

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Conventions of Standard English	Grade level:	1
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities</p>	<p>1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., group).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>

Student Friendly Language:
I can print all upper and lowercase letters.
I can use common, proper, and possessive nouns when I write and speak.
I can match my nouns and verbs correctly when I write and speak.
I can use pronouns correctly when I write and speak.
I can use verbs correctly for the past, present, and future when I write and speak.
I can use adjectives when I write and speak.
I can use conjunctions (and, but, or) correctly when I write and speak.
I can use determiners correctly when I write and speak.
I can use prepositions correctly when I write and speak.
I can use a variety of sentences when I write and speak (asking, telling, declaring, exclaiming).

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Capitalization ● Lowercase and Uppercase Letters ● Nouns(common, proper, and possessive) ● Verbs and Verb Tense ● Pronouns ● Adjectives ● Conjunctions ● Determiners ● Prepositions ● Types of Sentences: declarative, interrogative, imperative, exclamatory 	<p>Nouns name a person, place, or thing.</p> <p>Verbs name the action in the sentence and must match the noun grammatically.</p> <p>Pronouns can replace another noun in a sentence.</p> <p>Verbs can change depending on the tense.</p> <p>Adjectives describe a noun.</p> <p>Conjunctions, determiners, and prepositions must be used correctly in order for a sentence to make sense.</p> <p>There are different types of sentences and they are each used for different reasons.</p> <p>When to use uppercase and lowercase letters.</p>	<p>Identify and write all upper and lowercase letters.</p> <p>Apply rules of grammar for singular and plural nouns and verb tense.</p> <p>Apply rules of grammar to use pronouns, adjectives, conjunctions, determiners, and prepositions correctly.</p> <p>Produce and expand a variety of sentences (declarative, interrogative, imperative, exclamatory).</p>

Key Vocabulary:

<u>capitalization</u>	<u>nouns</u>	<u>verb</u>
verb tense	<u>pronoun</u>	<u>adjective</u>
conjunction	determiner	preposition
sentence	declarative	interrogative imperative
exclamatory		

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”?

- Students will need to be able to speak and write using correct grammar in order to convey their needs to other people.
- Students will need to be able to speak and write using correct grammar in order to convey their wants to other people.
- Students will need to be able to speak and write using correct grammar in order to convey directions to other people.
- Students will need to be able to speak and write using correct grammar in order to obtain a job.
- Students will need correct grammar skills to write stories, reports, journals, articles, and letters to communicate with others.
- Students will need correct grammar skills in order to succeed in their lives and to enjoy the writing process.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words.</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>

Student Friendly Language:
<p>I can capitalize dates and names of people when writing.</p> <p>I can use punctuation at the end of my sentences.</p> <p>I can use commas when writing dates and words in a list.</p> <p>I can use spelling patterns to spell words correctly when writing.</p> <p>I can spell sight words correctly.</p> <p>I can spell words I don't know by sounding them out.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Capitalization ● Punctuation ● Comma Rules ● Spelling Rules ● Phonetic Spelling Patterns ● Irregular words ● Common Spelling Patterns 	<p>Dates and people's names are capitalized.</p> <p>All sentences end with punctuation.</p> <p>Commas separate dates and words in a series.</p> <p>Words are made of patterns.</p> <p>Some words cannot be sounded out.</p> <p>Some words can be sounded out.</p> <p>Words need to be spelled correctly when written.</p>	<p>Capitalize dates and names of people.</p> <p>Apply rules of punctuation.</p> <p>Apply rules of commas to dates and words in a series.</p> <p>Interpret rules of spelling conventions.</p> <p>Apply strategies of phonemic awareness.</p> <p>Write regular and irregular words with the correct spelling.</p>

Key Vocabulary:

capitalization

punctuation

period

exclamation point

question mark

sentence

commas

series

irregular words

sight words

spelling patterns

phonemic awareness

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”?

Students must be able to correctly spell and use conventions in order for others to read and understand their work.

Students must be able to use strategies of spelling to attempt the correct spelling of unknown words.

Students will write stories, reports, journals, articles, and letters to communicate with others.

Students will need to know how to write correctly using these strategies in order to succeed in their lives and in order to enjoy the writing process.

Students will need to write correct sentences in order to get a job.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	1
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word</p>	<p>1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p>2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>

Student Friendly Language:
<p>I can tell what a word means by using the rest of the sentence.</p> <p>I can tell what a word means using its prefix or suffix as a clue.</p> <p>I can tell what a word means by identifying its root word.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Frequently occurring root words ● Frequently occurring inflectional endings ● Words with multiple meanings ● Context clues 	<p>They can use the context of a sentence to determine the meaning of an unknown word or phrase.</p> <p>They can use affixes help determine the meaning of an unknown word.</p> <p>Root words can be used with several different affixes words can have multiple meanings.</p>	<p>Recognize root words.</p> <p>Apply multiple strategies to determine the meaning of unknown words.</p> <p>Apply multiple strategies to clarify the meaning of multiple-meaning words.</p>

Key Vocabulary:
<p>root words affixes inflectional endings context clues</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>So you can understand what you are reading.</p> <p>So you can read and enjoy a book without any help.</p> <p>So you can read to others.</p> <p>So you can read a note someone writes to you.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings</p>	<p>1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>

Student Friendly Language:
<p>I can sort like words into groups. (ex. group is colors: word examples are red, yellow, and blue)</p> <p>I can tell about words based on the group they belong to, and one or two special things about them. (ex. a cactus is a plant that has thorns and grows in the desert)</p> <p>I can make connections between everyday words and their use. (ex. list places where computers can be used)</p> <p>I can tell the difference between verbs that mean almost the same. (ex. verbs = jump and bound)</p> <p>I can tell the difference between adjectives that mean almost the same.(ex. adjectives = small and miniature)</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Definitions of verb and adjective ● How to categorize and associations between words ● Real-life connections 	<p>There are basic, but varying relationships between words and their meanings.</p> <p>Words can be sorted into like categories.</p> <p>Words can be described by attributes.</p> <p>Words have real-life meanings.</p> <p>Verbs and adjectives can have a variety of levels of intensity.</p>	<p>Sort words into categories.</p> <p>Define words based on their category and 1-2 key features.</p> <p>Identify connections between words and their use.</p> <p>Distinguish slight differences between verb meanings and adjective meanings.</p> <p>Act out the meanings of words.</p>

Key Vocabulary:

verbs

adjectives

similar

different

sort

real-life connections

key attributes

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”?

To sort words to make real-life connections between words and their use.
To better understand the meaning of a book, a movie, or a conversation.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text.	1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).	2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g. When other kids are happy that makes me happy).

Student Friendly Language:
<p>I can use words and phrases from conversations.</p> <p>I can use words and phrases from reading and being read to.</p> <p>I can use words and phrases when talking about texts.</p> <p>I can use conjunctions (such, as, because, or, and) to show relationships.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Adjectives describe nouns ● Words can have multiple meanings ● Words have opposite meanings ● Words have similar meanings ● Conjunctions connect words, phrases, or sentences ● A phrase is part of a sentence 	<p>Words and phrases connect thoughts.</p> <p>Conjunctions (such as and, but, or, for, if) will relate and link their ideas and reflections together.</p>	<p>Use conjunctions when speaking or writing to show relationships.</p>

Key Vocabulary:								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><u>adjectives</u></td> <td>multiple meanings</td> </tr> <tr> <td>antonyms</td> <td>synonyms</td> </tr> <tr> <td>conjunctions</td> <td>phrase</td> </tr> <tr> <td>relationships</td> <td></td> </tr> </table>	<u>adjectives</u>	multiple meanings	antonyms	synonyms	conjunctions	phrase	relationships	
<u>adjectives</u>	multiple meanings							
antonyms	synonyms							
conjunctions	phrase							
relationships								
<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>It is important to use words and phrases from conversations, reading, being read to, and in responding to texts to retell or summarize a story.</p>								