

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

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	3
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 of a text, referring explicitly to the text as the basis for the answers.	4.RL.1 Refer to details and examples in a text when the text says explicitly and when drawing inferences from the text.

Student Friendly Language:
<p>I can ask questions to show I understand what is happening in the <u>text</u> (example poem, story, directions or paragraph).</p> <p>I can answer questions to show I understand what is happening in the text (example poem, story, directions or paragraphs) by rereading and retelling.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>text provides information for an answer</li> <li>text creates questions</li> </ul>	<p>It is important to refer to text for confirmation.</p> <p>It is important to question what you are reading.</p>	<p>Use their text to answer a variety of questions.</p> <p>Ask a variety of questions from text they are reading</p> <p>Cite evidence from the text to explain and discuss what was read</p>

Key Vocabulary:
<p>Text Refer Explicitly Questioning Retell Reread Paragraph</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>To make sure I am following the directions to make something such as a cake or a book, I will go back and check that I have all the supplies the text includes.</p> <p>I need to question what I am reading in printed material and on the Internet to make sure it is accurate and realistic</p> <p>When voting on an upcoming referendum or law, you will need to cite evidence to support your vote.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Student Friendly Language:
<p>I can retell stories including fables, folktales, and myths from other countries.</p> <p>I can tell the main idea (central message) and lesson or moral of the story.</p> <p>I can use the most important details to retell the story.</p> <p>I can give examples of fables, folktales, and myths.</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>● Fables</li> <li>● Folktales</li> <li>● Myths</li> <li>● Central Message (Main Idea)</li> <li>● Moral (Lesson)</li> <li>● other cultures have similar themes in stories</li> </ul>	<p>Key details are needed to recount/ retell a story.</p> <p>Fables, folktales, and myths are different types of genres.</p> <p>Keys details are used to determine the central message (main idea) or moral (lesson) of the text.</p> <p>Lessons or morals can be learned by reading literature from diverse cultures.</p>	<p>Summarize a story using key details.</p> <p>Distinguish between fables, folktales, and myths.</p> <p>Draw conclusions about the central message or moral of the text.</p> <p>Investigate literature from diverse cultures to learn lessons or morals.</p> <p>Compare and contrast fables, folktales, and myths from diverse cultures.</p>

Key Vocabulary:										
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Recount (Retell)</td> <td style="width: 50%;">Key Details</td> </tr> <tr> <td>Fables</td> <td>Folktales</td> </tr> <tr> <td>Myths</td> <td>Central Message (Main Idea)</td> </tr> <tr> <td>Moral (Lesson)</td> <td>Diverse Cultures</td> </tr> <tr> <td>Convey</td> <td>Themes</td> </tr> </table>	Recount (Retell)	Key Details	Fables	Folktales	Myths	Central Message (Main Idea)	Moral (Lesson)	Diverse Cultures	Convey	Themes
Recount (Retell)	Key Details									
Fables	Folktales									
Myths	Central Message (Main Idea)									
Moral (Lesson)	Diverse Cultures									
Convey	Themes									
<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>In everyday life, we retell important details to people all the time by taking a message, giving directions, sending an email, answering a phone call, etc.</p> <p>Fables, Folktales, and myths help us understand other cultures.</p>										

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 feelings) and explain how their actions contribute to the sequence of events.	4.RL.3 Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text. (e.g. a character's thoughts, words or actions)

<b>Student Friendly Language:</b>
<p>I can identify a character in a story.</p> <p>I can describe a character's traits in a story.</p> <p>I can connect the character's action to the sequence of events in the story.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Characters</li> <li>● Character trait</li> <li>● Sequence of events</li> <li>● Motivations</li> <li>● Actions</li> </ul>	<p>A character's actions affect the outcome of a story.</p> <p>Every story has a sequence of events.</p> <p>A character's traits/feelings/motivations contribute to their actions.</p>	<p>Recognize characters in a story.</p> <p>Recognize characters traits in a story.</p> <p>Infer a character's traits by citing evidence from the story.</p> <p>Recall sequence of events in a story.</p> <p>Relate the character's actions to the events and/or the outcome of the story.</p>

<b>Key Vocabulary:</b>
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Character  
Trait  
Sequence  
Events  
Actions  
Motivation  
Analyze

**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"?

Learning that choices that we make affect the outcomes in our lives just like the characters in our stories.  
Making connections from the text to their own lives.  
To learn how to tell a story from their own lives in sequence.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.RL.4 Describe how words and phrases 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.	4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.

Student Friendly Language:
I can use the context clues in the sentence to figure out the meaning.
I can tell the difference between literal and non-literal language.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>Words and phrases have multiple meanings</li> <li>Literal language</li> <li>Non-literal language</li> <li>Context clues</li> </ul>	<p>Words and phrases can have different meanings within text.</p> <p>The author's word choice shapes the meaning.</p>	<p>Read a text and create a visual of the literal and non-literal interpretation of text.</p> <p>Differentiate between literal and non-literal.</p>

Key Vocabulary:
<p><u>Literal language</u></p> <p><u>non-literal language</u></p> <p><u>determine</u></p> <p><u>context clues</u></p> <p>phrases</p> <p><u>distinguish</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>To tell the difference between what is factual and what is exaggerated.</p> <p>To interpret a phrase such as "It's raining cats and dogs."</p> <p>To be able to use literal and non-literal language in conversations.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 stanza; describe how each successive part builds on earlier sections.	4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage direction) when writing or speaking about a text.

Student Friendly Language:
<p>I can use words to tell where to find a part of a story, poem, and play.</p> <p>I can describe how stories build up by chapter.</p> <p>I can describe how a play builds up by scene.</p> <p>I can describe how a poem builds up by stanza.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Parts of a story</li> <li>● Cast</li> <li>● Act</li> <li>● Scene</li> <li>● Stanza</li> <li>● Chapter</li> </ul>	<p>Stories, dramas, and poems have unique structures.</p> <p>Stories, dramas, and poems are written sequentially.</p>	<p>Use the term chapter when referring to the parts of a story.</p> <p>Use the terms act and scene when referring to the parts of a play.</p> <p>Use the term stanza when referring to the parts of a poem.</p> <p>Explain how chapters and scenes are sequential and build on the previous chapters and scenes.</p> <p>Apply knowledge of stories, dramas, and poems when writing and speaking.</p>

Key Vocabulary:
<p>Stanza                      scene</p> <p>act                            sequence</p> <p>chapter                      drama</p> <p>parts of a story (characters, setting, plot, resolution, beginning, middle, end)</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 write, I need to tell things in order.</p> <p>I am able to find answers to questions by knowing the structure of the text.</p> <p>I can help other students find a certain part of the story.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.RL.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.	4.RL.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

<b>Student Friendly Language:</b>
I can use prior knowledge (what I know) to connect to a text.
I can form an opinion from what I read.
I can have a different point of view than a character or narrator in a story.

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do</b> (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Text connections</li> <li>● Point of view</li> <li>● Narrator</li> <li>● Characters</li> </ul>	Their point of view may be different than others.	Identify with a text.  Make a connection with the text.  Differentiate between personal views and views of others.

<b>Key Vocabulary:</b>
<u>distinguish</u> point of view narrator character text to self text to text text to world
<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”?
My opinion may not always be the same as others.  It is ok to agree or disagree with a character’s actions.  Be able to see different perspectives.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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).	4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

<b>Student Friendly Language:</b>
I can explain how illustrations help tell a story.
I can use the illustrations and text to explain the mood, setting, and characters of a story.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Illustrations</li> <li>● Characters</li> <li>● Setting</li> <li>● Mood</li> </ul>	Illustrations enhance and provide deeper meaning to a story.	Infer the correlation between illustrations and text.  Analyze the mood of the illustrations.  Create an illustration to reflect the characters and setting of a text.

<b>Key Vocabulary:</b>
illustrations characters setting mood 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”?
Help you choose a book by the cover illustration Art appreciation Create an illustration for your own writing

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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).	4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Student Friendly Language:
I can compare and contrast themes from different stories by the same author. I can compare and contrast settings from different stories by the same author. I can compare and contrast plots from different stories by the same author.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Themes</li> <li>• Settings</li> <li>• Plots</li> <li>• Characters</li> <li>• Series</li> </ul>	Authors may use the same characters in a series of books.  The theme, plot, and setting could be similar or different in books by the same author.  Although the characters in a series can be the same, the theme, plot, and setting can change.	Analyze and synthesize similarities and differences in different themes.  Analyze and synthesize similarities and differences between different settings.  Analyze and synthesize similarities and differences between different plots.  Compare and contrast themes, settings, or plots in text written by the same author.

Key Vocabulary:
compare contrast theme plot setting characters series

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 for the conversation with students to answer the question “why do I have to learn this”?

You could connect with the characters and setting in the book and relate their experiences to your life.  You can learn life lessons from the theme in books.
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