

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Text Types and Purposes	<b>Grade level:</b>	K
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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.

<b>Student Friendly Language:</b>
I can share what I think about a book through drawing, writing, and telling. I can share the title of the book I am reading.

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• books have titles</li> <li>• opinions are their own thoughts</li> </ul>	<p>All books have titles.</p> <p>Book titles are found on the front cover.</p> <p>Opinions can be expressed through drawings, tellings and writings.</p> <p>Books or topics can generate different opinions amongst others.</p>	<p>Compose an opinion piece by drawing, telling, and/or writing.</p> <p>Tell the topic of the book.</p>

<b>Key Vocabulary:</b>
<p><u>title</u> <u>topic</u> opinion preference express dictate compose</p>
<b>Relevance and Applications:</b> 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>Be able to share a thought with someone (friend, parent, sibling, partner) about a book you enjoyed.</p> <p>Be able to tell the book title to your parent so you can order it in the book orders.</p>

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<b>Strand:</b>	W (Writing Standards K-5)	<b>Anchor Standard:</b>	Text Types and Purposes	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.W.2 Use a combination of drawing, dictating and writing to 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.

Student Friendly Language:
<p>I can share information through my drawings.</p> <p>I can share information through my writing/dictating.</p> <p>I can tell you about my writing.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>Informative text</li> <li>Explanatory text</li> </ul>	<p>Written language is oral language written down.</p> <p>Information can be shared through writing, drawing and dictating.</p> <p>Writings reflect individual perspectives.</p>	<p>Generate an idea about a topic</p> <p>Share information about a topic through writing, drawing and dictating</p>

Key Vocabulary:								
<table style="width: 100%;"> <tr> <td><u>draw</u></td> <td><u>write</u></td> </tr> <tr> <td>dictate</td> <td>explain</td> </tr> <tr> <td>information</td> <td>informative text</td> </tr> <tr> <td>explanatory</td> <td>topic</td> </tr> </table>	<u>draw</u>	<u>write</u>	dictate	explain	information	informative text	explanatory	topic
<u>draw</u>	<u>write</u>							
dictate	explain							
information	informative text							
explanatory	topic							
<b>Relevance and Applications:</b> 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>Share important ideas with others. Classroom example: newspaper article regarding a classroom activity. Parent information on website.</p> <p>Following classroom research such as bats, famous Americans, or American symbols the children can share information through text.</p> <p>Draw/Dictate/Write about a class field trip.</p> <p>Why do I have to learn this? To understand that information can be shared.</p>								

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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.

Student Friendly Language:
<p>I can use a drawing to tell a story.</p> <p>I can write to tell a story.</p> <p>I can dictate/communicate to tell a story.</p> <p>I can tell my story in order.</p> <p>I can tell what my reaction is to the story.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• drawing (illustration)</li> <li>• events</li> <li>• order of events</li> </ul>	<p>A story can be told verbally or through written words or drawings.</p> <p>Story events need to be told in the order they occurred.</p> <p>Events cause people to react in a variety of ways.</p>	<p>Create a story.</p> <p>Communicate and explain a reaction to an event..</p> <p>Sequence events in order</p>

Key Vocabulary:								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">events</td> <td style="width: 50%;">order of events</td> </tr> <tr> <td>dictating</td> <td>drawing</td> </tr> <tr> <td>narrate</td> <td>reaction</td> </tr> <tr> <td><u>writing</u></td> <td></td> </tr> </table>	events	order of events	dictating	drawing	narrate	reaction	<u>writing</u>	
events	order of events							
dictating	drawing							
narrate	reaction							
<u>writing</u>								
<p><b>Relevance and Applications:</b> 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>Explain the events of my school day and how they made me feel.</p> <p>Write in a journal.</p> <p>Watch a movie and tell my friends and family about it.</p> <p>Write a story and be an author.</p>								

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Production and Distribution of Writing	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	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.

Student Friendly Language:
I can answer questions about my writing.
I can add details to improve my writing.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• write</li> <li>• question</li> <li>• respond</li> <li>• details</li> </ul>	<p>Other people’s suggestions can provide ideas to help make their writing better.</p> <p>Adding details makes a story or sentence better.</p>	<p>Edit writing samples in response to peer questions and suggestions.</p> <p>Add details to writing.</p>

Key Vocabulary:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">respond</td> <td style="width: 50%;"><u>questions</u></td> </tr> <tr> <td>suggestions</td> <td>peers</td> </tr> <tr> <td><u>details</u></td> <td><u>writing</u></td> </tr> </table>	respond	<u>questions</u>	suggestions	peers	<u>details</u>	<u>writing</u>
respond	<u>questions</u>					
suggestions	peers					
<u>details</u>	<u>writing</u>					
<b>Relevance and Applications:</b> 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>You could use these skills to participate in a writer’s circle.</p> <p>I can use other people’s suggestions to improve my writing.</p> <p>If you wrote a book, you could work with an editor to make it better.</p>						

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	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.

<b>Student Friendly Language:</b>
With help, I can produce and publish my writing by using a variety of digital tools.
With help, I can work together with my peers to produce and publish my writing.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• digital tools</li> <li>• labeling</li> <li>• complete sentences</li> </ul>	<p>Writing can be published with a variety of digital tools.</p> <p>Written communication never changes but the way to publish is always changing in technology.</p>	<p>Explore a variety of digital tools.</p> <p>Produce writing.</p> <p>Publish writing.</p> <p>Work with peers to produce and publish writing.</p>

<b>Key Vocabulary:</b>
<p><u>publish</u></p> <p><u>digital tools</u></p> <p>produce</p>
<b>Relevance and Applications:</b> 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>I can publish my writing through the internet, computers, ipads, email, and texting to communicate thoughts and ideas.</p> <p>I will be completing class assignments by using computers.</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Writing Standards	<b>Anchor Standard:</b>	Research to Build and Present Knowledge	<b>Grade level:</b>	K
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
	K.W.7 Participate in shared research and writing projects (eg. explore a number of books by a favorite author and express opinions about them.	1.W.7 Participate in shared research and writing projects (eg. explore a number of how to books on a given topic and use them to write a sequence of instruction.

Student Friendly Language:
<p>I can express opinions about books.</p> <p>I can find my favorite books.</p> <p>I can write about things I've learned.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Books</li> <li>• Favorite Author</li> <li>• Communication</li> <li>• Shared Writing</li> </ul>	<p>We use books to find information</p> <p>We use books to form opinions</p> <p>Working together is valuable</p> <p>Writing communicates what we learn.</p>	<p>Communicate understanding by participating in group discussions.</p> <p>Locate information</p> <p>Apply concepts by writing about a topic</p>

Key Vocabulary:
<p>shared <u>research</u></p> <p>shared writing</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>Working with others</p> <p>Find information</p> <p>Communicate to others (parents- what I learned today, friends)</p> <p>Express opinions</p> <p>Students can research new types of mountain bikes to decide which ones to purchase.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
N/A	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 provided sources to answer a question.

Student Friendly Language:
<p>I can draw a picture to recall information about an experience with help.</p> <p>I can write a sentence to tell about my experiences with help.</p> <p>I can tell about my experiences with help.</p> <p>I can use picture books to answer questions with help.</p> <p>I can write a sentence to ask a question with help.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• information from experiences</li> <li>• information from sources</li> <li>• a question</li> </ul>	<p>They can gather information from sources such as books.</p> <p>They can find answers to their questions in sources such as books.</p> <p>They can recall information from sources that have been read to them.</p> <p>They can recall experiences that they have encountered.</p>	<p>Recall experiences read about in a sources</p> <p>Answer a question</p> <p>Apply personal experiences</p>

Key Vocabulary:
<p><u>question</u>      experiences</p> <p>sources        <u>recall</u></p> <p>information    <u>sentence</u></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>I can tell stories about my life with my friends at recess.</p> <p>I can write a sentence about my summer vacation.</p> <p>I can read a book and answer question about it.</p>