

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Key Ideas and Details	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Student Friendly Language:

I can cite evidence to analyze what a text says directly by quoting or paraphrasing several pieces of evidence.
I can use analyze the inferences in a text by quoting several pieces of evidence.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Evidence • Inferences • Cite evidence 	<p>Evidence supports analysis.</p> <p>Evidence can be explicit and/or inferred.</p>	<p>Paraphrase text accurately.</p> <p>Analyze author's meaning using evidence from text.</p>

Key Vocabulary:

Cite
Explicit
Infer
Context Clues
Analyze

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"?

For you to be a productive citizen, you must understand the world around you.

For example:

You want to get an exotic animal (hedgehog, etc.), you will need to be able to understand instructions to take care of the animal.

You need to understand the explicit and implied information regarding changes in government (taxes, etc.) and how this will affect you personally.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	8.R.1.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Student Friendly Language:
I can find more than one central idea in a text and explain how they develop in a non-fiction text.
I can write a summary that shows how the central ideas are supported throughout a non-fiction text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Theme • Central Idea • Details • Summary • Objective Summary vs. Subjective Summary 	<p>Informational texts could have more than one central idea.</p> <p>Central ideas develop throughout a text.</p> <p>It is important to be able to summarize informational text.</p>	<p>Determine two or more central ideas in the text.</p> <p>Analyze how the the central ideas evolve throughout the text.</p> <p>Write a summary that identifies how the central ideas develop in the text.</p>

Key Vocabulary:
Central Idea 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>Determining the important information in informative texts and being able to summarize it is valuable when reading and following technical instructions. For example, if a friend reads the directions to install your game system, that person can then explain how to install it, while you are trapped behind the TV.</p> <p>As an adult, you will want to make educated decisions as a voter. Many times, political articles will have multiple topics or ideas presented. It’s important to be able to understand how the writer is trying to persuade the audience. To discuss the issue with others, you need to be able to summarize what you read.</p>

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6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes).	7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Student Friendly Language:
I can explain how one person or group of people can change an event based on their ideas and actions.
I can explain that people, events, and actions are connected and influence each other.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Interaction • Influence 	<p>Events in life are shaped by the people and ideas involved.</p> <p>Human ideas are shaped by events and the people involved.</p>	Analyze how the individuals, events and ideas in a text influence each other.

Key Vocabulary:
Interaction Influence Analyze
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>The ideas and actions of individuals have shaped our society and continue to do so. As students, their actions and ideas affect others as well as themselves, such as digital media. As adults, this continues into community involvement and work environment.</p> <p>Student Example: A hurtful comment posted on Facebook can affect more than just the sender and the viewer. This is bullying on a global level.</p> <p>Adult Example: In South Dakota, one person wanted to change a policy about smoking in public places. By sharing this concern, support grew for the idea, and eventually, it became a state law.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational Text	Anchor Standard:	Craft and Structure	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings	7.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	8.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.

Student Friendly Language:

I can determine the meanings of words, phrases, and figurative language when I read.
 I can understand the difference between the dictionary (technical) definition of a word or phrase and its meaning in context (connotation).
 I can understand how the words the author uses can change the meaning and feel (tone).

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Types of figurative language Denotative and connotative differences 	<p>Authors select words carefully and purposefully to convey meaning and impact tone.</p> <p>Words are powerful tools used by writers to inform or make an argument.</p>	<p>Use context to determine the meaning of words and phrases.</p> <p>Analyze how author's word choice affects tone.</p> <p>Recognize and analyze an author's attempt to manipulate an audience through word choice.</p>

Key Vocabulary:

denotative meaning	connotative meaning
tone	analyze

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"?

Proficient reading requires students to think critically about an author's intended message. This includes understanding the meanings of words, as well as the effect those words have on tone.

Negative consequences can result if a reader does not understand words or misinterprets tone in emails, texts, notes, communications at work, instructions from a boss, advertisements, or messages from friends. Relationships can suffer, money can be wasted, and jobs can be lost.

If an article makes a reference to a boombox or Walkman, what context clues could a reader use to determine the meaning of these archaic terms?

If you reply to a friend "Shut up!" you imply surprise or astonishment. Saying that same thing to your mom may just get you grounded for a week, even if you attempted to show shock, not disrespect.

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6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	7.RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	8.RI.5 Analyze in detail the structure of a specific paragraph in a text , including the role of particular sentences in developing and refining a key concept.

Student Friendly Language:
<p>I can explain how the beginning, middle, and end of the text relate to each other.</p> <p>I can identify the way an author has organized the information.</p> <p>I can explain how the organization helps me understand the main ideas of the text.</p> <p>I can interpret how text features (e.g. titles, subtitles, diagrams, charts, maps, pictures, footnotes, headings, subheadings) are used by an author to help me understand the main idea.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Types of organizational text structures Types of text features (graphic aids) 	<p>The beginning, middle, and end of the text all have a purpose.</p> <p>Organizational structures are used to help understand text.</p> <p>The way an author organizes a text can help the readers connect ideas.</p>	<p>Analyze the relationship between the beginning, middle and end of the text.</p> <p>Explain the purpose of major sections such as graphic aids in helping an author organize his/her text.</p> <p>Explain how the author organizes the text and why the structure is effective in achieving the author's purpose.</p>

Key Vocabulary:															
<table> <tr> <td>analyze</td> <td>cause/effect</td> <td>compare/contrast</td> <td>chronological</td> <td>problem/solution</td> </tr> <tr> <td>sequential</td> <td>concept/definition</td> <td>classification</td> <td>footnotes</td> <td>headings</td> </tr> <tr> <td>subtitles</td> <td>sidebars</td> <td>diagrams</td> <td>charts and graphs</td> <td></td> </tr> </table>	analyze	cause/effect	compare/contrast	chronological	problem/solution	sequential	concept/definition	classification	footnotes	headings	subtitles	sidebars	diagrams	charts and graphs	
analyze	cause/effect	compare/contrast	chronological	problem/solution											
sequential	concept/definition	classification	footnotes	headings											
subtitles	sidebars	diagrams	charts and graphs												
<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>In order to be a proficient reader, students need to recognize the organizational structure and tools in a text that will assist them in their understanding of the material. Informational text could include magazine articles, newspaper articles, content textbooks, reference sources, nonfiction, manuals, and websites.</p> <p>If you get sent to the office after a conflict with another student, you should decide the most effective way to state your case and defend your position. Will you relate the events in a chronological, sequential structure, tell the facts of the case exactly as they happened? Or will you select the cause/effect structure? First the other guy said or did this, and you merely responded with your own words and actions?</p>															

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	7.RI.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	8.RI.8 Delineate and evaluate the argument whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Student Friendly Language:
<p>I can determine an author's point of view or purpose.</p> <p>I can analyze how the author is trying to distinguish his or her position from that of others.</p> <p>I can find evidence in the text that supports the author's feeling, opinion, or perspective on the topic.</p>

Know (Factual)	Understand (Conceptual) I want students to understand:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Author's point of view, position • Main purpose of the text 	<p>Authors write for different purposes.</p> <p>Knowing the author's purpose and point of view allows the reader to formulate a more comprehensive understanding of the information.</p> <p>Effective writers use strategies to distinguish their position and point of view from others.</p>	<p>Identify the author's purpose.</p> <p>Analyze how the author develops and supports the position.</p> <p>Assess how the author distinguishes his point of view from others.</p>

Key Vocabulary:
<p>point of view</p> <p>author's purpose</p> <p>determine</p> <p>analyze</p> <p>distinguish</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"?

You complete a writing assignment and hand it in. When the teacher hands it back to you, you see it has been assigned a C grade. Obviously, the teacher's point of view is that this is a marginally acceptable piece of writing. However, you believe the paper is excellent and, from your point of view, deserves an A grade. When discussing this together, each of you will attempt to defend and distinguish your position to convince the other.

There is a new restaurant in town. Your friend Mary loves it, but your other friend Jenny hates it. Knowing each person's point of view and their ability to defend it will influence whether you will decide to try the restaurant yourself.

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Strand:	Reading for Informational Text	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.RI.7 - Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.	7.RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	8.RI.7 - Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.

Student Friendly Language:
I can compare and contrast the way a subject is portrayed in different mediums (text, audio, visual, and multimedia).
I can analyze differences and similarities from written text to audio, visual, and multimedia sources.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Compare Contrast Text Audio Video Subject Portrayal 	The medium you choose has the ability to change the way your subject is portrayed or the way your message comes across.	Evaluate mediums and their affect on a message. Analyze how the type of medium changes how the subject is portrayed (text, audio, visual, multimedia).

Key Vocabulary:
Portray Medium Multimedia
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 need to be media literate. In our technology driven world, students need to recognize the difference between how subjects can be manipulated based on the medium used and the media portrayal. For instance, a speech given by the President about student achievement and requiring more school days may be more persuasive as a broadcast than the same speech reprinted in the the written news medium (whether web or paper based). Being able to analyze the differences in the mediums will help you convince your parents to either agree or disagree with the President.

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Strand:	Informational Text	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Student Friendly Language:
<p>I can identify and follow the disagreement.</p> <p>I can find the most convincing piece of the argument.</p> <p>I can find important pieces of information, determine if they are relevant and sound, and apply the information on both sides of the argument.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Identify the difference between fact and opinion. ● Know the steps in developing an argument. ● Identify what determines relevancy of information. 	<p>All claims must be organized to be effective.</p> <p>Arguments use a mixture of opinions and facts.</p>	<p>Evaluate both positions of the argument.</p> <p>Determine the difference between facts and opinions within the argument.</p> <p>Assess for accuracy and reliability of information.</p> <p>Prove the key points of the argument.</p>

Key Vocabulary:
<p>Trace Evidence Sufficient Claim</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>When making an expensive or needed purchase, it is important that students do their research to get the best deal. For example, choosing which cell phone to buy would take research where students would have to read about which cell phone would be best for them. An iPhone is costly, however it has many tools that could be used for school, emergencies, and social life. A regular cell phone is cheaper and has the necessities for emergencies and contacts, but does not have all the bells and whistles. Before making the purchase, it must be ensured that the evidence is relevant and sufficient and that the claims of the phone company are sound.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.RI.9 - Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topics and identify where the texts disagree on matters of fact or interpretation.

Student Friendly Language:
<p>I can analyze how multiple authors writing differs.</p> <p>I can identify different points of view in different writings about the same topic.</p> <p>I can determine how different authors emphasize different evidence to support the author's point of view.</p> <p>I can decipher where different authors' evidence varies depending on the author's interpretation of the facts.</p>

Know (Factual)	Understand (Conceptual) <small>The students will understand that...</small>	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Analyze ● Presentations ● Evidential findings ● Interpretations ● Point of view ● Compare/contrast ● Determine (figure out) ● Factual identification ● Perspective ● Facts 	<p>Authors present the same information in different perspectives.</p> <p>Written words can be emphasized in a way that sways the reader toward the authors' point of view.</p> <p>Authors' point of views vary based on the authors' interpretation of the facts.</p>	<p>Generalize how multiple authors' writings differ on the same topic.</p> <p>Analyze the authors' different points of view.</p> <p>Analyze how each author sways the reader to his/her point of view.</p> <p>Prove how different interpretations of the evidence vary per author.</p>

Key Vocabulary:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Interpretations</td> <td style="width: 33%;">Key information</td> <td style="width: 33%;">Perspective</td> </tr> <tr> <td>Sway/bias</td> <td>Facts</td> <td></td> </tr> </table>	Interpretations	Key information	Perspective	Sway/bias	Facts	
Interpretations	Key information	Perspective				
Sway/bias	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"?
<p>People are constantly bombarded by mass media creators trying to influence their opinion of an item by print and electronic sources. For instance, a car ad in a newspaper is going to focus more on the visual and some information: the same car advertised on an electronic ad will focus on the speed, luxury, and how others view the driver. The car company is using these mediums to convince you to buy their item over their competitor.</p> <p>Additionally, you need to be able to decipher different points to become an informed citizen. For instance, your friend wanting you to sneak out of the house may be motivated by the fact that they need a driver: they may not be worried about your parent's reaction, or the consequences for you because they have parents with a different viewpoint about what is okay for a child to do. This concept can be moved out to other life events: voting, magazine ads, peer pressure, right v. wrong choices, etc.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Key Ideas and Details	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Student Friendly Language:
I can cite evidence to analyze what a text says directly by quoting or paraphrasing several pieces of evidence. I can analyze the inferences in a text by quoting several pieces of evidence.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Inference • Evidential Support 	<p>Evidence supports analysis.</p> <p>Good analysis needs several pieces of evidence.</p> <p>Evidence can include information given explicitly or inferred.</p>	<p>Paraphrase text accurately.</p> <p>Analyze author's meaning using evidence from text.</p>

Key Vocabulary:
<p>cite evidence analysis inference (infer) support explicitly (explicit)</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>If a friend comes to you with a problem, you could connect this problem to a story you read and offer solutions based on that story.</p> <p>During driver's education, students will need to read manuals and laws, related to driving. They will be expected to paraphrase and demonstrate understanding during the driver's test.</p> <p>In a disagreement with your landlord, you will be able to find evidence for your case in the lease. If you have good evidence, you could win the argument.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.	7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text	8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationships to the characters, setting, and plot; provide an objective summary of the text.

Student Friendly Language:
<p>I can determine theme or central idea based on the details throughout the text.</p> <p>I can explain the theme or central idea through writing or speaking.</p> <p>I can provide a detailed summary of the text.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Theme ● Central Idea ● Details ● Summary ● Objective 	<p>Many types of literature contain a theme we can apply to life.</p> <p>Text has a central idea (main idea) and details that support it.</p> <p>Objective summaries are created based on details given in text.</p>	<p>Determine a theme and/or a central idea.</p> <p>Analyze the theme and/or central idea over the course of the text.</p> <p>Construct an objective summary of the text.</p>

Key Vocabulary:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Determine</td> <td style="width: 33%;">Theme</td> <td style="width: 33%;">Summary</td> </tr> <tr> <td>Analyze</td> <td>Objective</td> <td>Central Idea</td> </tr> </table>	Determine	Theme	Summary	Analyze	Objective	Central Idea
Determine	Theme	Summary				
Analyze	Objective	Central Idea				
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>Literature contains lessons that can be applied to daily life. These will help bridge the gap for students who have not yet experienced similar situations and develop empathy with others throughout life.</p> <p>Examples include:</p> <ul style="list-style-type: none"> ● How to cope with job loss or death ● Being kind and generous all the time ● Learning life is not always fair ● Being happy with what you have ● Treating others as you would like to be treated ● Learning that honesty is the best policy 						

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6.RL.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Student Friendly Language:
<p>I can identify and understand literary elements in a story (i.e. setting, characterization, central idea and supporting details, plot, and theme).</p> <p>I can determine how the story elements will affect the characters, problem, and solution.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Literary Elements <ul style="list-style-type: none"> ○ Characterization ○ Plot ○ Theme ○ Point of View ○ Central Idea & Supporting Details ● Connections (Self to Text, Text to Text, and Text to World) ● Predictions 	<p>Literary elements in a story affect character decisions, story events, and story outcomes.</p> <p>Good readers make connections and predictions to clarify meaning.</p>	<p>Identify how literary elements impact a story.</p> <p>Analyze literary elements and how they interact.</p> <p>Make connections and/or predictions based on literary elements.</p>

Key Vocabulary:
<p>Literary Elements: setting, characterization, central idea, supporting details, plot, theme</p> <p>Identify</p> <p>Analyze</p> <p>Interact</p> <p>Connection: Self to Text, Text to Text, Text to World</p> <p>Prediction</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>Students will better understand how a peer’s background (setting, problems at home) impacts that person, thus creating empathy.</p> <p>Students understand that their own choices affect their lives and those around them.</p> <p>Students will understand other perspectives and cultures.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	8.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Student Friendly Language:
<p>I can determine the meaning of words and phrases in a text.</p> <p>I can determine the literal, figurative, and suggested meanings of words and phrases in a text.</p> <p>I can analyze how rhyme and repetition can impact the overall meaning of the story or text.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Types of figurative language • Types of rhymes (rhyme scheme) • Types of repetition of sounds (alliteration, assonance, consonance) 	<p>Words and phrases have varying meanings depending on how they are used.</p> <p>Rhyme and repetition affect a reader's understanding of text.</p>	<p>Determine the meaning of words and phrases based on how they are used in the text.</p> <p>Analyze how rhyme and repetition impact the meaning of words and phrases in the text.</p>

Key Vocabulary:												
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">literal meaning</td> <td style="width: 33%;">figurative language</td> <td style="width: 33%;">connotation</td> </tr> <tr> <td>rhyme</td> <td>repetition</td> <td>verse</td> </tr> <tr> <td>stanza</td> <td><u>alliteration</u></td> <td><u>assonance</u></td> </tr> <tr> <td><u>consonance</u></td> <td></td> <td></td> </tr> </table>	literal meaning	figurative language	connotation	rhyme	repetition	verse	stanza	<u>alliteration</u>	<u>assonance</u>	<u>consonance</u>		
literal meaning	figurative language	connotation										
rhyme	repetition	verse										
stanza	<u>alliteration</u>	<u>assonance</u>										
<u>consonance</u>												
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>Students need to understand that many words and phrases have more than one meaning depending on the context of their use. For example, a “header” in soccer has a much different meaning than a “header” on a research paper. Context is key to correct interpretation.</p> <p>If your parents were informed of a meeting, would they be more likely to attend if it were advertised as “important” or as “imperative”? The word “imperative” has a more dire connotation.</p> <p>The impact of rhyme and repetition is particularly effective in commercials and advertisements. Slogans and jingles frequently utilize these devices to make them more memorable. Think of Bed, Bath, and Beyond stores or Great Faces, Great Places.</p>												

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributed to the development of the theme, setting, or plot.	7.RL.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	8.RL.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Student Friendly Language:

I can recognize the structure or form of a poem or dramatic production.
 I can analyze how a drama's or poem's form or structure impacts its meaning.
 I can analyze how authors choose writing structures to influence meaning of a work.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Poetry forms Drama forms Poetry / Drama structures 	<p>The structure of a poem or drama influences the meaning.</p> <p>Authors select a specific writing structure to deliver an intended message.</p>	<p>Identify the forms and structures of various types of poems and dramas.</p> <p>Analyze differences between contrasting poem structures and their meanings.</p> <p>Analyze differences between various types of dramas and their meanings.</p>

Key Vocabulary:

soliloquy
sonnet
 drama

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"?

Written language has been chosen by the author to achieve a specific purpose. If you do not understand the underlying meaning, you may not realize how you are being manipulated by another person. This applies to newspapers, Internet sources, and written emails. It is especially important in advertisements.

Ad writers often use jingles with abundant rhyming or repetition; this makes the content memorable. The goal of the advertiser is to get into your head so soon he can also get into your pocket! How often have you found yourself singing a song you just heard on a radio ad?

Written dramas and television screenplays are structured similarly: flashbacks, action rising to climax, foreshadowing, etc.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.RL.6 Explain how an author develops the point of view of a narrator or speaker in a text.	7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	8.RL.6 Analyze how differences in the points of view of characters and the audience or reader create such effects as suspense or humor.

Student Friendly Language:
<p>I can explain how a character was developed through dialogue, action, and description.</p> <p>I can recognize how characters change throughout the course of a narrative.</p> <p>I can recognize how characters relate to other characters.</p> <p>I can compare and contrast characters.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Character development ● Role of narrator in character development ● Point of view --- 1st person and 3rd person ● Character Traits 	<p>Characters are developed by the author's use of dialogue, action, and description.</p> <p>The narrator and each character have a unique point of view that influences the narrative.</p> <p>Understanding the point of view helps the reader understand the character.</p> <p>Minor characters are important in the development of main characters.</p>	<p>Cite evidence from text to demonstrate character development</p> <p>Draw conclusions about specific character traits.</p> <p>Contrast the point of view for different characters.</p> <p>Analyze the roles of the narrator and characters to determine the point of view.</p>

Key Vocabulary:						
<table style="width: 100%;"> <tr> <td style="width: 50%;">infer</td> <td style="width: 50%;">characterization</td> </tr> <tr> <td>dialogue</td> <td>point of view/perspective</td> </tr> <tr> <td>main/minor characters</td> <td></td> </tr> </table>	infer	characterization	dialogue	point of view/perspective	main/minor characters	
infer	characterization					
dialogue	point of view/perspective					
main/minor characters						
<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>In the real world, different people see things differently based on experience or culture. The people around us influence our feeling and views on particular topics. Often, children have views that are very similar to their parents because of the parental influence.</p> <p>Your coach may think you would be a good forward, but your mom thinks you should be the quarterback. Your coach's point of view comes from the best interest of the team while your mom is probably looking at your best interest alone. Recognizing how a person's point of view is formed can be helpful in understanding that person.</p> <p>Other examples of differing points of view may include:</p> <ul style="list-style-type: none"> --- political races --- referee and umpire calls --- voting for reality television show winners (American Idol) 						

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	7.RL.7 Compare and contrast a written story, drama, or poem to its audio, film, staged, or multimedia version, analyzing the effects of techniques unique to each medium.	8.RL.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

Student Friendly Language:
<p>I can compare/contrast a story, drama, or poem’s written version to different mediums.</p> <p>I can analyze how effects (lighting, sounds, color, etc) change the meaning of the performance.</p> <p>I can compare and contrast how different mediums can convey emphasis.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Compare ● Contrast ● Mediums ● Drama, Story, Poem ● Analyze ● Techniques ● Multimedia 	<p>Meaning is affected depending on how a story, drama, or poem is presented.</p> <p>Authors present stories, dramas, and poetry in different details when it is presented in written form versus a different medium.</p> <p>Lighting, mood, tone, colors, sounds, dialogue, etc. can change the meaning of the performance.</p>	<p>Communicate how written literature differs from a different medium version.</p> <p>Analyze how effects in different mediums change the meaning of the drama from that of the written form.</p> <p>Evaluate the difference between the written word and different mediums.</p>

Key Vocabulary:
Tone Analyze
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>Students need to understand that the medium they use impacts the concepts, details, and main ideas portrayed.</p> <p>For instance, the author of the Harry Potter series took considerable time to develop all the concepts, details, and main ideas. However, since the series was made into a movie, the movie director had to make changes to the story to fit time constraints... otherwise moviegoers would not sit through a five hour movie. Once you view both mediums, you can analyze how effective the techniques chosen were.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.RL.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	7.RL.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	8.RL.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Student Friendly Language:
<p>I can compare and contrast fiction and nonfiction.</p> <p>I can identify time, place and character.</p> <p>I can identify or determine how a historical account differs from a fictional account.</p> <p>I can understand how authors can alter history to create a fictional account.</p> <p>I can recognize that author's bias affects how I interpret text.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Time • Place • Character • Fact versus Fiction • Historical Account • Fictional Account 	<p>Authors who write historical fiction may reference actual historical figures, times, and places to create their fictional story, which may not be historically accurate.</p>	<p>Analyze time, place, and character in two different accounts of an event.</p> <p>Communicate how an author's bias alters a historical account or how others view it.</p>

Key Vocabulary:
<p>Alter Analyze Fictional account Historical account Bias</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>By learning to compare and contrast that which is factual or not, students will be able to make informed decisions with the information that is given to them.</p> <p>Students need to realize that every author alters history based on their own perception of the events. Even if you are never planning on writing a formal book, all your writing can become part of the historical record for future generations. People reading documents, watching TV programs or any other media need to be able to distinguish the historical facts from personal perceptions of an event; this bias needs to be looked for to determine how the bias influences the student's choices.</p> <p>For instance, when a student reads a literary historical account, the author's purpose may impact the storyline to teach a life lesson. However, the actual historical account may not include the life lesson, but students may be able to make connections to the historical account and their own lives.</p> <p>In the real world, you will also need to be able to separate personal perceptions in employment choices, local policy, consumer choices, voting, and contracts.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Text Types and Purposes	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<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 from the argument presented.</p>	<p>7.W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>8.W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented</p>

Student Friendly Language:
<p>I can take a stand on an issue, back up my position, and write clearly about my opinion.</p> <p>a. I can state my position, understand others may have a different opinion, and express and defend my position with thoughtful (logical) reasons.</p> <p>b. I can support my opinion using reliable, believable evidence.</p> <p>c. I can use transitions to connect my ideas.</p> <p>d. I can write formally.</p> <p>e. I can write a clear conclusion that summarizes my position.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● organization of an essay: introduction, body, conclusion ● effective argument ● reliable resources ● transitions ● informal and formal writing 	<p>An effective argument must rely on facts and arguments supported by clear, reliable evidence.</p> <p>Arguments, when made in a professional and intelligent manner, can be effective when proposing a change.</p> <p>Effective arguments are written in an organized, cohesive manner.</p>	<p>Create logical and organized arguments.</p> <p>Apply critical thinking skills when defending a position.</p> <p>Analyze sources for credibility, reliability, and relevance.</p> <p>Recognize and acknowledge differences in opinion.</p>

Key Vocabulary:

Logic
Credible
Relevant
Cohesion
Argument
Claim

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 want to make changes in their world. In order to effectively argue their position, they must learn to base their argument on fact, not emotion. By anticipating in advance what the opposing argument may be, the writer will be prepared to address those concerns in a competent manner. Whining, mudslinging, complaining, and getting angry only add to the problem.

For example: It may be easier to convince a parent to purchase a new electronic device if the argument is based on claims that it will improve academic performance or keep you safer, versus the claims that “everyone else has one” and “you are the meanest parents in the world.”

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Text Types and Purposes	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<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 or explanation presented.</p>	<p>7.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 clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headlines), 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 create cohesion and 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 and supports the information or explanation presented.</p>	<p>8.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 clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; 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, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and 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 and supports the information or explanation presented.</p>

Student Friendly Language:
<p>I can:</p> <ul style="list-style-type: none"> • Clearly introduce the topic of my writing. • Thoroughly explain a topic through my writing. • Develop my topic through relevant facts, details, and other examples. • Organize my ideas for the purpose of my writing. • Use clear word choices when I write. • Use words that are specific to my topic. • Move (transition) from one idea to the next smoothly. • Write for a formal audience. • Write a conclusion that supports or explains my writing.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Informational Text • Format • Domain-specific language • Transitions • Formal Style • Graphics (Charts, Graphs, etc.) • Multimedia • Relevant details • Organizational structures • Introduction and conclusion strategies 	<p>Effective writers have a well-developed introduction, body, and conclusion.</p> <p>Effective writers plan their introduction, making sure to include a clear thesis statement.</p> <p>Effective writers develop their topic through details, facts, quotations, definitions, and other examples.</p> <p>Effective writers use transition words and phrases to improve fluency.</p> <p>Effective writers use appropriate word choices and style for their audience.</p> <p>Effective writers end their writing with a conclusion that reinforces the topic.</p>	<p>Introduce a topic clearly.</p> <p>Develop a topic by providing relevant evidence and support.</p> <p>Use appropriate transitions.</p> <p>Use precise language.</p> <p>Establish a formal style.</p> <p>Conclude a topic clearly.</p>

Key Vocabulary:

Thesis
Concrete words
Precise
Relevant
Domain-specific

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”?

Being able to communicate effectively through writing is an essential skill in order to be successful in high school, post-high, or as a member of the work force. Students will use these skills in essay writing, scholarship applications, memos and email, Power Point presentations, reports, complaint letters or letters of commendation, and other formal writing situations.

You are leaving on vacation and your friend John will be taking care of your dog during your absence. You need to write down the clear and specific instructions detailing exactly what needs to be done so your dog will survive for the three week period.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Text Types and Purposes	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<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>	<p>7.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 point of view 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 capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>8.W.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view 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, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action to convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>

Student Friendly Language:
<p>I can write a real or imagined story with a clear beginning, middle and end. The story includes descriptive details that add meaning.</p> <p>a. I can keep a consistent point of view.</p> <p>b. I can include dialogue, pacing, and description to develop plot and characters.</p> <p>c. I can use a variety of transition words.</p> <p>d. I can write words that “show” the story not tell it (use senses).</p> <p>e. I can finish the story by reflecting on my central idea (theme).</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Plot (beginning, middle, end) Point of view Dialogue Transition words Pacing Sensory language 	<p>Various narrative techniques can be used to develop a plot and characters.</p> <p>Using description in your writing can “show” the elements of plot.</p> <p>Effective narrative flows through strong organization.</p>	<p>Create a narrative that effectively develops plot, characters, and point of view in a thoughtful order.</p> <p>Develop the story through narrative techniques.</p> <p>Revise story to include sensory images and descriptive details.</p>

Key Vocabulary:

Context
Sensory language
Point of view
Dialogue
Pacing
Precise
Relevant

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”?

Storytelling is a part of everyday life. We are constantly retelling the events of last night’s party, yesterday’s ballgame, and the food fight we witnessed today in the cafeteria. The ability to create an engaging, entertaining narrative makes you a more interesting person. Grandmas tell bedtime stories, stand-up comedians entertain us with stories, and kids tell their parents stories all the time!

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Production and Distribution of Writing	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	7.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	8.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Student Friendly Language:

I can purposefully write for a specific audience in a clear and organized way.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Style • Organization • Purpose • Audience • Coherent • Voice • Tone • Writing Process 	<p>Writers must consider purpose, audience, and organization.</p> <p>The writer's style will vary depending on the identified purpose and audience.</p> <p>Organized writing creates a clear written message.</p>	<p>Compose thoughtfully organized pieces of writing.</p> <p>Design writing to appeal to the identified audience and purpose.</p> <p>Create writing of specific types (arguments, informative/explanatory, narrative).</p>

Key Vocabulary:

Coherent
Voice

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"?

Being a global 21st century citizen is complicated. Many modes of communication are written (Facebook, Twitter, project proposals, emails, job applications, blogs, scholarship essays, etc). Therefore, having the ability to communicate clearly and effectively to an identified audience is increasingly important.

You would present yourself differently to a potential employer than you present yourself to a friend. A employer (or teacher!) would expect formal language, whereas a friend would appreciate slang/texting language.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Production and Distribution	Grade level:	7th
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6)</p>	<p>7.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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7)</p>	<p>8.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, focusing on how well purpose and audience have been addressed (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8)</p>

Student Friendly Language:
<p>With some help, I can plan, revise, edit, rewrite, and use a different style of writing, such as narrative, informative, explanatory, and argumentative.</p> <p>Based on the assignment, I can determine the purpose and audience.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Structure of different styles of writing (including narrative, informative, explanatory, and argumentative) ● Purpose ● Audience ● Conventions/Rules of Language 	<p>All of the writing elements are used to write an acceptable, grade-level product.</p> <p>The style of writing varies by audience and purpose.</p>	<p>Plan, edit, and revise to create an effective written response.</p> <p>Try a new writing approach.</p> <p>Analyze a peer's writing task.</p> <p>Consider peers' and teacher's feedback.</p> <p>Determine the audience, purpose and style of writing.</p>

Key Vocabulary:
<p>Revise Writing Style Convention</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>Even professional writers use the writing process! Your goal as a writer is to produce the best possible product. To make this happen, you need to follow a process, including utilizing feedback from peers and the teacher.</p> <p>In any class, you may be asked to create a presentation or write an essay on a topic. This should follow the same process. Through revising and rewriting, you will improve your project.</p> <p>As an adult, you will write a cover letter to apply for a job. It should be the best possible product, so you will need to improve upon it several times. It's a good idea to have a friend or family member edit it for you as well.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Production and Distribution of Writing	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient skills to type a minimum of three pages in a single sitting.	7.W.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	8.W.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Student Friendly Language:
<p>I can use technology to produce (create) and publish my own works.</p> <p>I can use technology to link and cite sources.</p> <p>I can use technology to collaborate and interact with others.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Technology Links Cite sources Collaboration Published works Produced works 	<p>Technology is a key component to the writing process.</p> <p>The Internet is a tool used to connect and collaborate with others globally.</p> <p>Linking and citing sources is important when using others' ideas.</p> <p>Publishing works will vary according to expectations.</p>	<p>Produce and publish writing.</p> <p>Link and cite sources.</p> <p>Interact and collaborate with others.</p>

Key Vocabulary:
<p style="text-align: center;">Publish Cite Source</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 is now used to collaborate with others around the world, including but not limited to education, occupation, and socialization. Technology connects individuals to others, as well as makes resources easily accessible. Examples include:</p> <ul style="list-style-type: none"> Citing/Linking credible sources (analysis and reports for work - expenditures, scientific findings, etc.) Emailing (friends, family, co-workers) Blogging (musicians, public relations, journalists, movie or video game reviewers) Internet conferencing Online courses/schooling Online forums Social networking (Facebook, Skype, Google, Twitter, Etc.)

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Research to Build and Present knowledge	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Student Friendly Language:
I can find and use books and the Internet to find the answer to a question.
I can read the text and summarize/paraphrase it in my own words.
I can create questions to help me learn more about the topic.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Research sources (digital, print) Questioning techniques Note-taking skills Summarizing/paraphrasing skills Plagiarism 	<p>A focus question will help guide research.</p> <p>Different sources provide different points of view and main/central ideas.</p> <p>Research takes time.</p> <p>Proficient readers ask questions, make inferences, form generalizations, and draw conclusions when researching.</p>	<p>Use several research sources.</p> <p>Prove the central idea question in your research.</p> <p>Generate questions related to the research.</p>

Key Vocabulary:
Conduct Focus Question Investigate/Research
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 use researching skills for practical everyday questions. They may need to search for a job, find the best brand and price when purchasing electronics, find an answer to a medical question, or even find a mate. Research may need to be extended as more questions are generated.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.W.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.	7.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Student Friendly Language:
<p>I can gather information from many different sources (print and technology-based).</p> <p>I can tell the difference between relevant and irrelevant information.</p> <p>I can use search terms to find the information I need.</p> <p>I can tell if my sources are credible and accurate.</p> <p>I can put the information into my own words and use quotes correctly when necessary.</p> <p>I can cite my sources correctly.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> The difference between relevant and irrelevant information Search terms Criteria for credibility and accuracy Paraphrasing skills Plagiarism Formatting for citation 	<p>Not all information is relevant.</p> <p>Multiple sources can and should be used to find information.</p> <p>Using key search terms will narrow search results.</p> <p>Effective researchers determine if a source is credible and accurate.</p> <p>It is necessary to use paraphrasing and citations in order to avoid plagiarism.</p> <p>Plagiarism is illegal.</p>	<p>Perform relevant information gathering from multiple sources.</p> <p>Investigate using key search terms effectively to narrow search results.</p> <p>Evaluate sources for credibility and accuracy.</p> <p>Perform paraphrasing and quote information accurately to avoid plagiarism.</p> <p>Demonstrate the ability to cite sources correctly.</p>

Key Vocabulary:										
<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">Relevant</td> <td style="width: 20%;">Irrelevant</td> <td style="width: 20%;">Credibility</td> <td style="width: 20%;">Accuracy</td> <td style="width: 20%;">Digital</td> </tr> <tr> <td>Paraphrase</td> <td>Plagiarism</td> <td>Cite/citations</td> <td>Works Cited</td> <td></td> </tr> </table>	Relevant	Irrelevant	Credibility	Accuracy	Digital	Paraphrase	Plagiarism	Cite/citations	Works Cited	
Relevant	Irrelevant	Credibility	Accuracy	Digital						
Paraphrase	Plagiarism	Cite/citations	Works Cited							
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>As students gain more opportunities to make decisions for themselves, they will need skills to gather information from a variety of sources to determine which choice best fits their needs. For example, students may need to choose which recreational camps/ programs to attend, which college to attend, which car to purchase, which health care provider to select, etc.</p>										

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Integration of knowledge and ideas	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>6.W.9 Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>a. Apply grade 6 Reading standards to literature in terms of their approaches to similar themes and topics (e.g. “Compare and contrast texts in different forms or genre [stories, poems, historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>7.W.9 Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g. “Compare and contrast a fictional portrayal of time, place, and character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>

Student Friendly Language:
I can use evidence from fiction and non-fiction sources to support my ideas when writing.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Sources have evidence 	<p>Research can include fiction and non-fiction sources.</p> <p>Writing should include research that supports their ideas or conclusions from literature and nonfiction pieces.</p>	<p>Evaluate both fiction and nonfiction to gather evidence.</p> <p>Generalize researched materials to develop and defend ideas.</p> <p>Analyze fiction and nonfiction for evidence to create a basis of support for the student’s ideas.</p> <p>Use this evidence to support ideas in analysis (oral or written).</p>

Key Vocabulary:		
Evidence Research	Analysis Literature	Reflection 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”?

**** TEACHERS’ NOTE:** This standard is intended to correlate with *7th Grade specific* Reading Standards.

Students should see that they can draw on multiple sources to develop ideas throughout their lives, both personally and professionally. Well-researched information supports and lends credibility to your ideas.

For example, if you wanted to change noise regulations for your home area, you should look to multiple sources (maps, legislative documents, personal accounts, etc.) to support your idea for change.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Conventions of Standard English	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p>	<p>7.L.1 Demonstrate command of conventions the of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	<p>8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.*</p>

Student Friendly Language:
<p>I use correct grammar whenever I speak or write.</p> <p>I know what phrases and clauses do in a sentence.</p> <p>I choose the correct sentence structure (simple, compound, complex, compound-complex) for the ideas in my sentence.</p> <p>I use phrases and clauses correctly when writing.</p> <p>I can identify and correct misplaced and dangling modifiers.</p>

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Phrases ● Clauses ● Sentence Structure <ul style="list-style-type: none"> ○ simple ○ compound ○ complex ○ compound-complex ● Misplaced Modifiers ● Dangling Modifiers 	<p>Correct inclusion of phrases and clauses make their written or spoken message clearer.</p> <p>Effective speakers and writers use a variety of sentence structures when constructing their message.</p> <p>Misusing phrases and clauses affects the clarity of their message.</p>	<p>Speak and write with a variety of sentence types and lengths.</p> <p>Include phrases and clauses to enhance idea expression.</p> <p>Employ editing strategies to fix misused phrases and clauses.</p>

Key Vocabulary:
<p>Phrases (Prepositional, Introductory, etc.)</p> <p>Clauses (Independent, Dependent/Subordinate, etc.)</p> <p><u>Simple Sentence</u></p> <p><u>Compound Sentence</u></p> <p><u>Complex Sentence</u></p> <p><u>Compound-Complex Sentence</u></p> <p><u>Misplaced Modifier</u></p> <p><u>Dangling Modifier</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”?

Walking home from school, a dog scared my little sister. While you may not ever say, “That’s a misplaced modifier!” you can see that the clause “walking home from school” makes the meaning of the sentence confusing. “Why is the dog walking home from school?” You will need to represent your ideas in writing and speaking throughout your life. Knowing the conventions of the English language allows you to express yourself correctly, so that you can get your point across in the most efficient manner. Furthermore, having improper grammar in your verbal language may cost you a job through an interview.

For instance, when giving a presentation for your company, if you do not use the English language correctly, you may lose a major client because they feel you may not represent them correctly. Additionally, grammatical errors could cost you money in a contract - when buying a car, purchasing a house, or other personal or professional transactions.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Conventions of Standard English	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly</p>	<p>7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>b. Spell correctly.</p>	<p>8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>

Student Friendly Language:

I can correctly apply capitalization, punctuation, and spelling rules to my writing.
 I can demonstrate the correct usage of commas when I use adjectives for description.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Rules and resources to aid correct capitalization and punctuation ● Strategies and resources to aid correct spelling 	<p>Accurate capitalization, punctuation and spelling in writing is required.</p> <p>Errors in capitalization, punctuation and spelling in a written work make it less effective to the audience.</p> <p>Adjectives are punctuated differently depending on how they are used.</p>	<p>Apply conventional capitalization rules correctly in writing.</p> <p>Apply conventional punctuation rules correctly in writing.</p> <p>Use available resources to determine appropriate use of capitalization and punctuation in writing.</p> <p>Use available resources to check and correct spelling.</p> <p>Use commas correctly to separate coordinate adjectives.</p>

Key Vocabulary:

Conventions Punctuation Comma Capitalization Coordinating Adjective

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 understand that writing clearly and correctly is an essential skill. Proper editing of written work ensures that the writer will be understood and the message will be clear.

Employers often expect employees to have a general command of English conventions and may not hire individuals who do not demonstrate the ability to write properly. A resume or job application that contains capitalization, punctuation, and spelling errors might be discounted by an employer, and another applicant might be considered more qualified. Many job applications are now done online; an application that is full of errors may eliminate an applicant before he/she is ever seen by prospective employers.

When applying for college entrance or most scholarships, a written essay is routinely expected as part of that process. Submission of an unedited essay containing capitalization, punctuation, or spelling errors indicates either a lack of knowledge or concern for the correct usage of convention rules. This will inevitably affect one’s chances of being awarded admission or a scholarship.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Knowledge of Language	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*	7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact)

Student Friendly Language:

I can apply the rules of language that I have been taught when writing, speaking, reading, or listening. When communicating, I can select powerful, specific words to express myself clearly. I can identify and remove unnecessary words.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Conventions/rules of language ● Forms of communication ● Redundancy 	Grammatical rules serve as a foundation for all communication. Words are powerful tools. When words are used correctly and clearly, we can make a point precisely and make every word count. Using unnecessary words makes my message unclear. (Sometimes less can be more!)	Apply knowledge and rules of language in all forms of communication. Think carefully and choose clear, precise words to express ideas. Revise written work to remove extra words that may confuse communication.

Key Vocabulary:

Concise Precise Redundancy Eliminate

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”?

The English rules that students have been taught serve a purpose. These rules are used every day without us ever thinking about the actual rules.

The way in which we use our words plays a significant role in how people perceive us. A first impression is often based on how we communicate. Often, our intelligence is judged by how we speak, write, read, or listen. For example, if you are filling out a scholarship or job application and use language poorly, your application may not be considered and your audience may think you are incompetent. However, if you take the time to apply the rules of the English language and think about the words you are using, you will most likely be considered for the scholarship or job.

If we want our audience to take us seriously and listen to us, we must make every word count. Audiences tend to lose focus on the message if it is too wordy; therefore we must get our point across efficiently. For example, when asked to summarize a book, your audience will listen better if you can retell the story in three or four sentences, versus giving every minute detail.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

Student Friendly Language:
<p>I can determine a new word's meaning by using the words and sentences around it.</p> <p>I can break a word apart by its prefix, root/base, and suffix to help determine its meaning.</p> <p>I can use print and online resources to help determine and verify a word's pronunciation, meaning, and part of speech.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● context ● reference materials for word meanings ● Greek / Latin roots 	<p>Various strategies can be used to determine a new word's meaning.</p> <p>Multiple resources can be used to check understanding of what a word means.</p>	<p>Infer meanings of new words using context.</p> <p>Apply knowledge of word parts to determine the meaning of new words.</p> <p>Utilize resources to verify how to pronounce a word, what the word means, and how to use it correctly in a sentence.</p>

Key Vocabulary:
<p>prefix affix suffix root</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”?

It is almost impossible for students to learn all the words to which they will be exposed in their everyday lives through vocabulary units in school. If students can master a few basic strategies, they will be equipped to decipher many of the unfamiliar words they will read and hear without having to use a dictionary.

For example, in class, if your teacher suggests that the reasons you are giving to prove your point are not “salient”, you will need to figure out the meaning. In band, when your director tells you your drumming sounds “belligerent” you should know if that is a compliment or a criticism. In the workplace, if you are having difficulties with a co-worker, your boss may say to “appease” them; if you do not know what this means, you will need to know how to figure out the meaning.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>	<p>7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p>8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>

Student Friendly Language:
<p>I can understand figures of speech in context.</p> <p>I can use word relationships (including synonyms, antonyms, and analogies) to better understand the meaning of words.</p> <p>I can understand the feelings and ideas that a word implies (connotation).</p> <p>I can understand the dictionary definition of a word (denotation).</p> <p>I can choose words not only for what they mean, but also for the impact or feeling they carry.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● figures of speech ● word relationships ● connotative and denotative meanings 	<p>Correct interpretation of figures of speech can aid overall understanding of written material.</p> <p>Knowing how words relate to each other helps understand each word better.</p> <p>Words with similar denotations may have different connotations.</p>	<p>Interpret figures of speech accurately.</p> <p>Analyze relationships between words using context and prior knowledge.</p> <p>Differentiate the denotation and connotation of words..</p>

Key Vocabulary:

figurative language (figures of speech) nuance	connotation <u>analogy</u>	denotation <u>allusion</u>
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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”?

The difference between words can be very subtle, but even subtle differences can absolutely change the meaning because of the connotation carried by a word or phrase.

You might have a big job to do, but I have a Herculean task... so obviously mine is much harder!

Auto dealers no longer sell “used” cars; they sell “pre-owned” vehicles.

People no longer want to live in a sterile “townhouse” but love the idea of a “townhome.”

In the 1950s, your mom was a “housewife” and today she might be a “homemaker” or “stay-at-home mom.”

Sometimes it isn't a compliment if a person says, “Hey, nice shirt!”

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	7.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	8.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Student Friendly Language:
<p>I can use specific, 7th grade level words to communicate my ideas.</p> <p>I can use appropriate words for specific school classes (math, science, geography) and topics (integers, space exploration, culture).</p> <p>I can determine what an unfamiliar word mean.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Vocabulary strategies (e.g. context clues, inference, decoding) ● Content-specific words 	<p>Effective writers use a variety of interesting and specific words and phrases.</p> <p>Using content-specific words effectively gives credibility to the writer/speaker.</p> <p>Expanding vocabulary helps writers / speakers to be more specific, accurate, and successful.</p> <p>Knowing various strategies to decode new words will be helpful throughout life in learning words.</p>	<p>Interpret meaning of new words.</p> <p>Use new words in writing and speaking.</p> <p>Include content-specific words appropriately in writing and speaking.</p>

Key Vocabulary:
domain-specific vocabulary
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>A rich vocabulary helps a person communicate effectively. This allows you to be more specific in what you want or need from someone else.</p> <p>For example, if you want to install a culvert to prevent flooding at your home, it’s important to know the appropriate words to describe the problem and your solution: drainage, watershed, wetland, conservation, etc)</p> <p>Using content-specific words also helps you communicate effectively. For example, skateboarding may be favorite pasttime of several of your friends. In order to communicate with them about this activity, you will need to know the names of tricks and stunts</p> <p>Understanding new words you need to know is valuable. For example, knowing all the words in a contract you are going to sign will protect you from agreeing to something that may not be in your best interest.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Comprehension and Collaboration	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>6SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>

Student Friendly Language:
<p>I can be prepared for class discussions by having my assigned work completed, thoughts collected, and ideas ready to discuss.</p> <p>I can come to class prepared by having assigned material read, studied, thought about, and ready to discuss through examples and evidence.</p> <p>I can contribute to a respectful discussion that stays on task and finishes on time.</p> <p>I can ask questions in a discussion that allow others to explain or expand on their position about a given topic as well as answer their questions with on-topic thoughts and ideas.</p> <p>I can recognize the value of others' ideas and change my view on a topic if given proper evidence.</p> <p>I can discuss with my peers and teacher a given topic by asking questions / giving comments that expand others' thinking and be open to change my position after hearing good evidence from others.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Collaborative Discussion Techniques (active listening, turn-taking) ● Discussion Preparation (research, studying material, organizing ideas and examples) ● Probing Questions ● Elaborate Responses 	<p>High-quality discussions require participants to be prepared through research and organization or thoughts.</p> <p>Effective discussions take place when participants take turns in expressing ideas, listen to others, and stay on-topic.</p> <p>During discussions people's opinions and views can change as new information is heard.</p>	<p>Prepare for discussions by reading and reflecting on assigned material.</p> <p>Follow rules and etiquette for discussion.</p> <p>Progress the discussion toward a goal.</p> <p>Formulate questions that require detailed answers.</p> <p>Answer questions thoroughly with relevant details.</p> <p>Assess valid information and opinions from others in a discussion and modify thinking when needed.</p>

Key Vocabulary:			
discussion	<u>elicit questions</u>	elaboration	explicit information
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>In school and in the workplace, working with others occurs frequently. With multiple people come multiple opinions and multiple points of view. In order for any work to be accomplished, people's minds will have to come together and/or change. Being able to present reasons clearly, in addition to being able to consider new points of view, will make you a helpful member of any team.</p> <p>All future careers and relationships require that you are able to discuss and give reasoning for your opinions / thoughts clearly with others: friends, bosses, clients/customers, coworkers and family members. For instance, if you want to go to the school dance, you need to be able to give reasons and express yourself clearly with your parents. You also must be able to change your own thinking when new information conflicts with what you previously believed, such as why a sports team is the best.</p> <p>Even in the simplest circumstances, being able to express the reasons for your beliefs is needed for others to understand your point. For example, when determining whether or not you should buy a new brand of shoes, you may ask two friends. One may say they are great while the other says they are the worst shoes ever. The reasons behind each friend's opinion is important for you to know before you make your decision.</p>			

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Comprehension and Collaboration	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Student Friendly Language:
<p>I can examine and consider thoughtfully the central message sent to an audience in what I read, view, and hear.</p> <p>I can identify and describe the ideas used to prove or support the central message.</p> <p>I can explain how an author gets the central message across clearly to the audience.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● media ● main idea (central idea) ● supporting details ● evidence ● quantitative formats (information presented in forms including graphs, charts, and statistics) 	<p>Media in all forms is produced with the intent to send a message or promote a central idea.</p> <p>Supporting ideas and evidence are used by a writer, speaker, or presenter to prove or clarify the message.</p> <p>Evidence and supporting details must be clear in order to provide strong, effective support of the main idea to the reader or viewer.</p>	<p>Examine and identify main ideas and messages in media presentations of all forms.</p> <p>Analyze critically the evidence and details used by producers to support the main ideas.</p> <p>Determine and describe the connection between the supporting details and the main message in a media presentation.</p>

Key Vocabulary:
<p style="text-align: center;">Media Clarify Diverse <u>Quantitative</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>In order for a message to be clear and understandable to the audience, the producer (writer, director, or speaker) must provide support or explanation to the audience. The supportive details are essential to the message.</p> <p>Example 1: When an advertisement is written, the advertiser cannot just say, “You should buy this product,” although that is clearly the main idea or message of the ad. The ad must explain the qualities of the product (supporting evidence) that make it desirable to the consumer: it is cheaper, it gets clothes 50% whiter, it is tastier, it is healthier, or it makes the user look thinner. A smart buyer must be able to watch/listen to the ad with a critical eye and ear, and analyze the evidence the ad uses to solicit the purchase.</p> <p>Example 2: When a candidate is running for political office, he or she will give a speech. The politician will try to convince the voters that he/she is the one the voters should choose. He/she will give reasons, examples, and ideas that explain why he/she is better equipped for the office than the opponent. The main idea or message is ‘VOTE FOR ME’. But the reasons behind that message are what really matters. The details <i>why</i> are the items the voter must understand and analyze when determining who to vote for.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Comprehension and Collaboration	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	7.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Student Friendly Language:

I can accurately describe the speaker's argument through analysis of the supporting details in the argument. By looking at the evidence, I can determine if the claims support or disprove the argument.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • organization structure of arguments • thesis statements and supporting evidence 	<p>Effective arguments are organized so the audience can determine the main point and supporting details of the argument.</p> <p>Strong arguments contain valid claims, sound reasoning, and thorough evidence.</p>	<p>Outline a speaker's argument with special attention to the specific claims</p> <p>Critique the argument based on the reasons stated and the relevance of the evidence.</p> <p>Determine how much evidence is needed to make a convincing argument.</p>

Key Vocabulary:

delineate	argument	claim
evidence	<u>sound reasoning</u>	relevance
evaluate	<u>sufficient</u>	

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 learn to base their decisions on sound evidence and relevant reasoning.

As a consumer, students will consistently be exposed to salesmen whose job it is to convince customers to purchase a particular product. A student may enter Verizon looking to upgrade his cell phone. When the salesman tries to convince that student to buy a different cell phone with different features and a different price, it will be important for that student to be able to identify and evaluate the claims the salesman is making in order to make the best decision on the cell phone purchase.

The cross country coach is recruiting new runners and wants you to join. You've always played soccer, but the team you've always played on is changing. It will be important for you to listen to the coach's reasons why cross country is a valuable sport in order to determine if it would be a good fit for you.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Presentation of Knowledge and Ideas	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	7.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Student Friendly Language:
<p>I can present important facts by including logical and relevant examples.</p> <p>I can maintain eye contact in a presentation.</p> <p>I can speak clearly and loudly enough for my audience.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Relevant Claims ● Points ● Facts ● Details ● Examples ● Eye Contact 	<p>Presenting an effective claim takes thought and preparation.</p> <p>Presenting your points includes finding supporting information and being able to deliver your points clearly.</p> <p>Clear, logical, relevant information supports important points in a presentation.</p> <p>Eye contact, voice, and pronunciation are important when delivering a presentation.</p>	<p>Communicate main points effectively.</p> <p>Use relevant descriptions, facts, details, and examples to clarify main points.</p> <p>Demonstrate understanding clearly through the appropriate use of eye contact, volume, and pronunciation.</p>

Key Vocabulary:
<p>Salient Coherent <u>Pertinent</u> Appropriate</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>In the “real world” there are endless situations where a person will need to explain one’s points. The better a person is able to emphasize those points through a clear discussion with supporting facts and appropriate body language, the more likely his/her audience will understand the message and perhaps agree with that point of view.</p> <p>For instance, if you want to go to a friend’s house, you are more likely to be able to go if you have a logical, controlled discussion. In the workforce, the more relevant and detailed you can be in a discussion about a pay increase, the more likely you are to get the asked increase.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Presentation of Knowledge and Ideas	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	7.SL.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Student Friendly Language:
I can use technology and visual images in oral presentations to make the ideas clearer to the audience and highlight the most important points.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● General public speaking skills ● General knowledge of PowerPoint, Prezi, or other presentation software ● Knowledge of multimedia components (images, music, graphics, sounds, etc.) and how to input these items into presentations to support claims 	<p>Presentations can be enhanced by including graphics, images, music, and sound.</p> <p>Including multimedia in presentations will illustrate and demonstrate key ideas.</p> <p>Additions of visual and auditory elements can help an audience understand essential and important ideas of the presentation.</p>	<p>Demonstrate technology usage (using various presentation software) into oral presentations.</p> <p>Create effective presentations that clearly explain and illustrate important or prominent concepts.</p> <p>Incorporate various, appropriate multimedia into presentations to create desired effect or meet intended goals.</p>

Key Vocabulary:
Multimedia components Visual displays Clarify Salient

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 today are growing up in a multimedia, digital, fast-paced world. Their environment since birth has been technology-infused. Brain development research indicates that children’s brains are “mapping” differently today than in previous generations due to the infusion of sound, color, movement, and the immediate gratification of their media-rich world. Consequently, students must accommodate the needs of their audience when making presentations to their classmates and others.

How interesting is it to you, as an audience member, to just sit and listen to a person talk without any visuals or audio support in the presentation? Do you as an audience member want to see pictures, graphs, or videos, and want to hear music, speeches, and sounds to help you enjoy and learn from a presentation? Then you as a presenter must include these same multimedia displays in your presentations. Think about this: is it easier to explain in words what an elephant looks like, or is it more efficient to show a picture or video of an elephant as you explain it verbally? The technology is readily available to you, just waiting to help you clearly present your important ideas.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	PRESENTATION OF KNOWLEDGE AND IDEAS	Grade level:	7
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	7.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)	8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)

Student Friendly Language:
I can present my ideas using appropriate language for an assignment, including the use of formal English.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Rules of formal English. • Different styles and purposes of presenting a speech. 	<p>Effective speakers use different techniques in speeches, depending on the purpose and the audience.</p> <p>Formal English follows certain rules and know when to use Formal English.</p> <p>A speaker gains credibility with the audience by effectively choosing the right technique and following appropriate rules of language.</p>	<p>Recall the context of a speech.</p> <p>Demonstrate proper grammar and formal English when appropriate.</p>

Key Vocabulary:				
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Formal English</td> <td style="width: 50%;">Context</td> </tr> <tr> <td>Purpose</td> <td>Audience</td> </tr> </table>	Formal English	Context	Purpose	Audience
Formal English	Context			
Purpose	Audience			
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>It is important for young adults to be able to use formal English when necessary and be able to determine when it is necessary. For example, in a job interview, the use of formal English requires a potential employer that you are well-spoken and can deliver your ideas effectively. Using informal or casual language may cost you the job.</p> <p>Adults must be able to adapt their language for various job situations. For example, writing a proposal requires the use of formal English, whereas an informal meeting with colleagues may not. Casual language (or slang) is not appropriate when completing official forms in the workplace. For example, filling out an accident report requires the use of formal English because formal English helps keep the message clear and accurate.</p>				