

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Key Ideas and Details	Grade level:	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 explaining what the text says explicitly and when drawing inferences from the text.	5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Student Friendly Language:
I can list important details and make inferences from what I have read.
I can tell where I found the information in the text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> inference in an informational text details examples 	<p>Inferences are a useful tool to aid comprehension.</p> <p>Inferences should be supported by text.</p> <p>When explaining text they need to give a clear explanation for understanding.</p>	<p>Make inferences after reading.</p> <p>Use details from the story and background knowledge to support inferences.</p> <p>Cite examples from text.</p> <p>List examples to support a story.</p>

Key Vocabulary:
<u>connection</u> detail explicit <u>inference</u> <u>text</u> <u>cite</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”?
Evaluating information in the media. Explaining what they have read during a book club they have joined. Making predictions in your personal or professional life based on what they have read or heard.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Student Friendly Language:
<p>I can explain the theme of a story, poem, or drama.</p> <p>I can pick out details to support my theme choice.</p> <p>I can summarize what I have read.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> the four components of a summary (Who, What Where, When of the story, poem, or drama) details 	<p>The components of a summary are essential to writing for a purpose.</p> <p>Knowing the different types of literature is essential to understanding content in writings.</p>	<p>Read passages and determine the type of literature.</p> <p>Write a summary using the four components of a good summary.</p> <p>Compare and contrast a story from a poem or drama.</p>

Key Vocabulary:
<p><u>summary</u></p> <p>story</p> <p><u>poem</u></p> <p><u>drama</u></p> <p>compare</p> <p>contrast</p> <p>theme</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>Read and enjoy drama, poems, and stories.</p> <p>Write a summary for a book review.</p> <p>Write a review for the school newspaper or town newspaper.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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).	5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Student Friendly Language:
I can use specific details from a story or drama to describe a character in depth.
I can use specific details from a story or drama to describe the setting in depth.
I can use specific details from a story or drama to describe an event in depth.
I can use specific details from a story or drama to infer information about a character, setting, or event.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • story elements • infer 	Students will understand that information about a character, setting, or event can be stated explicitly or implicitly within the text based on details provided.	Describe a character, setting, or events using details from the story in oral, written, or graphic expression.

Key Vocabulary:
character setting <u>event</u> elements of plot inference
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”?
Accurately retell a story. Fully enjoy reading a book. Make effective judgments about people in real life. Fill out reports (fire, accident, police, etc.).

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Craft & Structure	Grade level:	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 (e.g., Herculean).	5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Student Friendly Language:
<p>I can understand the meaning of words and phrases in text.</p> <p>I can connect words describing important characters as they are presented (alluded to) in many genres to vocabulary (Herculean refers to Hercules, which means 'strong')</p> <p>I can determine the difference between real (literal) and non-literal text.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● genres ● non-literal vs. literal text ● reference materials (dictionary, thesaurus, etc) ● figurative language (similes, metaphors, idioms, etc) ● character traits 	<p>Context clues will help them make sense of words and phrases.</p> <p>There are various genres of text.</p> <p>Words or phrases can be non-literal or literal.</p> <p>Reference materials can help them make sense of words or phrases.</p> <p>Figurative language can make text more meaningful and interesting.</p> <p>Character traits can be transferred to general meanings of words.</p>	<p>Use context clues to determine meaning of text.</p> <p>Use reference materials to determine meaning of text.</p> <p>Compare and contrast non-literal and literal text.</p> <p>Identify and explain figurative language.</p>

Key Vocabulary:				
genre	myth	literal	non-literal	figurative language
simile	metaphor	idiom	<u>mythology</u>	thesaurus
context clues	character traits			

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”?

Learn how to communicate with others in more interesting ways (using idioms, metaphors, etc.)

Be able to make clear pictures in others’ minds when communicating.

Read to write and write to read in more unique ways.

Make sense of the world around you (piece of cake means easy, as strong as Superman, etc.).

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 directions) when writing or speaking about a text.	5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Student Friendly Language:
<p>I can describe the major difference between a poem, a drama, and prose (short stories, essays, novels, fables, fairy tales, tall tales, comedy, newspaper articles.)</p> <p>I can list structural elements of poems, dramas, and prose.</p> <p>I can identify characteristics (structural elements) of poems, dramas, and other written language.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Poetry Forms ● Drama Elements ● Structural Elements 	<p>Authors write for different purposes and in different styles.</p> <p>There are differences between poems, drama, and prose.</p> <p>The structural elements determine the form of writing.</p>	<p>Identify the differences between a poem, drama, and prose.</p> <p>Explain the major characteristics of a poem, drama, and prose.</p> <p>Differentiate between prose, dramas, and poetry using a graphic organizer.</p> <p>Describe the structural elements of poems.</p>

Key Vocabulary:																								
<table style="width: 100%; border: none;"> <tr> <td>prose</td> <td><u>drama</u></td> <td>chapter</td> <td>scene</td> <td>stanza</td> <td>dialogue</td> </tr> <tr> <td>stage directions</td> <td>cast</td> <td>rhythm</td> <td>verse</td> <td>rhyme</td> <td>alliteration onomatopoeia</td> </tr> <tr> <td>hyperbole</td> <td>personification</td> <td>simile</td> <td>metaphor</td> <td>plot</td> <td></td> </tr> <tr> <td>setting</td> <td>audience</td> <td>meter</td> <td></td> <td></td> <td></td> </tr> </table>	prose	<u>drama</u>	chapter	scene	stanza	dialogue	stage directions	cast	rhythm	verse	rhyme	alliteration onomatopoeia	hyperbole	personification	simile	metaphor	plot		setting	audience	meter			
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<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>Helps understand the purpose of presenters and speakers.</p> <p>Helps to understand plays, movies, and book clubs.</p> <p>Helps us express ourselves in writing in a variety of ways.</p>																								

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.

Student Friendly Language:
<p>I can identify who is telling the story.</p> <p>I can describe the similarities and differences based on who is telling the story.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • stories are written from different points of view (first & third person) • narrator • first person • third person 	<p>The story can or will change depending on the point of view.</p>	<p>Determine the point of view and describe how it affects the perception of a story.</p> <p>Compare and contrast different stories told from two different points of view (first & third person).</p>

Key Vocabulary:
<p>narrator point of view <u>first person</u> <u>third person</u> compare contrast</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>Understand that there is more than one point of view in writing, television, etc...</p> <p>Appreciate (respect) the viewpoints of others.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).

Student Friendly Language:
I can make connections between different versions of a text.
I can compare/contrast a written version with a visual or oral version of a text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> There can be multiple versions or formats of the same story. 	<p>Connections are made when you relate the text to self, to world, and to other text.</p> <p>Multiple interpretations can be made from the same text.</p> <p>Good readers make connections to enhance their understanding.</p> <p>Illustrations can help enhance or explain a text.</p>	<p>Identify connections in text</p> <p>Relate text to text</p> <p>Relate text to self</p> <p>Relate text to world</p> <p>Analyze characteristics from different versions of text</p>

Key Vocabulary:
illustration <u>connection</u> oral presentation visual presentation detail <u>drama</u> text compare contrast
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"?
Compare and contrast a movie and book of the same title. Create visual representations of text for a book review. Attend a play based on a book and discuss similarities and differences.

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Strand:	Reading for Literature	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	4
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 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.	5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Student Friendly Language:
I can find similarities (compare) in literature from different cultures I can find differences (contrast) in literature from different cultures. I can sequence the events in literature from different cultures.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Different genres have defining characteristics. • Common themes recur in traditional literature. 	Similarities and differences exist in literature of different cultures. Traditional literature of different cultures follows a pattern of sequential events.	Analyze traditional cultural literature to compare and contrast Cite evidence of sequential patterns in traditional literature

Key Vocabulary:
similarities differences theme diversity myth folktale <u>culture</u> compare contrast sequence traditional literature genre analyze cite evidence
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”?
You can learn more about a culture by reading literature from it. You can build relationships with people from different cultures by reading and understanding their traditional literature.