

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Comprehension and Collaboration	Grade level:	1
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p>1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>

Student Friendly Language:
<p>I can have conversations with adults.</p> <p>I can have conversations with other students.</p> <p>I can follow classroom rules for speaking.</p> <p>I can follow classroom rules for listening.</p> <p>I can ask questions to help me understand what someone else is saying.</p> <p>I can add to the conversation by staying on the topic of discussion.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Questioning strategies Listening strategies Difference between asking and telling Classroom rules for speaking and listening 	<p>Discussion is a means of hearing multiple points of view.</p> <p>Asking questions or adding to discussions can clarify understanding of someone else's thinking.</p> <p>Hearing other people's thinking helps expand your own thinking.</p>	<p>Identify topic of discussion.</p> <p>Respond on topic.</p> <p>Listen to others.</p> <p>Follow classroom rules for discussion.</p> <p>Ask appropriate questions.</p> <p>Show respect for others who are participating in the discussions.</p> <p>Be respectful of those who have differing opinions</p>

Key Vocabulary:

questions
asking
answering
listening
speaking

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”?

So you can carry on meaningful conversations with others (your teachers and friends).

So you can find out more about things that interest you through discussions with others.

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K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood	1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Student Friendly Language:
<p>I can ask questions about a story.</p> <p>I can answer questions about a story.</p> <p>I can ask questions during a class discussion.</p> <p>I can answer questions during a class discussion.</p> <p>I can ask questions about a movie or something on the computer.</p> <p>I can answer questions about a movie or something on the computer.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Questioning Strategies ● Listening Strategies ● Difference between asking and telling ● Classroom rules for speaking and listening 	<p>Gain information from asking questions.</p> <p>Can comprehend information shared orally or through media.</p> <p>It is ok to ask questions about text, a presentation, or information from other media.</p>	<p>Recall information from text read aloud or information presented orally or through other media.</p> <p>Formulate questions about text read aloud or information presented orally or through other media.</p>

Key Vocabulary:
<p>questions <u>asking</u></p> <p><u>answering</u> <u>listening</u></p> <p><u>speaking</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>To understand what is being said to you. So you can understand the key details in a read-aloud or an oral presentation.</p>

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K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Student Friendly Language:
I can understand information by asking questions about what a speaker says.
I can answer questions about what a speaker says.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Understanding good questioning Recognize when more information is needed Develop questions based upon listening to what the speaker is saying Classroom rules for speaking and listening 	<p>Questioning is a tool to obtain and clarify information.</p> <p>Asking questions about what is said is a strategy to gather additional information or for clarification.</p> <p>Answering questions about what is said will help them gain additional information and clarification for what is said.</p>	<p>Listen well.</p> <p>Respect others.</p> <p>Ask questions.</p> <p>Answer questions.</p> <p>Ask for more information and clarification, as needed</p>

Key Vocabulary:
<p>questions</p> <p><u>asking</u></p> <p><u>answering</u></p> <p><u>listening</u></p> <p><u>speaking</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>When learning new information, it is important to learn to ask and answer clarifying questions to gather additional information in order to understand the task at hand.</p>

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K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Student Friendly Language:
I can describe people, places, things, and events with many important details.
I can talk about ideas and feelings clearly.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● people ● places ● things ● events ● details ● ideas ● feelings 	<p>Expressing feelings and ideas need important and relevant details.</p> <p>People, places, things, and events need to be explained with important and relevant details.</p>	<p>Express ideas and feelings with details.</p> <p>Describe people, places, things, and events with relevant details.</p>

Key Vocabulary:
<p>events</p> <p><u>details</u></p> <p>ideas</p> <p><u>feelings</u></p> <p><u>nouns</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>Describing what happened at school or home throughout the day using important details.</p> <p>Give ideas and share feelings at school or home</p>

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K.SL.5 -Add drawings or other visual displays to descriptions as desired to provide additional detail.	1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Student Friendly Language:
<p>I can draw a picture to share my ideas, thoughts, and feelings about a topic.</p> <p>I can create a visual display to share my ideas, thoughts, and feelings about a topic.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Details ● Different visual displays ● Ways to describe 	<p>Visual displays help the reader understand details about a subject.</p> <p>Visual displays must support the presentation appropriately.</p> <p>Visual displays can be used to express ideas.</p> <p>Visual displays help the audience understand my thoughts, feelings, and ideas.</p>	<p>Create a drawing to show understanding of a topic.</p> <p>Create visual display(s) to show understanding of a topic.</p>

Key Vocabulary:
<p>description</p> <p><u>details</u></p> <p>visual displays</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 make a diorama of an environment.</p> <p>I can draw a picture to show what I know about living and nonliving things.</p> <p>I can use Legos to create a map of the playground.</p> <p>I can make a poster to tell about natural resources.</p> <p>I can make a poster to enhance my lemonade stand.</p>

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K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.	1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	2.SL.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Student Friendly Language:
I can talk in complete sentences.
I can answer my teacher and others in complete sentences about different things.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Complete sentences ● Appropriate responses 	<p>Complete sentences have a clear beginning and end.</p> <p>When speaking, you must talk in complete sentences.</p> <p>There are appropriate responses to different tasks and situations.</p>	<p>Produce complete sentences when speaking.</p> <p>Respond in complete sentences to different tasks and situations when speaking.</p>

Key Vocabulary:
complete sentence appropriate
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>People need to be able to speak in complete sentences in order to have meaningful conversations.</p> <p>In order to answer questions correctly, you need to be able to listen and understand what is being said.</p> <p>During job interviews, you must be able to speak in complete sentences.</p>