

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Key Ideas and Details	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
RL.4.1 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.	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Student Friendly Language:
I can quote from text when explaining my understanding of what the text says.
I can quote from text when drawing inferences from the text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • inferences • evidence • explicit 	<p>Evidence from the text supports their inferences.</p> <p>Evidence from the text supports their explanations.</p>	<p>Make inferences.</p> <p>Summarize text with supporting quotes.</p> <p>Cite evidence</p>

Key Vocabulary:
<p>inferences quote quotations evidence <u>explicitly</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>Read and discuss various genres of literature.</p> <p>Writing a letter to the editor and backing it up with evidence</p> <p>Trying to defend a decision with evidence</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
RL.4.2 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.	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.

Student Friendly Language:
<p>I can identify the theme of any text from its details.</p> <p>I can recognize how characters respond to challenges in a story or drama.</p> <p>I can summarize the text.</p> <p>I can determine how a speaker in a poem reflects on a topic.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Theme ● story ● drama ● poem ● details ● characters ● challenges ● speaker ● summarize ● topic 	<p>Literary elements in text support central ideas or theme.</p> <p>The development of challenges can influence a character.</p> <p>Poetry can express how a speaker reflects on a topic.</p> <p>Summarizing a text is based upon explaining the challenges faced by the characters and speaker.</p>	<p>Identify theme from details.</p> <p>Determine topic from the written material.</p> <p>Summarize the text.</p> <p>Explain relationships between the characters and the story.</p>

Key Vocabulary:
<p>theme, story, drama, poem, details, characters, challenges, speaker, summarize, topic, central message, development, influence</p>
Relevance and Applications:
<p>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>Identify the theme and how the relationship between the author and or characters relate to the theme in these following sources: Internet, Resources, Reading novels, Movies, Plays, Periodicals.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
RL.4.3 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).www	6.RL.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Student Friendly Language:
I can compare and contrast two or more characters using specific details in the text.
I can compare and contrast two or more settings using specific details in the text.
I can compare and contrast two or more events using specific details in the text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
story element <ul style="list-style-type: none"> ● Setting ● characters ● challenges/problem ● climax ● resolution/solution 	Comparing is finding things that are the same. Contrasting is finding things that are different.	Compare similarities in the text. Analyze differences in the text. Explain how characters interact.

Key Vocabulary:
<u>story elements</u> compare contrast similarities differences
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”?
Assist with making better choices by understanding how characters interact.
Appreciate similarities and differences in people and situations

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Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	6.RL.4 Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Student Friendly Language:
<p>I can understand the meanings of words and phrases in the text.</p> <p>I can identify similes and metaphors.</p> <p>I can understand similes and metaphors.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Figurative Language <ul style="list-style-type: none"> -Similes -Metaphors 	<p>Context clues will provide meaning to the words and phrases in the text.</p> <p>Similes and metaphors are examples of figurative language.</p> <p>Figurative language has an effect on the meaning of the text.</p>	<p>Use strategies to understand the meaning of vocabulary words.</p> <p>Identify metaphors and similes in context.</p> <p>Derive word meanings from context clues.</p> <p>Use resources to find word meanings (dictionary, thesaurus, etc.)</p>

Key Vocabulary:
<p>Similes</p> <p>Metaphors</p> <p>Figurative Language</p> <p>Context Clues</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>Daily reading of text in a variety of situations.</p> <p>Reading the newspaper and watching TV.</p> <p>Reading directions or instructions in day to day activities.</p> <p>Reading for enjoyment.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
RL. 4.5 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.	RL. 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Student Friendly Language:
I can explain how chapters, scenes, and stanzas fit together and increase my overall understanding of the text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Chapters ● Scenes ● Stanzas ● Story ● Drama ● Poem ● Text structure 	<p>Text structure affects the story, drama, or poem.</p> <p>Text structure is purposeful.</p> <p>Authors choose to structure and organize text in a specific way to enhance the message.</p>	<p>Explain how parts of a text fit together to make the whole text.</p> <p>Identify the text structure.</p> <p>Organize a poem to show how stanzas fit together.</p>

Key Vocabulary:
<p>Chapters Scenes Stanzas Story Drama Poem Text Structure</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 text that has flashback and foreshadowing.</p> <p>Write a story with chapters, a play with scenes, or a poem with stanzas.</p>

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Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
RL.4.6. 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.	RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

Student Friendly Language:
I can describe how a narrator’s point of view influences how events are described.
I can describe how a speaker’s point of view influences how events are described.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Multiply points of view ● Inference ● Influence 	<p>Point of view is a representation of the narrator/speaker’s perspective of events.</p> <p>Events are recounted based on an individual’s perspective.</p>	<p>Identify narrator/speaker.</p> <p>Identify point of view.</p> <p>Analyze which descriptions are influenced by Point Of View.</p> <p>Predict how events would be described differently from the point of view of another character.</p> <p>Create a description with multiple perspectives of a singular event.</p>

Key Vocabulary:										
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">narrator</td> <td style="width: 50%;">speaker</td> </tr> <tr> <td>first person</td> <td>third person</td> </tr> <tr> <td>perspective</td> <td>inference</td> </tr> <tr> <td>influence</td> <td>point of view</td> </tr> <tr> <td>proponent</td> <td>opponent</td> </tr> </table>	narrator	speaker	first person	third person	perspective	inference	influence	point of view	proponent	opponent
narrator	speaker									
first person	third person									
perspective	inference									
influence	point of view									
proponent	opponent									
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”?										
Read versions of multiple fairy tales.										

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Strand:	Reading for Literature	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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).	6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Student Friendly Language:
I can explain how photographs contribute to the tone, meaning or beauty of a text.
I can explain how audio contributes to the tone, meaning or beauty of a text.
I can explain how illustrations contribute to the tone, meaning or beauty of a text.
I can explain how animation or video contribute to the tone, meaning or beauty of a text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Multi-media ● Meaning of a text ● Author’s tone ● Beauty of a text ● Fiction ● Folk tale ● Graphic Novel 	Visual and multi-media elements contribute to the meaning, tone or beauty of a text.	Analyze and prove how visual and multi-media elements contribute to the meaning, tone or beauty of a text.

Key Vocabulary:								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><u>Multi-media.</u></td> <td style="width: 50%;"><u>tone</u></td> </tr> <tr> <td>myth</td> <td>folk tale</td> </tr> <tr> <td>fiction</td> <td>text</td> </tr> <tr> <td>subjectivity</td> <td></td> </tr> </table>	<u>Multi-media.</u>	<u>tone</u>	myth	folk tale	fiction	text	subjectivity	
<u>Multi-media.</u>	<u>tone</u>							
myth	folk tale							
fiction	text							
subjectivity								
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>Students will analyze a movie trailer and explain how it contributes to the meaning or beauty of a text.</p> <p>Students will explain how visual references such as book jackets, picture illustrations, or photographs contributes to the meaning or beauty of a text.</p>								

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading Standards for Literature K-5	Anchor Standard:	5.RL.9 Integration of Knowledge and Ideas	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4.RL.9 Compare and contrast the treatment of similar themes and topics (opposition of good and evil) and patterns of events (the quest) in stories, myths, and traditional literature from different cultures.	5.RL.9 Compare and contrast stories in the same genre (mysteries and adventure stories) on their approaches to similar themes and topics.	6.RL.9 Compare and contrast texts in different forms or genres (stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Student Friendly Language:
<p>I can compare two or more stories of the same genre.</p> <p>I can contrast two or more stories of the same genre.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Characters ● Settings ● Plot or Events ● Theme ● Topics ● Different Genres ● Compare ● Contrasts ● Connections between stories ● Main Idea ● Supporting Details 	<p>Stories may be similar or different.</p> <p>Stories are told from different points of view.</p> <p>Comparing and contrasting will develop their overall understanding of the story.</p> <p>Stories can teach more than one lesson.</p> <p>There can be several stories that teach the same topic..</p>	<p>Compare stories in the same genre.</p> <p>Contrast stories in the same genre.</p> <p>Discover themes of stories.</p> <p>Make connections to themes in other texts.</p>

Key Vocabulary:
<u>Genre</u> , non-fiction, fiction, compare, contrast, connections, <u>theme</u> , story elements
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>Compare a newspaper article to the same T.V. news story, or to a news magazine covering the same story.</p> <p>When writing a science report compare/contrast how other authors deal with the same theme.</p>