

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Comprehension and Collaboration	Grade level:	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	<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>

Student Friendly Language:
<p>I can talk and listen in a small group. I can talk and listen in a large group. I can take turns listening and speaking.</p>

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • How to listen • How to follow rules • How to take turns 	<p>Students need to take turns speaking.</p> <p>Students need to listen to others when they are speaking.</p> <p>Conversations happen with two or more people.</p> <p>Having a conversation means staying on topic and asking questions about the same topic.</p>	<p>Participate in oral language activities.</p> <p>Work collaboratively in small groups using turns when speaking and listening.</p> <p>Discuss a topic or text using appropriate group rules during small group/large group.</p>

Key Vocabulary:		
Listen	Group Rules	Speaking
Taking Turns	<u>Topic</u>	Speaker
Listener	Discuss	<u>Conversation</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"?		
<p>When I am in an assembly I will listen to the speaker. I need to listen to my supervisors directions when I have a job.</p>		

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N/A	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.

Student Friendly Language:
I can ask and answer questions about key details in a text read aloud.
I can ask and answer questions about key details from information that I have heard.
I can ask questions when I do not understand something.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Listen • Observe 	<p>Asking questions helps to understand/clarify a text or information presented.</p> <p>Asking questions is important to their understanding.</p> <p>Misunderstandings occur and need to be clarified.</p>	<p>Confirm understanding by asking/answering who, what, when, where, why, and how questions about a text read aloud or from information the teacher presents.</p> <p>Ask for clarification about misunderstandings.</p>

Key Vocabulary:
<u>Question words</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”?
While attending a campaign rally I will be able to ask questions of the candidate concerning their ideas.

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N/A	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.

Student Friendly Language:
<p>I can ask and answer questions when I need help.</p> <p>I can ask and answer questions to get information.</p> <p>I can ask questions when I do not understand something.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Listen • Observe 	<p>Misunderstandings can and do occur.</p> <p>Asking questions can solve misunderstandings.</p> <p>People may know information that others need or want.</p> <p>Others can help solve problems.</p>	<p>Ask and answer questions for help.</p> <p>Ask and answer questions for information.</p> <p>Ask or answer questions to clarify information.</p>

Key Vocabulary:
<p>Questions Information</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>You can ask for directions to a new restaurant you would like to visit.</p> <p>You can ask for directions to a friend's house.</p> <p>When you do not understand how to clean a spot on the carpet, you can ask for help.</p>

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

Student Friendly Language:
<p>I can describe people.</p> <p>I can describe places.</p> <p>I can describe things.</p> <p>I can describe events.</p> <p>I can add details to my description with assistance.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • familiar people • familiar places • familiar things • familiar events 	The more details they give in their descriptions, the more information their listener will have about their topic.	Describe detailed descriptions of familiar people, places, things, and events.

Key Vocabulary:
familiar people places things events
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>Tell someone about your family vacation this summer, the ball game you went to last night, the bike you got for your birthday, or why your grandma is such a special person.</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.

Student Friendly Language:
<p>I can make my drawings match my words.</p> <p>I can add details to drawings.</p> <p>I can label pictures.</p> <p>I can use pictures to show my thinking.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • representational drawing • descriptions • visual displays 	<p>Pictures help comprehension.</p> <p>Visual displays can be used to express their ideas and organize oral presentations.</p> <p>Visual displays enhance the audience's understanding of a presentation.</p>	<p>Create pictures or diagrams that match text.</p> <p>Draw a picture that enhances a verbal story.</p>

Key Vocabulary:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">description</td> <td style="width: 50%;">picture</td> </tr> <tr> <td>drawing</td> <td>visual displays</td> </tr> <tr> <td>details</td> <td>labels</td> </tr> </table>	description	picture	drawing	visual displays	details	labels
description	picture					
drawing	visual displays					
details	labels					

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”?

Draw a map in geography.
 Draw a diagram in science to show the life cycle of a butterfly.
 Draw a picture on a card to express my feelings.
 Use clay to make my house.
 Show and tell.

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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.

Student Friendly Language:
<p>I can express my thoughts so others can understand.</p> <p>I can express my feelings so others can understand.</p> <p>I can express my ideas so others can understand.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● feelings ● thoughts ● ideas ● how to speak so others can understand ● how to use appropriate tone of voice 	<p>They need to express their thoughts clearly so others can understand them.</p> <p>They can share ideas with others.</p> <p>Feelings can be expressed through non-verbal and verbal cues.</p>	<p>Speak clearly</p> <p>Speak audibly</p> <p>State appropriate thoughts</p> <p>State appropriate feelings</p> <p>State appropriate ideas</p>

Key Vocabulary:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">speak</td> <td style="width: 50%;">express</td> </tr> <tr> <td>thoughts</td> <td>ideas</td> </tr> <tr> <td>feelings</td> <td>audibly</td> </tr> </table>	speak	express	thoughts	ideas	feelings	audibly
speak	express					
thoughts	ideas					
feelings	audibly					
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>Ordering food from McDonalds.</p> <p>Talking on the phone.</p> <p>In an emergency situation need to speak clearly to express the situation.</p>						