

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing Standards K-5	Anchor Standard:	Text Types and Purposes	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>4.W.1 Write opinion pieces on topics or text, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or selection related to the opinion presented.</p>	<p>5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>6. W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows for the argument presented</p>

Student Friendly Language:
<p>I can introduce a topic clearly.</p> <p>I can state an opinion.</p> <p>I can logically organize ideas.</p> <p>I can logically group my ideas.</p> <p>I can support my opinion with facts and details.</p> <p>I can connect my opinion and reasons using words like consequently and specifically.</p> <p>I can provide a conclusion that includes my opinion.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> point of view opinion versus fact logical organization of ideas 	<p>Opinions are supported by facts.</p> <p>Writing must be organized in a logical manner.</p>	<p>Write an opinion piece that includes an introduction, supporting facts, and a conclusion.</p> <p>Arrange your ideas in a logical order.</p> <p>Incorporate linking words such as consequently and specifically.</p>

Key Vocabulary:
<p>logic clauses</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>To be able to share opinion in a logical and reasonable manner.</p> <p>To be able to write a letter to an editor.</p> <p>To be able convince an adult of your point of view. (e.g. Why I need a later curfew.)</p> <p>To be able to share my opinion on social media with facts to support my reasoning.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrasts, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information</p>

Student Friendly Language:
<p>I can write with an attention drawing beginning.</p> <p>I can write a middle filled with information and examples.</p> <p>I can write a concluding statement that relates to the information I have given.</p> <p>I can write in logical order.</p> <p>I can connect my ideas to each other.</p> <p>I can use vocabulary that explains and informs about the topic..</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Transition words across categories • Specific, focused introduction of a topic. 	<p>Introductory sentences are important to stating the purpose of the writing.</p> <p>The purpose of their writing should be supported with facts, definitions, concrete details, quotations, or other information or examples.</p> <p>Good writers use transition words to link their ideas together across categories..</p> <p>Word choice helps explain the topic and purpose.</p> <p>Conclusions are used to restate the purpose and conclude the entire work.</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>When writing include a clear topic, support, and multimedia when appropriate.</p> <p>Identify and use effective transitions.</p>

Key Vocabulary:

focus
observation
transition

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”?

Writing papers in high school
Applying for a job
Applying for scholarships
Essay contests
Newspaper article
School newspaper
Christmas cards

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from narrated experiences or events.</p>	<p>5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>

Student Friendly Language:
<p>I can write a story using real experiences or events.</p> <p>I can write a story using my imagination.</p> <p>I can use details in my story.</p> <p>I can write a story following the sequence of events.</p> <p>I can use conversation among characters in my story.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● transitions in writing ● narrative techniques of writing (dialogue, description, pacing, etc.) 	<p>Narratives follow a natural sequence of events including an introduction, a body, and a conclusion.</p> <p>A well-written narrative includes a variety of narrative techniques such as dialogue, description, details, and pacing.</p> <p>A well-written narrative includes descriptive detail and a variety of transitional words.</p>	<p>Create a real or imagined narrative that follows a sequence of events.</p> <p>Use concrete words and sensory details in their writing.</p> <p>Uses transitional words or phrases appropriately in their writing.</p> <p>Uses narrative techniques (such as dialogue, description, details, etc.) writing.</p>

Key Vocabulary:

transitions
pacing
clauses
concrete words
sensory details

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”?

Write a journal or blog.

Compose a bed-time story for children.

Compose a ghost story to tell at camp.

Use written expression to communicate effectively

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing Standards K-5	Anchor Standard:	Production & Distribution of Writing	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4.W.4- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	5.W.4-Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	6.W.4-Produce clear & coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Student Friendly Language:
I can develop and organize my ideas to create a writing project that makes sense to others. I can write for a variety of reasons and a variety of people.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Grade level grammar, mechanics, and conventions. ● Story elements (e.g., setting, characters, plot, sequence) ● Writing process 	<p>Purpose and audience must be determined prior to writing.</p> <p>Organized writing helps convey the message.</p> <p>Writing is a process.</p>	<p>Determine the audience and purpose of the writing.</p> <p>Plan ideas using prewriting strategies.</p> <p>Revise and use the writing process.</p> <p>Create a rough draft.</p>

Key Vocabulary:
<p>complete sentences audience <u>voice</u> story elements development</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>Communicate effectively for a variety of audiences (job application, cover letter, memo, letters to the editor, writing articles for a school newspaper, email, blogs, text, children’s story, presentation)</p> <p>Writing a rebuttal to a reprimand in hor employment file.</p> <p>Filing a complaint or police report.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing Standards K-5	Anchor Standard:	Production and Distribution of Writing	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Student Friendly Language:
<p>I can plan before writing. I can revise my writing. I can edit my writing. I can use pictures and words to identify characters, setting, and plot. I can consider suggestions from others regarding my writing.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● plan ● revise ● edit ● rewrite ● conventions ● guidance ● support 	<p>Writing is a process.</p> <p>Exchanging feedback (guidance and support from outside sources) can enhance writing.</p> <p>There are many ways to strengthen writing.</p>	<p>Try a new approach (ex. style, perspective, voice, genre)</p> <p>Plan a course of action.</p> <p>Revise writing.</p> <p>Apply editing skills to improve writing.</p> <p>Rewrite to strengthen writing</p> <p>Implement peer-editing and support from outside sources.</p>

Key Vocabulary:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">revise</td> <td style="width: 33%;">edit</td> <td style="width: 33%;">ewrite</td> </tr> <tr> <td>guidance</td> <td>approach</td> <td>plan</td> </tr> </table>	revise	edit	ewrite	guidance	approach	plan
revise	edit	ewrite				
guidance	approach	plan				
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>Writers and authors often revise and rewrite multiple times to ensure that their message is being communicated accurately and clearly.</p> <p>We have to write ALL the time! Revising and rewriting allows us to improve our writing and better communicate! Writers get advice and feedback from many people throughout the writing process, this helps improve our writing. Write an article/story for a newspaper.</p>						

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Production and Distribution of Writing	Grade level:	5th
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>4.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>5.W.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>6.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboard skills to type a minimum of three pages in a single sitting.</p>

Student Friendly Language:
<p>I can write and publish my own work using the computer. I can type at least two page fluently.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Keyboarding skills ● Locate the Internet to locate relevant informations ● Use word processing program, effectively. 	<p>Accurate and fluent keyboard skills.</p> <p>How to type a two pages on the internet.</p>	<p>Type a minimum of two page paper in a single setting on the computer.</p> <p>Evaluate the paper and errors.</p> <p>Use technology to assist the writing process.</p>

Key Vocabulary:
<p>technology Internet format publish revise produce fluently</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>Technology should be used daily in the classroom. This can be accomplished by collaborating with other in classrooms across the US, skypeing, blogging, i pod, i pad, smartboards, smartphones.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Research to Build and present knowledge	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	5 W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	6 W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Student Friendly Language:
<p>I can use a variety of resources when investigating a specific topic. (books, encyclopedias, Internet, magazines, newspapers)</p> <p>I can use the information I have found to write about a topic.</p> <p>I can decide what information is correct and helps me understand my topic.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Available resources • Relevant information 	<p>It is important to evaluate and question information for accuracy.</p> <p>It is necessary to use multiple resources.</p>	<p>Compose a report</p> <p>Analyze information</p> <p>Communicate information in a clear and concise manner</p> <p>Investigate a topic using multiple resources</p>

Key Vocabulary:
<p>investigate resources compose variety information results conduct evaluate</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>Research for a high school or college project. Research to determine what type of car you wish to buy.</p>

PSD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing Standards K-5	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Student Friendly Language:
<p>I can gather relevant information from a variety of sources. (e.g. personal experiences, print and digital sources)</p> <p>I can summarize or paraphrase information in notes and my finished work.</p> <p>I can provide a list of sources.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> relevant information personal experiences print sources digital sources note taking methods 	<p>We should summarize and paraphrase the writing of others not copy it word for word.</p> <p>Authors use a variety of sources to add interest and validity to their finished work.</p> <p>Sources vary in their quality.</p> <p>Summaries are a condensed version of original material.</p>	<p>Gather information.</p> <p>Summarize or paraphrase information in notes.</p> <p>Use notes to produce finished work.</p> <p>List sources of information.</p>

Key Vocabulary:								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">relevant information</td> <td style="width: 50%;">sources</td> </tr> <tr> <td>personal experiences</td> <td>print sources</td> </tr> <tr> <td>digital sources</td> <td>notes</td> </tr> <tr> <td>paraphrase</td> <td>summarize,</td> </tr> </table>	relevant information	sources	personal experiences	print sources	digital sources	notes	paraphrase	summarize,
relevant information	sources							
personal experiences	print sources							
digital sources	notes							
paraphrase	summarize,							
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>letters to the editor</p> <p>persuasive letters</p> <p>college applications</p> <p>job applications</p>								

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Strand:	Writing	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	5
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4. W.9 Draw evidence from literary or informational text to support analysis, reflections, and research.	5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	6. W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Student Friendly Language:
<p>I can locate and write specific details from literature to support my ideas.</p> <p>I can locate and write facts from informational text to support my ideas.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Literary Story Elements ● Informational Text Features 	<p>There is a difference between analyze, reflect, and research.</p> <p>The purpose for finding evidence is to validate your interpretation in writing.</p> <p>There is a connection from reading to writing.</p>	<p>Draw conclusions about an idea and find evidence that supports that idea</p> <p>Write using your conclusions and evidence.</p>

Key Vocabulary:								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Draw evidence</td> <td style="width: 50%;">Apply</td> </tr> <tr> <td>Support</td> <td>Analyze</td> </tr> <tr> <td>Reflect</td> <td>Research</td> </tr> <tr> <td>Literary Text</td> <td>Informational Text</td> </tr> </table>	Draw evidence	Apply	Support	Analyze	Reflect	Research	Literary Text	Informational Text
Draw evidence	Apply							
Support	Analyze							
Reflect	Research							
Literary Text	Informational Text							
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>Home: Wish List, Purchasing Products, Diaries Ex: A student would compare/contrast toys to make an argumentative writing for the purchase of the toy on their wish list.</p> <p>Job: Job Searching, Job Applications, Scientist, Analyst, Ex: A student would find and analyze evidence to support their job choice and research qualifications. They will often put this evidence and research in writing.</p> <p>Real World: Newspaper, Technology, Internet Search, Library, Politics Ex: A student would share or write details based on evidence that is found in current events</p>								