SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing Standards	Anchor Standard:	Text Types and Purposes	Grade level:	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...)	1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect an opinion and reasons, and provide a concluding statement or section.

Student Friendly Language:

I can write to tell you about a book or topic.

I can write to tell you what I like or dislike about the book or topic.

I can write to tell you why I feel that way.

I can write a sentence that tells my opinion in another way.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- Opinion statements/Fact statements - Topic of book - Title of book - Elements of complete sentence - Closure	Everyone can have an opinion. Everyone has a reason to support their opinion. Reasons to support opinions can vary from student to student. Opinion pieces need a sense of closure.	Write an opinion. Support the opinion with details. Write a closing sentence to sum up the opinion.

Key Vocabulary:

opinion	fact
topic	reason
closure	

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"?

At home, a student could write to persuade family members. (ex. purchasing a pet)
At school, a student could write to persuade staff members. (ex. changing a rule)
In daily life, a student could write to persuade a friend. (ex. to borrow a bike)

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Strand:	Writing	Anchor Standard:	Texts Types and Purpose	Grade level:	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.W.2 Use a combination of drawing, dictating, and writing compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2.W.2 Write informative/explanatory texts in which they introduce a topic use facts and definitions to develop points, and provide a concluding statement or section.

Student Friendly Language:

I can write a story that gives instructions.

I can write a story to inform a reader about a topic.

I can write facts about the topic.

I can write a topic sentence.

I can write an ending to my story.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- informative texts (nonfiction) - explanatory texts (how-to) - story format (beginning, middle and end) - Definition of "fact" - Topic - Closure	Informative/explanatory stories need a title/topic, facts and an ending. Facts should support the topic.	Write informative text. Write explanatory text. Name a topic. Supply facts about the topic. Compose an ending to the story.

Key Vocabulary:

informative text   explanatory text
topic   sense of closure/ending
facts

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"?

At home, a student could write to help family members. (ex. directions for playing a Wii.)
At school, a student could write to help a classmate. (ex. steps to make a craft.)
In daily life, a student could write to demonstrate for club members. (ex. 4-H demonstrations.)

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Strand:	Writing	Anchor Standard:	Text Types and Purposes	Grade level:	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Student Friendly Language:

I can write a story with two or more events in order.

I can add details to my story.

I can use words that indicate what happened at the beginning, middle, and end.

I can write a story with a beginning, middle, and end.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- Narrative - Sequencing - Details - Temporal words - Closure	Stories follow a logical sequence with a beginning, middle, and end. Stories use details to enrich the meaning. Stories use temporal words to indicate sequence. Stories have a sense of closure.	Write/recount a narrative story with a logical sequence. Include details in the story. Use temporal words to signal event order. Create an ending that provides a sense of closure.

Key Vocabulary:

narrative   sequencing   details
recount   closure   temporal words
event order

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"?

At home, a student could write to document a personal experience. (ex. a birthday party or family trip)
At school, a student could write to explain to an adult how something (good or bad) happened. (ex. recess)
In daily life, a student could write to a relative. (ex. a letter to grandparents)

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Production and Distribution of Writing	Grade level:	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Student Friendly Language:
I can write about one topic with help. I can answer questions from classmates about my writing with help. I can change my writing after talking with classmates with help.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● Topic ● Details ● Peer Review	A focused topic will be more interesting to the reader. Peer feedback is valuable to the writing process. Details make writing more interesting.	Write about a topic. Develop a piece of writing focused on one topic. Accept peer suggestions. Apply peer suggestions to their writing. Add details that strengthen writing.

Key Vocabulary:
guidance   topic details   feedback peer review

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"?
At home, a student could write to relatives with help from parents. At school, a student could work with others to enhance writing. In daily life, a student could share their expertise of a topic with others through writing.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Production and Distribution of Writing	Grade level:	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.W.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Student Friendly Language:

I can publish my writing using technology, with help.

I can use pictures created from technology to illustrate my writing, with help.

I can work with other students to write and publish stories, with help.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
- the writing process - a variety of digital tools - collaboration with peers	Publishing writing is a way to share it with others. There are a variety of digital tools to produce and publish writing. Publishing can be an effort of collaboration with peers.	Use a variety of digital tools. Produce writing using technology. Publish writing using technology. Collaborate on writing and publishing with other students.

Key Vocabulary:

publish
story
collaboration
peers
digital tools
writing process

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"?

At home, a student could publish a story to read to a sibling.

At school, a student could publish a yearbook using a variety of digital tools.

In daily life, a student could work with a group to publish a news report about an event. (ex. 4-H, swim team, baseball)

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	W Writing Standards K-5)	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	1.W.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Student Friendly Language:

I can work with others to find information about what I am learning.
I can work with others to write about what I have learned.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● main idea ● supporting details ● working with others ● shared research	Information comes from a variety of multi-media sources. Writing pieces have main ideas and supporting details. Students can participate in the research and writing process collaboratively.	Gather pertinent information from research. Organize pertinent information sequentially. Write a main idea. Write supporting details. Participate in shared research. Generate a final writing project collaboratively.

Key Vocabulary:

shared research	participate	write
sequence	topic	share
projects	instructions	explore

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"?

At home, a student could research with family members to plan a vacation.
At school, a student could work with classmates to research and write about a topic.
In daily life, a student could research with friends on how to build a treehouse.

DD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	1

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

Student Friendly Language:

I can remember details from things I have done in the past.

I can use past experiences to answer questions.

I can decide which details are important, with help.

I can find information to answer questions, with help.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- Past Experiences - Question - Sources of Information	Past experiences can help them answer questions. When gathering information from sources, not all the information is relevant. When gathering information from sources, it is important to keep it organized. They can use their written details to answer questions.	Recall information from past experiences. Determine relevant information from sources. Gather information to answer questions. Utilize details from the information gathered to answer questions.

Key Vocabulary:

question	text	situations/experiences
source	recall	gather

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"?

At home, a student could share learning and knowledge with others. (ex. during a meal)

At school, a student could interview classmates.

In daily life, a student could recall and gather information to conduct any type of personal or job related business. (ex. asking a friend about what brand of bike to purchase, ask a friend about his/her success at running a lemonade/coffee stand)