weekend and why it was meaningful.</p> <p>Relate the lesson from the story “The Boy Who Cried Wolf” to your own life.</p> <p>Retell an important event, such as a fire drill, and explain its importance.</p>									

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RL.3 With prompting and support, identify characters, settings, and major events in a story.	1.RL.3 Describe characters, settings, and major events in a story, using key details.	2.RL.3 Describe how characters in a story respond to major events and challenges.

Student Friendly Language:
<p>I can tell the setting of a story.</p> <p>I can tell the characters in a story.</p> <p>I can tell the major events in a story.</p> <p>I can tell the key details in a story.</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"> ○ Setting ○ Characters ○ Key Details ○ Events 	<p>Characters are the people or animals in the story.</p> <p>Setting is where and when the story takes place.</p> <p>A story is made up of major and minor events.</p> <p>A story has key details that make up the events of the story.</p>	<p>Identify and describe the characters.</p> <p>Identify and describe the setting.</p> <p>Identify and analyze the major events and key details.</p>

Key Vocabulary:
<div style="display: flex; justify-content: space-around; padding: 5px;"> <u>Character</u> <u>Setting</u> <u>Major and Minor Events</u> <u>Key Details</u> </div>
<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>Understanding the characters, settings, and major events in a story can help a reader make connections to real life events, such as the news, newspaper articles, or magazines.</p> <p>Understanding the components of a story may help foster a love of reading.</p> <p>The ability to break down the components of a text allow the reader to comprehend and make inferences.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	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.RL.4 Ask and answer question about unknown words in a text.	1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Student Friendly Language:
I can find words or phrases that show feelings in a story or poem.
I can find words or phrases that connect to my senses in a story or poem.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Awareness of the five senses, feelings and emotions Descriptive language 	<p>Authors write with feeling and emotion.</p> <p>Phrases are small groups of words.</p> <p>Poems and stories will relate to the student’s own feelings and emotions.</p>	<p>Distinguish words and phrases that show feelings and appeal to the senses.</p> <p>Identify phrases in a story or poem.</p> <p>Explain how descriptive language makes the story more interesting.</p> <p>Relate the feelings and senses in the story to the children’s personal experiences.</p>

Key Vocabulary:
<u>senses</u> <u>feelings</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”?
To be able to express feelings and emotions using sensory words when discussing books with others.
When a story or poem appeals to the senses, it makes reading more enjoyable.
Students can make connections by relating stories to their own lives.

SD Common Core State Standards Disaggregated English Language Arts Template

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RL.5 Recognize common types of texts (e.g. storybooks, poems).	1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Student Friendly Language:
<p>I can identify books that tell stories.</p> <p>I can identify book that give information.</p> <p>I can explain the difference between books that tell stories and books that give information..</p> <p>I can explain the differences with many different types of books.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Major differences in books • Informational books • Story books • Range of text types 	<p>There are a variety of purposes for reading.</p> <p>There are a variety of text types.</p> <p>Types of texts are distinguished by their major differences.</p>	<p>Compare the differences between stories and informational texts.</p> <p>Draw information from a wide variety of texts.</p> <p>Classify a difference as major or minor.</p>

Key Vocabulary:
<p><u>information</u> <u>text types</u> <u>differences</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>Book can tell information about a variety of subjects.</p> <p>Books can tell a story.</p> <p>Books can be read for enjoyment.</p> <p>When reading, you need to know the difference between facts and opinions.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	1.RL.6 Identify who is telling the story at various points in a text.	2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Student Friendly Language:
I can name who is telling the story when I am reading.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Who is telling the story 	<p>A variety of characters and/or the narrator can tell a story.</p> <p>The character that is telling the story can change throughout the story.</p>	<p>Identify who is telling the story.</p> <p>Differentiate when the person who is telling the story changes throughout the text.</p>

Key Vocabulary:
<u>text</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>Knowing who is telling the story allows the reader to follow and understand the sequence of the story.</p> <p>Different voices create a different climate for the story.</p> <p>A variety of voices in a story make reading more enjoyable.</p> <p>To be able to retell and act out the story using different voices.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	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.RL.7-With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.	2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, settings, or plot.

Student Friendly Language:
I can use illustrations and details to tell about the characters in a story.
I can use illustrations and details to tell about the setting in a story.
I can use illustrations and details to tell about what happens in a story.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Illustrations ● Details ● Characters ● Setting ● Events 	<p>Illustrations help to describe the characters, setting, and events of a story.</p> <p>Details help to describe the characters, setting, and events of a story.</p>	<p>“Read” a story by looking at the illustrations.</p> <p>Name two or more details about the character(s)/setting/event(s).</p> <p>Describe the characters, setting, and events using details from the story and/or illustrations.</p> <p>Construct a graphic organizer to record details of character, setting, and events.</p>

Key Vocabulary:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Character</td> <td style="width: 50%;">Setting</td> </tr> <tr> <td>Events</td> <td>Illustration</td> </tr> <tr> <td>Details</td> <td></td> </tr> </table>	Character	Setting	Events	Illustration	Details	
Character	Setting					
Events	Illustration					
Details						
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”?						
Retell a story by describing its characters, setting, and events.						

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	1.RL.9 Compare and contrast the adventures and experiences of characters in stories. 1.RL.	2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures

Student Friendly Language:
<p>I can compare what happens to characters in stories and tell how they are the same.</p> <p>I can contrast what happens to characters in stories and tell how they are different.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Setting ● Characters ● Order of events ● Same/different ● Adventures/experiences 	<p>Characters in stories may have similar experiences.</p> <p>Characters in stories may have different experiences</p>	<p>Identify adventures and experiences of characters in stories.</p> <p>Design a graphic organizer to compare the experiences of characters in a story.</p> <p>Design a graphic organizer to compare the experiences of characters in two different stories.</p> <p>Design a graphic organizer to contrast the experiences of characters in a story.</p> <p>Design a graphic organizer to contrast the experiences of characters in two different stories.</p>

Key Vocabulary:
<p>compare contrast characters</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>To be able to compare your adventures and experiences with those of a friend and the characters you read about.</p> <p>At home: Your family may have to make a decision on where to go/what to do on vacation. You will need to compare/contrast the places/activities that your family members like/dislike.</p>