SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Texts Types and Purposes	Grade level:	3

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

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 opinion and reasons, and provide a concluding statement or section.	3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
	  a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
	  b. Provide reasons that support the opinion.
	  c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
	  d. Provide a concluding statement or section.
		4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
		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.
		b. Provide logically ordered reasons that are supported by facts and details.
		c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
		d. Provide a concluding statement or section related to the opinion presented.

Student Friendly Language:

I can organize my ideas on a graphic organizer.

I can write about my opinion and ideas on a topic or story.

I can back up my opinion with reasons.

I can introduce my topic.

I can use linking words to connect my opinion and my reasons.

I can write a conclusion.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● linking words and phrases ● parts of a paragraph ● opinion ● supporting reasons and details	Opinions must be supported by facts and details. Writing can influence others.	Introduce an opinion/topic. Provide reasons to support their opinion. Use linking words and phrases to connect opinions and reasons. Include a concluding statement.

Key Vocabulary:
linking words and phrases topic sentence opinion concluding supporting influence details reason

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 want to learn how to effectively communicate with others. Students will want to know how to persuade their family that they should have a new Wii. Students will want to know how to write letters to the editor. Elections, changing rules and/or laws.

D Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Text Types and Purposes	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.W.2 Write informative/ explanatory texts to introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	3.W.2 Writing informative/explanatory texts to examine a topic and convey ideas and information clearly a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	4.W.2 Write informative /explanatory texts to examine a topic and convey ideas clearly 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented

Student Friendly Language:
I can write to give information or explain a topic. I can write so that my writing includes details, illustrations, definitions, linking words, and ending statements.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● How to develop a topic ● How to use linking words and phrases ● How to write a conclusion	A well written informative/explanatory text includes a topic, supporting details, facts, or definitions, and a concluding statement. Linking words (such as also, another, and, more, and but) connect ideas.	Explore well written informative or explanatory text. Locate topic, supporting details, and conclusion. Write sentences using linking words. Complete a graphic organizer including main idea, supporting details, and conclusion. Write an informative/explanatory text using the information from the graphic organizer, including linking words and illustrations (when useful).

Key Vocabulary:
topic facts details conclusions informative/explanatory texts linking words
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"?
Reading and writing for information is a basic life skill used at home, school, and at jobs. You might use it to write an email, to write directions on how to complete a task or get somewhere.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing Standards K-5	Anchor Standard:	Text Types and Purposes	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.

Student Friendly Language:
I can write a story that is real with a beginning, middle and end using sequence words. I can write a story that is imagined with a beginning, middle and end using sequence words. I can write a story using describing words. I can write a story with dialogue between the characters.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● Dialogue ● Real or imagined story ● Sequence words (temporal words) ● Character traits ● Narrator	Dialogue shows a character's thoughts and feelings. Temporal words help us show the progression of the story. Narratives are stories that can be based on real or imagined events.	Explain the difference between a real and imagined story. Write a story using temporal words accurately. Write dialogue for characters to show their thoughts and feelings. Use describing words to show thoughts and feelings of characters. Use correct punctuation and paragraph indentation.

Key Vocabulary:
Temporal words Narrative Dialogue Real Character Imagined Closure Character Traits Descriptive words
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 effectively communicate your ideas in writing. To record events in a journal. Write interesting stories to share with people.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing Standards k-3	Anchor Standard:	Production and Distribution of Writing	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	4.W.4 Produce clear and coherent, writing in which the development and organization are appropriate to task, purpose, and audience.

Student Friendly Language:

I can write a narrative with help and support.
I can write an informative/explanatory essay with help and support.
I can write about my opinion with help and support.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● The organization of narrative, opinion, and informative/explanatory writing ● Grade level grammar, mechanics, and conventions	There are different purposes for writing. Writing can be organized in different ways depending on the purpose. Writing is a process that can be improved with adult support and guidance.	Identify purpose for writing. Choose an appropriate organizational tool to plan writing. Generate and create a piece of writing that is appropriate to the task. Design and publish a completed piece of writing that is appropriate to the task. Ask questions for support. Use feedback and support from adults to improve writing.

Key Vocabulary:

narrative
opinion
informative/explanatory
purpose
elements

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 letter to your parents telling them why you should be able to have a horse/dog/game…
Write a letter to your mom telling her why spinach is bad for your health.
Write a story about what you are going to do when your friend comes over to your house.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing Standards (K-5)	Anchor Standard:	Production and Distribution of Writing	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Student Friendly Language:

I can make a plan for my writing.
I can improve my writing by revising.
I can improve my writing by editing.
I can seek guidance from my classmates and adults.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• Conventions • Writing process • Plan • Revise • Edit	Making a plan organizes thoughts for the writing process. Revising changes content to improve writing Editing changes conventions to improve writing. Receiving feedback from peers and adults will strengthen writing.	Construct a plan to organize thoughts for the writing process. Create and modify a piece of writing by adding detail or making changes. Apply appropriate conventions to a finished piece of writing. Ask peers and adults for input to improve writing. Design and publish a completed piece of writing that is appropriate to the task.

Key Vocabulary:

grammar	capitalization
punctuation	spelling
plan	revise
edit	conventions

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 communicate thoughts clearly.
To understand that others have valuable input.
To improve your ability to work with others.
To know how to write a persuasive letter asking for an item.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Text Types and Purposes	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	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.

Student Friendly Language:
I can use technology to produce writing. I can use technology to publish writing. I can work with others to produce and publish writing. I can use technology to interact and collaborate with others.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● technology skills ● keyboarding skills ● produce writing ● publish writing ● interact/collaborate	Technology is a tool that can be used to produce writing. Technology is a tool that can be used to publish writing. Technology is a tool that can be used to interact/collaborate with others.	Publish a piece of writing using technology. Produce a piece of writing using technology. Collaborate with others using technology to produce a piece of writing.

Key Vocabulary:
keyboarding skills technology skills produce publish interact collaborate

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"?
Technology is an integral part of the writing process. Pieces of writing are composed, revised, edited, and published with technology.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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).	3.W.7 Conduct short research projects that build knowledge about a topic.	4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Student Friendly Language:

I can read informational text when trying to find out more about a subject.
I can research a topic to add to my knowledge of a subject.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• research • nonfiction • subject • topic • key details • informational text	Nonfiction text or informational text will allow them to gain knowledge about a subject.	Distinguish facts from a text that are pertinent. Identify and summarize information gathered from a text. Analyze facts in a text, recognizing details that will advance the student's knowledge of a subject. Create generalizations based on information read and student's background knowledge. Compare and contrast information from at least two different texts.

Key Vocabulary:

Nonfiction   Research
Generalizations   Summarize
Distinguish   Analyze
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"?

Students read text in order to further their knowledge and their understanding.
Students read directions in order to play games.
Students read nonfiction texts to learn about topics that interest them such as sports, trucks or animals.
Students read periodicals and online articles to follow a topic or person that interests them such as race car drivers or popular singers.
Students read movie or video game reviews.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	3

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.W.8 Recall information from experiences or gather information from provided sources to answer a question.	3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	4.W.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.

Student Friendly Language:

I can remember information from other experiences I have had.

I can find information from different materials. (books, magazines, pamphlets, brochures, websites, videos, TV)

I can take notes and organize the necessary information.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- recall information - taking notes - collecting evidence - what a category is	They can use their previous experiences and knowledge to make decisions. Information can be gathered from a variety of sources. The information they gather may or may not be useful. . They can use their notes to organize information into useful categories. They must discern if information is accurate and credible.	Recall information from experiences Gather information from text Gather information from digital sources Distinguish if the information gathered is important Take notes Categorize information Find credible and accurate information

Key Vocabulary:

experiences
evidence
information
sources
digital source
accurate
credible
categorize
paraphrase

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"?
deciding and planning where to go on a family trip
deciding and planning what toy, game, piece of clothing to purchase for a gift or for themselves
sorting and classifying animals
sorting and classifying rocks and minerals
writing an article for a newspaper
pros/cons list for doing or not doing something
deciding if something they are reading is true or false
learning about a new topic of interest