SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Key Ideas and Details	Grade level:	2

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.RL.1 Ask and answer questions to demonstrate understanding a text, referring explicitly to the text aw to demonstrate understanding of key details in as the basis for the answers.

Student Friendly Language:

I can ask and answer who, what, when, where, why and how questions about the text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• Story parts (characters, setting, problem, solution, events) • Sequencing	That texts have a sequence of events, characters, setting, key details and a main idea That good readers can talk about what they have read with details from the story/text.	Ask and answer questions about a story/text that has been read or heard. Demonstrate understanding of story/text that has been read or heard. Recall the key details of a story/text that has been read or heard. Use key details to draw conclusions about the higher level 'why' or 'how' questions about the text.

Key Vocabulary:

Who   What   When
Where   Why   How
Main Idea   Key Details   Text
Setting   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"?

To understand a story, you can ask or answer specific questions about the text.
Stories at home
Understanding stories from other media (tv programs, news)

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.RL.2 Recount stories including fables, folktales and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Student Friendly Language:

I can recount a story from different cultures.

I can tell others what the story means by using words from the story.

I can tell others the lesson the story is teaching us.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● Characteristics of Fables and Folktales	Culture shapes people and people shape cultures. That diverse cultures impact literature. Stories are passed down through generations and contain a central message. That stories have a lesson, message, or moral to teach	Retell the stories of folktales and fables. Compare and contrast stories. Explain the central message of a text. Recognize morals and lessons in a story. Recount stories from diverse cultures.

Key Vocabulary:

Culture   Fables   Folktales
Central message   Lesson   Moral
Recount   Retell   Genre
Diverse

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 appreciate that there are different cultures in the world around us.

To make personal connections to the lesson taught in fables and folktales.

To be able to work with/ understand other people from different/diverse cultures.

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Strand:	Reading for Literature	Anchor Standard:	Key Ideas and Details	Grade level:	2

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.RL.3: Describe characters in a story (e.g. their traits, motivations, or feeling) and explain how their actions contribute to the sequence of events.

Student Friendly Language:
I can identify the characters in a text. I can identify the major events or challenges in a text. I can describe how characters respond to major events and challenges in a text.

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
• Story parts (characters, setting, problem, solution, events) • Cause and effect	Characters respond differently to challenges and major events (problems) in a text. Character responses will affect the outcome of the stories.	Identify the characters in the text. Identify the main event/challenges in the text. Describe how character(s) respond to major events/challenges. Describe why character(s) respond to major events/challenges, citing evidence from the text to support the answer. Compare and contrast character(s) and their responses to the same major events/challenge in a text. Cite from the text that supports character response to events/challenges evidence Connect to an event or character (e.g. text-to-text; text-to-self; text-to-world). Respond to the question: "What would you do in a similar situation?"

Key Vocabulary:
character(s)   major events/challenges (problem)   solution   compare and contrast evidence   character response   cause and effect   connections

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 develop deeper comprehension of stories, movies, tv shows. To effectively respond to challenges in real-life situations such as disagreements on the playground, solving problems with a sibling, or how two different people respond to the same problem.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	2

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.RL.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non literal language.

Student Friendly Language:

I can hear how words help stories, poems, or songs have a beat or rhythm.

I can picture in my mind how words help stories, poems, or songs make sense.

I can describe how words from the text help stories, poems, or songs make sense.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• Types of rhythm in songs, poems, and stories	Words and phrases can create rhythm and meaning.	Interpret meaning from rhythmic words and phrases in a story, poem, or song. Identify rhythm in a story, poem, or song.

Key Vocabulary:

regular beats
alliteration
rhymes
repeated lines
rhythm
poem
phrase
meaning of words and phrases

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"?

Provide exposure to different forms of writing and how to entertain an audience in interesting ways; to help readers or listeners remember information easier; allow readers to make deeper, more long-term connections to the stories, poems, or songs; to provide enjoyment through word play

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	2

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanzas. Describe how each successive parts builds on earlier sections.

Student Friendly Language:

I can name the setting(s) and main character(s) after reading the beginning of a story.

I can sequence the events of the story.

I can state the problem of the story.

I can state the solution to the problem after reading the ending of a story.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- Difference between main characters and setting - Beginning, middle, end of a story - Problem/solution - Story structure	The beginning of the story often introduces the main characters and setting of the story. Problems are resolved at the end of a story. A story has a plot with a beginning, middle, and end.	Identify the setting(s) of a story. Identify and describe the main character(s). Describe the problem and how it is resolved. Retell events following the sequence of the story.

Key Vocabulary:

character	setting	problem
solution	plot (beginning, middle, end)	sequence
events	identify	story structure

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 standard story structure to write your own story, tell a friend about a movie or a book read, discussing events that occur during a game

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Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	2

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.

Student Friendly Language:

I can change my voice to match the character(s).

I can tell about a character's point of view.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- Differences in point of view - How to use different voices for characters when reading aloud	Authors use characters to bring a story to life. Characters in a story express different points of view through dialogue and actions. Different characters may have different points of view in the same story.	Identify the characters of the story. Use different voices for different characters to reflect dialogue. Compare the differences in points of view of the characters.

Key Vocabulary:

point of view
characters
dialogue
voice
expression

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"?

Acting in character during theatrical and oral interpretation performances.

While we all have our own opinion(s), different points of view should be respected.

In social situations, students will relate the use of different voices, body language, and facial expressions to a person's point of view.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	2

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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, setting, or plot.	3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting.)

Student Friendly Language:

I can use pictures and words to identify characters, setting, and plot.

Know (Factual)	Understand (Conceptual) The student will understand that:	Do (Procedural, Application, Extended Thinking)
● literary elements (character, setting, plot) ● illustrations ● digital text	Character, setting, and plot are key in most forms of text. Illustrations may convey meaning about character, setting and plot.	Utilize illustrations and text to find character, setting, and plot of various genres.

Key Vocabulary:

illustrations
digital
print
character
setting
plot

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"?

Students can use these strategies to understand the story.

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Strand:	Reading for Literature	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	2

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.RL.9 Compare and contrast the adventures and experiences of characters in stories.	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.	3.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Student Friendly Language:
I can find similarities and differences between similar stories by different authors.   I can find similarities and differences between similar stories from different cultures.

Know (Factual)	Understand (Conceptual) The student will understand that:	Do (Procedural, Application, Extended Thinking)
- compare/similarities - contrast/differences - graphic organizers (i.e. Venn Diagram)	Stories may contain similar messages while using different story/cultural elements. There are other perspectives and cultures. There may be different versions of the same story.	Compare and contrast two or more versions of the same story. Organize similarities and differences through the use of a graphic organizer.

Key Vocabulary:
compare   similarities   contrast   differences   graphic organizers (Venn Diagram)   genres   culture
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"?
Students can compare different holiday traditions.   Students can increase their cultural awareness.   Students can be exposed to stories that will build/strengthen self-to-world connections.