

SD Common Core State Standards Disaggregated English Language Arts Template

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

Student Friendly Language:
<p>With help I can learn to ask questions about details of a story. With help, I can learn to answer questions about details of a story.</p>

Know (Factual)	Understand (Conceptual) The Students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Key details • Questions • Answers 	<p>The key details help me to understand the story.</p> <p>There is a difference between asking and telling.</p> <p>Asking questions help us understand the story.</p> <p>Answers should relate directly to the question asked.</p>	<p>With prompting and support students will ask questions about details from a story read aloud.</p> <p>With prompting and support students will answer questions about details of a story read aloud.</p> <p>Students will explain the details of a story.</p> <p>Students will create a different ending to a story.</p>

Key Vocabulary:
<p><u>details</u> <u>questions</u> <u>answers</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>You need to be able to ask questions to be sure you understand directions or what is expected of you (ex. understanding directions manual for building something, you don’t understand exactly what your boss wants you to do).</p> <p>You need to be able to give answers that make sense when people ask you questions at home, school or work (ex. ordering a meal, explaining why you did something to your parents or boss).</p> <p>Questioning skills are essential to reading comprehension.</p>

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NA	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.

Student Friendly Language:
With help I can retell a story I know and use details,

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Recognize a story Recognize key details 	Key details are important when retelling a familiar story.	<p>Students can retell a story using details with prompts (oral or visual) as needed.</p> <p>Students can use oral language skills.</p>

Key Vocabulary:
<p><u>retell</u> <u>key details</u> familiar <u>story (characters, events)</u> prompts <u>details</u> <u>Sequence words</u> (in order, first, last, next)</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>I need to be able to understand and remember what has happened in a story (or in real life) and tell it to someone else so it can be understood.</p> <p>For example: Show and tell Retelling details to a teacher if someone was hurt on the playground.</p>

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

Student Friendly Language:
<p>With help, I can name the characters in a story.</p> <p>With help, I can tell about the setting of a story.</p> <p>With help, I can tell major events of a story.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● characters ● settings ● major events 	<p>Characters are who a story is about.</p> <p>The setting shows where a story takes place.</p> <p>Major events tell a story.</p>	<p>With support, explain major events of the story.</p> <p>With support identify the characters of the story.</p> <p>With support identify the setting of the story.</p> <p>With support, distinguish between the character and event.</p>

Key Vocabulary:
<p><u>character</u></p> <p><u>setting</u></p> <p><u>major events</u></p>
<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>When reporting bullying to your teacher you need to be able to tell who was involved, where it happened, and what happened.</p> <p>When you witness a crime you will be able to tell the officers a description of events and people involved.</p> <p>When Mom and Dad ask you what you did today, you need to be able to tell them where you were, who you played with, and what happened.</p>

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Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade Level:	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.RL.4 Ask and answer questions 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.

Student Friendly Language:
I can ask questions about words I do not know.
I can answer questions about words.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> questioning Words letters make words words make text 	<p>Words have meaning.</p> <p>A question receives an answer.</p> <p>An answer relates to a question.</p>	<p>Ask questions about unknown words.</p> <p>Answer questions about unknown words.</p>

Key Vocabulary:
<p><u>question</u></p> <p><u>answer</u></p> <p><u>words</u></p> <p><u>text</u></p> <p>unknown</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>Students must ask questions to understand print in their environment.</p> <p>Students must answer questions related to conversation or text.</p>

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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

Student Friendly Language:
I can tell you which text is a poem.
I can tell you which text is a story book.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • poems • storybooks 	<p>Poems can be short.</p> <p>Poems can have a vertical arrangement on one page.</p> <p>Poems can have rhythm or rhyme.</p> <p>Storybooks have a beginning, middle and end.</p> <p>Storybooks have front cover, back cover, title page and story pages.</p>	<p>Compare and contrast storybooks and poems.</p> <p>Recognize a storybook.</p> <p>Recognize a poem.</p>

Key Vocabulary:
<p><u>poem</u></p> <p>storybook</p> <p><u>text</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>I see my grandpa read the newspaper.</p> <p>I see my grandma read the map.</p>

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N/A	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.

Student Friendly Language:
<p>I can tell you what the author does.</p> <p>I can tell you what the illustrator does.</p> <p>I can name the author.</p> <p>I can name the illustrator.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● author ● illustrator ● pictures and words 	<p>An author and illustrator work together to create a story.</p> <p>There is a difference between an author and an illustrator.</p> <p>An author and an illustrator can be the same person.</p>	<p>Explain the difference between an author and an illustrator.</p> <p>Name the author of a story.</p> <p>Name the illustrator of a story.</p> <p>Explain what the author does.</p> <p>Explain what the illustrator does.</p>

Key Vocabulary:
<p>name define</p> <p>prompt support</p> <p>role <u>author</u></p> <p><u>illustrator</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>I can write my own story with illustrations and/or words.</p> <p>I can create a map for someone to find a classroom, playground, house, etc.</p> <p>I can write a letter to someone.</p> <p>I can find other books by the same author and/or illustrator.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Integration of Knowledge and Idea	Grade Level:	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	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 the illustrations and details in a text to describe its key ideas.

Student Friendly Language:
With help, I can describe what is happening in a story by looking at the illustrations.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Stories are made of events/ moments. 	<p>The illustrations (pictures) can help to tell the events of the story.</p> <p>There are details (picture clues) in the illustrations that tell you what is happening throughout the story.</p>	With support, describe the event of the story by using the illustrations.

Key Vocabulary:
illustrations relationship
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>You can use picture clues to help you decode unknown words.</p> <p>You can predict what will happen in the story.</p> <p>You can retell a story to your little brother or sister by looking at the pictures.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
NA	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.

Student Friendly Language:
I can tell how the adventures and experiences of characters in stories are the same and different with help.

Know (Factual)	Understand (Conceptual) I want students to know that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> familiar stories 	Connections can be made between familiar stories.	<p>Explain experiences/adventures of characters in known stories.</p> <p>With support, compare/contrast the experiences and adventures of the characters in known stories.</p>

Key Vocabulary:
Compare/Contrast Character
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”?
If you don’t know how to handle a situation think of how a character from a story handled a similar experience.