

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading Informational Text	Anchor Standard:	Key Ideas and Details	Grade level:	8
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Correlating Standard in Previous Year	Sequence & Standard	Correlating Standard in Following Year
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.	9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Student Friendly Language:

I can read informational text (non-fiction) and identify central idea (main idea).
 I can find details to support the central idea.
 I can make a prediction based on supporting details.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Central idea Supporting details (Textual Evidence) Definition of inference 	<p>proficient readers apply meaning to informational texts.</p> <p>proficient readers make inferences and generalizations based on informational texts.</p>	<p>Use explicit and implicit information from a text to determine meaning.</p> <p>Analyze a text based on its explicit and implicit detail.</p> <p>Differentiate between textual evidence that strongly supports the meaning of a text and textual evidence that provides information about the subject.</p>

Key Vocabulary:

Analysis
 Central Idea
 Recall
 Inference
 Textual Evidence

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 able to validate their assumptions based on textual evidence. For example, when making the purchase of a cell phone, a consumer would need to evaluate the choices available and make a decision based on the sales information.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
7.RI.2 Determine two or more central ideas in a text and analyze their development over the text and provide an objective summary.	8.RI.2 Determine a central idea of a text and analyze its development over the course of a text including its relationship to supporting details and provide an objective summary.	9-10.RI.2 Determine central idea include how it emerges and is shaped and refined by specific details, provide objective summary.

Student Friendly Language:
I can determine (figure out) the central (main) idea) and supporting ideas and decide how they develop.
I can write an objective (factual) summary of text, leaving my opinions out.

Know (Factual)	Understand (Conceptual)	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● central idea ● summary ● supporting ideas ● facts vs. opinions ● text 	<p style="text-align: center;">The students will understand that:</p> <p>Text has central ideas and supporting details that develop throughout the text.</p> <p>A summary should contain the details that support the central idea.</p>	<p>Determine the relationship between the main idea and supporting details.</p> <p>Analyze development of central idea.</p> <p>Summarize using facts not opinions.</p>

Key Vocabulary:
Determine Central (main) Idea Summary Analyze Objective Supporting Idea Fact Opinion Develop
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”?
Everything read in life (text, newspapers, Internet, etc) has a central idea supported by details, and in order to understand and communicate, the reader will need to determine the message the author is sending and be able to summarize it in order to share with others.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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).	9-10.RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Student Friendly Language:
I can analyze how elements within text are related and affect each other.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • similarities • differences • connections • analogies 	authors use comparisons, analogies, and categories to enhance or deepen meaning for their readers.	<p>Identify comparisons, analogies, or categories in informational text.</p> <p>Analyze connections and distinctions within text.</p> <p>Find relationships and connections between/amongst categories (people, places, ideas, etc.).</p>

Key Vocabulary:
connections analogies compare contrast analyze <u>distinction</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”?
This standard will help you understand the world around you and make wise decisions or choices based on that knowledge of relationships between people, places, events, ideas, etc. An example would be...reading about a specific character or situation, understanding how it relates to you, and making an informed decision about your own life based on what you have learned from the text.

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Strand:	Informational Text	Anchor Standard:	Craft and Structure	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 specific word choices on meaning and tone, including analogies or allusions to other texts.	9.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Student Friendly Language:
I can determine the meaning of words and phrases using context clues. I can determine the meaning of figurative language. I can analyze why the author chose the words he/she did.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> How to determine word meanings in context The impact of figurative language in a text How to determine the difference between connotative and technical meanings 	Figurative language is used to give implied/deeper meaning to words and phrases in text. Author's word choice affects meaning and tone of text.	Determine how an author uses words to convey meaning. Analyze how word choice affects tone (including in analogies and allusions). Compare technical meanings to connotative meanings.

Key Vocabulary:		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> technical meaning (denotative/dictionary/literal) allusion impact analogy </td> <td style="width: 50%; vertical-align: top;"> implied meaning figurative language context analyze </td> </tr> </table>	technical meaning (denotative/dictionary/literal) allusion impact analogy	implied meaning figurative language context analyze
technical meaning (denotative/dictionary/literal) allusion impact analogy	implied meaning figurative language context 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"?		
Critical reading is required for students to analyze the impact of word choice on an author's message. Understanding the underlying meaning of words and phrases can reduce chances of miscommunication at home, on the job, or in personal/professional relationships. Negative consequences can result if a reader does not understand words or misinterprets tone in forms of communication including social networking, work memos and emails and public information.		

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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.	9.RI.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Student Friendly Language:
<p>I can analyze the structure of a paragraph in an informational text.</p> <p>I can analyze the role of particular sentences in developing a key concept.</p> <p>I can analyze the role of particular sentences in refining a key concept.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • How to analyze paragraph structure: topic sentence, supporting evidence, details, and transitional words • How to analyze Informational text • How to analyze key concepts 	<p>Sentences play different roles in a paragraph. A topic sentence introduces the main idea of a paragraph.</p> <p>Supporting evidence explains or adds clarity to the idea expressed in the topic sentence.</p> <p>Details add interest to the paragraph.</p> <p>Transitional words connect ideas between sentences and paragraphs.</p> <p>The structure of a paragraph influences the overall meaning of a text.</p>	<p>Identify paragraph structure (topic sentence, supporting evidence, details, and transitional words).</p> <p>Explain how sentences develop and refine a key concept in a paragraph.</p> <p>Analyze the structure of a paragraph in a text.</p>

Key Vocabulary:												
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">analyze</td> <td style="width: 33%;">structure</td> <td style="width: 33%;">develop</td> </tr> <tr> <td><u>refine</u></td> <td>key concept</td> <td>paragraph</td> </tr> <tr> <td>transitional words</td> <td>topic sentence</td> <td>supporting evidence</td> </tr> <tr> <td>details</td> <td></td> <td></td> </tr> </table>	analyze	structure	develop	<u>refine</u>	key concept	paragraph	transitional words	topic sentence	supporting evidence	details		
analyze	structure	develop										
<u>refine</u>	key concept	paragraph										
transitional words	topic sentence	supporting evidence										
details												

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>Analyzing and interpreting informational texts is important because it helps you understand things including warranties, user manuals, and contracts.</p> <p>If you misinterpret or misunderstand key details, you may miss important steps or information that can impact you in a negative way. For example, if you misread the contract on your cell phone, you may incur more charges than you anticipate.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
7.R.1.6 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.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	9.R.1.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Student Friendly Language:
<p>I can determine an author’s purpose in a text.</p> <p>I can determine an author’s point of view in a text.</p> <p>I can analyze how an author acknowledges conflicting evidence or viewpoints.</p> <p>I can analyze how an author responds to conflicting evidence or viewpoints.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● how to recognize an author’s point of view ● how to recognize an author’s purpose ● how to recognize conflicting evidence 	<p>An author’s point of view may be different than a reader’s point of view.</p> <p>An author has a purpose for writing.</p> <p>Conflicting viewpoints invite readers to formulate their own opinions.</p> <p>Conflicting evidence invites readers to formulate their own opinions.</p>	<p>Determine an author’s point of view in a text.</p> <p>Determine the author’s purpose by considering evidence from the text.</p> <p>Analyze how the author acknowledges and responds to different viewpoints.</p> <p>Express and support your insights based on the viewpoints and evidence in the text.</p>

Key Vocabulary:									
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">point of view</td> <td style="width: 33%;">analyze</td> <td style="width: 33%;">viewpoint</td> </tr> <tr> <td>author’s purpose</td> <td>evidence</td> <td>determine</td> </tr> <tr> <td>conflicting</td> <td>acknowledges</td> <td>respond</td> </tr> </table>	point of view	analyze	viewpoint	author’s purpose	evidence	determine	conflicting	acknowledges	respond
point of view	analyze	viewpoint							
author’s purpose	evidence	determine							
conflicting	acknowledges	respond							

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”?

When you can analyze an author’s point of view or purpose, you can make informed decisions, form your own opinions, and avoid being misled by advertising, faulty propoganda, and peers. Consumers must be able to weigh the claims of advertisers as they make choices about they spend their money. Voters must be able to evaluate candidates’ statements and how they relate to their own personal views.

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Strand:	Informational Text	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	9.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

Student Friendly Language:
<p>I can identify advantages and disadvantages of different mediums.</p> <p>I can determine the value of various mediums.</p> <p>I can determine how different mediums can be used to present a topic or idea.</p> <p>I can choose the most effective medium for a given topic.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● audience and occasion ● Mediums that are available to you 	<p>different mediums have advantages and disadvantages.</p> <p>different mediums can be used to present a topic or idea in order to create a desired impact or point.</p>	<p>Interact with various text forms (print, digital text, video, multimedia, etc).</p> <p>Select the medium/s that best presents the topic or idea.</p> <p>Critique the use of various media.</p>

Key Vocabulary:
Evaluate <u>Mediums</u> (e.g., print or digital text, video, multimedia)
<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>As adults we spend a great amount of time convincing people about issues we care about and disseminating information, so it is vital to know how to apply various mediums to target/convince the audience we are addressing.</p> <p>What if you wanted different food in the lunch room? What kind of medium would you use to convince your principal or schoolboard?</p> <p>What if you were really passionate about a bill or presidential candidate? How would you convince people to agree with you?</p> <p>Job Applications Marketing Want ads Proper use of technology</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
7.R.8 Trace & evaluate argument & claims in text, assessing whether reasoning is sound & evidence relevant & sufficient.	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.	9-10.R.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Student Friendly Language:
<p>I can describe (delineate) and find value (evaluate) in the argument of the text. I can determine (assess) whether the reasoning is logical and true (sound). I can determine (assess) if the evidence is important (relevant) and adequate (sufficient). I can recognize when unrelated (irrelevant) evidence is presented.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> main idea supporting details author's point of view reader's point of view fact vs opinion 	<p>sound reasoning is important to make a logical, focused argument.</p> <p>relevant evidence supports the main idea.</p> <p>sufficient evidence is necessary to explain a main idea.</p> <p>irrelevant evidence is a distraction from the main idea.</p>	<p>Analyze the argument of the text.</p> <p>Evaluate relevant and irrelevant supporting details in text.</p> <p>Assess if the reasoning of the text is sound.</p>

Key Vocabulary:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">sound reasoning</td> <td style="width: 33%;">evidence</td> <td style="width: 33%;">delineate</td> </tr> <tr> <td>assess</td> <td>relevant</td> <td>irrelevant</td> </tr> </table>	sound reasoning	evidence	delineate	assess	relevant	irrelevant
sound reasoning	evidence	delineate				
assess	relevant	irrelevant				
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 be able to look at what is stated in a piece of writing, whether it is a business letter, a website, a textbook, or any other source of information, to determine the quality and value of what they are reading. Critically reading a text is necessary to determine if the information is true, valuable, and essential.</p> <ul style="list-style-type: none"> How to decide which cell phone or computer to buy How to choose who you want on your fantasy football team Deciding if sports drinks or energy drinks are healthy or will enhance your performance in sports or hurt you Discerning what information on the Internet is valid, review several articles, websites, etc. from the Internet and facilitate students through a process of deciding whether or not the info is relevant and/or valid Help students determine the purpose of the text (paper or Internet) and the author's purpose-- is it a sales pitch or purely information from a neutral viewpoint 						

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	9-10.RI.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

Student Friendly Language:
<p>I can analyze (study closely) multiple texts on the same topic.</p> <p>I can identify where sources may agree or disagree on facts or interpretations.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Difference between fact and inference ● Point of view 	<p>texts can describe information in more than one way.</p> <p>texts can have differing points of view on the same information.</p> <p>external/ internal factors can shape authors’ points of view; therefore, texts may be biased.</p> <p>reading a variety of texts leads to a more informed understanding of information.</p>	<p>Identify differences within two or more texts.</p> <p>Find evidence supporting different interpretations of texts.</p> <p>Analyze probable reasons why authors’ points of view differ.</p> <p>Analyze how the author distinguishes his or her position from that of others.</p>

Key Vocabulary:												
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">analyze</td> <td style="width: 33%;">fact</td> <td style="width: 33%;">identify</td> </tr> <tr> <td>interpret</td> <td>infer</td> <td>point of view</td> </tr> <tr> <td>bias</td> <td colspan="2">conflict (external and internal)</td> </tr> <tr> <td>opinion</td> <td></td> <td></td> </tr> </table>	analyze	fact	identify	interpret	infer	point of view	bias	conflict (external and internal)		opinion		
analyze	fact	identify										
interpret	infer	point of view										
bias	conflict (external and internal)											
opinion												
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>Literate individuals need to make informed decisions by reading purposefully. Literate individuals need to take into consideration that an author’s point of view may bias a text. As a result, multiple texts may need to be viewed before making informed decisions. After reading articles from several different sources and identifying differences therein, literate individuals may develop a more complete understanding of the information.</p>												

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Key Ideas and Details	Grade level:	8
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Correlating Standard in Previous Years textual evidence that	Number Sequence & Standard	Correlating Standard in Following Year
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.	9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Student Friendly Language:
<p>I can analyze (break down into parts) the meaning of a text. I can analyze (break down into parts) what a text says explicitly. I can analyze (break down into parts) what a text says implicitly. I can support my analysis with strong textual evidence. I can choose the textual evidence that best supports my analysis.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● analyze text ● draw inferences from text ● explicit information (stated) ● implicit information (inferred) ● strong textual evidence 	<p>authors give information to readers both explicitly and implicitly.</p> <p>meaning is based on explicit and implicit information.</p> <p>some details in text are more relevant to the overall meaning than others.</p>	<p>Use explicit and implicit information from a text to determine meaning.</p> <p>Analyze a text based on its explicit and implicit detail.</p> <p>Differentiate between textual evidence that strongly supports the meaning of a text and textual evidence that provides information about the subject.</p>

Key Vocabulary:		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> textual evidence <u>implicit information</u> cite <u>inference</u> </td> <td style="width: 50%; vertical-align: top;"> <u>explicit information</u> analyze <u>differentiate</u> </td> </tr> </table>	textual evidence <u>implicit information</u> cite <u>inference</u>	<u>explicit information</u> analyze <u>differentiate</u>
textual evidence <u>implicit information</u> cite <u>inference</u>	<u>explicit information</u> analyze <u>differentiate</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?”

This standard is basically drawing conclusions and supporting the conclusions with evidence from text. Examples using this standard might include:

- A doctor diagnosing and prescribing a course of treatment after reading all of the data drawn about a patient.
- An engineer determining that a bridge is unsafe based on the data gathered about its condition.
- A meteorologist reading graphs and data to determine when a blizzard will strike an area.
- A student defending an issue or persuading an audience with clear evidence that supports an idea.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 relationship to the characters, setting, and plot; provide an objective summary of the text.	9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Student Friendly Language:
<p>I can identify a theme or central idea of a text.</p> <p>I can analyze (break down into parts) how the theme or central idea is developed using literary elements (character, setting, plot).</p> <p>I can analyze (break down into parts) how the theme or central idea is developed over the course of the text.</p> <p>I can objectively summarize a literary text without including my personal opinions.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> theme is developed through literary elements an objective summary is free of bias 	<p>the theme is the overarching idea that the author is trying to express to the reader.</p> <p>the theme or central idea of a text develops over the course of the text.</p> <p>the relationship between characters, setting, and plot impacts the theme of the text.</p> <p>a summary is an objective re-telling, in one's own words, of the most important ideas in the text.</p>	<p>Identify a theme or central idea of a text.</p> <p>Analyze the development of a theme as it relates to characters, setting, and plot.</p> <p>Summarize text.</p>

Key Vocabulary:								
<table style="width: 100%;"> <tr> <td style="width: 50%;">theme or central idea</td> <td style="width: 50%;">literary elements</td> </tr> <tr> <td>character</td> <td>setting</td> </tr> <tr> <td>plot</td> <td>summary</td> </tr> <tr> <td><u>objective</u></td> <td></td> </tr> </table>	theme or central idea	literary elements	character	setting	plot	summary	<u>objective</u>	
theme or central idea	literary elements							
character	setting							
plot	summary							
<u>objective</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>Although the particulars of each student's experiences may be different from the details of the story, the general underlying truths about the human condition, revealed in literature, are universal. Students can have greater empathy for others and can be better citizens with an enhanced understanding of the struggles of others.</p>								

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Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Student Friendly Language:
<p>I can analyze(break down into parts) how characters' words and actions affect what happens in the story.</p> <p>I can identify character traits based on a character's thoughts, actions, and words.</p> <p>I can determine why characters make certain decisions.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • the relationship between cause and effect • character motivation and traits are revealed in several ways 	<p>actions have effects.</p> <p>character motivation and traits can be revealed through thoughts, actions, and words.</p>	<p>Identify specific dialogue and incidents that propel action.</p> <p>Analyze how character's motivation and traits determine outcomes.</p> <p>Determine how character dialogue relates to decision making.</p>

Key Vocabulary:
<p>dialogue decision making character traits motivation analyze <u>propel</u> provoke</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 life, what people say and do can affect the outcome of any situation. In conversation, understanding dialogue helps you understand what others are communicating while tone and actions can enhance or alter the meaning of dialogue. For example, in a job interview what you say and how you represent yourself makes a first impression which may determine whether you get the job or not.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
7.R.L.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 of stanza of a poem or section of a story or drama.	8.R.L.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.	9-10.R.L. 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Student Friendly Language:
<p>I can determine figurative and connotative meaning of words and phrases in a text.</p> <p>I can accurately define the meaning of a word or phrase based on the context.</p> <p>I can explain the impact of word choice on meaning and tone.</p> <p>I can analyze the author’s use of allusions in a text.</p> <p>I can determine the author’s use of analogies.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● how to use context clues ● words carry varying levels of meaning ● figurative or nonliteral meaning may appear as simile, metaphor, personification, hyperbole, analogies, idiom ● how literary devices are used ● how to interpret literary devices 	<p>Seeking the meaning of unknown words/phrases deepens the understanding of literary text(s).</p> <p>Word choice (including analogies and allusions) affects mood and tone because words have multiple connotative meanings.</p>	<p>Use context clues to help unlock the meaning of unknown words/phrases.</p> <p>Interpret and understand connotative meanings.</p> <p>Identify and interpret figurative language and literary devices.</p> <p>Explain how authors use language choices to create an effect. (e.g., mood and tone)</p> <p>Analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts.</p>

Key Vocabulary:												
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">connotation</td> <td style="width: 25%;">analogies</td> <td style="width: 25%;">mood and tone</td> <td style="width: 25%;">analyze</td> </tr> <tr> <td>literary devices</td> <td>allusion</td> <td>connotative</td> <td>interpret</td> </tr> <tr> <td></td> <td></td> <td></td> <td>figurative language</td> </tr> </table>	connotation	analogies	mood and tone	analyze	literary devices	allusion	connotative	interpret				figurative language
connotation	analogies	mood and tone	analyze									
literary devices	allusion	connotative	interpret									
			figurative language									

Relevance and Applications:
<p>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>Students need to read at a critical level that allows them to comprehend various texts and communication. Political figures must choose their language carefully so their audiences understand their messages. Journalist</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
7.R.L.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	8.R.L.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.	9.R.L.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Student Friendly Language:

I can compare and contrast the organization of two or more texts.
 I can explain how why the organization of the texts is different.
 I can analyze (identify, break down, and explain) how the organization of a text adds to the meaning and style.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended thinking)
<ul style="list-style-type: none"> ● how texts are structured ● meaning is an implied message or theme ● style is defined by situation, purpose, sentence structure, and diction 	<p>Structure of text impacts meaning and style.</p> <p>Writers intentionally structure the text to change the meaning and style.</p>	<p>Compare and contrast two or more texts.</p> <p>Analyze text structure.</p> <p>Analyze different texts to interpret meaning and style.</p>

Key Vocabulary:

compare	contrast	analyze
meaning	style	structure

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 understand the nuanced meaning of a variety of texts such as:

- Job applications
- Newspaper articles
- Job Contract
- Email
- Social Media
- Corporate business reports
- Menus
- Leisure reading

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	9.R.L.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Student Friendly Language:
I can see (understand) how the use of irony, suspense and humor can change point of view.
I can see events through the characters' eyes.
I can show (analyze) how the characters' point of view is different from mine.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> elements of character include how a character acts, looks and how others react to that character point of view can be in 1st, 2nd, or 3rd person audience/reader brings his or her own point of view to a story 	<p>Differences in point of view create suspense and humor in a story.</p> <p>Characters can have different points of view.</p> <p>Readers and the audience can also have different points of view.</p>	<p>Analyze differences in characters' points of view.</p> <p>Make connections between the reader's point of view and characters' points of view.</p> <p>Determine how the differences in points of view can create effects such as suspense or humor.</p>

Key Vocabulary:
analyze point of view suspense humor <u>dramatic irony</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 can understand other perspectives and culture. Students will be able to understand someone else's point of view (a parent, sibling, friend...). Students will be able to be critical readers and listeners helping them to be active citizens by voting or listening to campaign speeches (whether at the middle school level - student council or national level).

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

Student Friendly Language:
I can find similarities and differences (compare and contrast) between movies and plays and their written forms.
I can evaluate and explain possible reasons for differences I find.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● literary elements i.e. plot, character, and setting 	<p>factors (ie. budget, reality, time, perception) may change the portrayal of literature in a movie or play.</p> <p>artistic license affects the outcome of a production.</p>	<p>Identify the use of plot, character, and setting in text and production.</p> <p>Compare and contrast text to production.</p> <p>Evaluate the director's choices in producing a text for film or stage.</p>

Key Vocabulary:
compare and contrast plot setting characters <u>artistic license</u> director, drama, script, screenplay, etc. analyze cite evaluate <u>nuances</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 need to be able to analyze and evaluate written and visual communication. Students should be able to connect literary elements present in written works to their visual forms. For example, compare a book students have read to a movie OR compare the school play to the script. Students will understand the use of artistic license. Students understand that artists also respond to varying demands of audience, task, and purpose. Students are inspired by and can build upon other artists' works.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
7.RL.9 - Compare and contrast a fictional portrayal of time, place, or character and a historical 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.	9-10.RL.9 - Analyze how an author draws on themes, patterns of events, or character types of myths, traditional stories, or religious works such as the Bible including how the material is rendered new.

Student Friendly Language:
I can a theme (central idea), pattern of events (plot), and character types.
I can describe how a story can have a message for today.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Theme as the central idea Different types of characters Plot - pattern of events 	<p>literary elements are present in different fictional works as well as different time periods.</p> <p>material from past fictional literature can be relevant today.</p> <p>modern authors are influenced by past authors, yet create new, relevant works.</p>	<p>Analyze a work of fiction.</p> <p>Identify theme, plot, and characterization.</p> <p>Analyze how literary elements are universal.</p>

Key Vocabulary:
Analyze <u>Rendered</u> Central idea Plot Theme Universal
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”?
Literary works contain universalities. Authors draw on what they read as well as their life experiences. As readers, students should understand that the commonalities present in literary works function to connect readers’ humanity. Literature helps us to understand one another.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Text Types and Purposes	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<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>	<p>9.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

Student Friendly Language:
<p>I can make a claim and prove it.</p> <p>I can support a claim with relevant and credible sources.</p> <p>I can write appropriately for an audience.</p> <p>I can write a conclusion that backs up my claim.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> claims state a purpose evidence backs up claims counterclaims are your opponent's viewpoint formal writing is less personal and more objective than informal writing concluding statement reinforces your argument 	<p>Argumentative writing can influence others' opinions.</p> <p>Anticipating the counterclaim will actually make an argument stronger.</p> <p>The structure of their evidence can make an argument solid.</p> <p>Opposing ideas should be respected and honored.</p> <p>Formal writing will enhance an argument.</p>	<p>Make a claim.</p> <p>Support a claim with credible sources.</p> <p>Anticipate counterclaim and apply appropriate evidence in response.</p> <p>Use transitions that enhance logical organization.</p> <p>Write in a formal style.</p> <p>Conclude with a statement that reinforces the argument.</p>

Key Vocabulary:

argument
evidence
cohesion
claims
credible sources
clarify
counterclaims
relevant
formal style

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 who continue to develop writing skills improve communication in all aspects. This can include real-life situations such as persuading parents to give them something they want and eventually asking for a raise, requesting change in a policy, or even asking for a refund from a store.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Text Types and Purposes	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<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., 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 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 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>	<p>9-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic.)</p>

Student Friendly Language:

I can write to convey information.
 I can write to examine a topic.
 I can organize and choose relevant information to support ideas.
 I can write in a formal style.
 I can appropriately use formatting (headings, etc.), graphics, and multimedia in my written communication.
 I can write an introduction, body, and conclusion.

Know (Factual)	Understand (Conceptual) “I want students to understand that ...”	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● The formatting of a text can affect interpretation ● Informative/explanatory texts are present and important in many situations ● The content of informative/explanatory texts must be specific, cohesive, concrete, and relevant ● Many informative/explanatory texts must be written in formal style ● Informative/explanatory texts should utilize transitions for optimal organization 	<p>Informative and explanatory writing examines a topic, conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>The writing process is used to write informative and explanatory texts.</p> <p>Organized, relevant written communication is necessary to clearly convey ideas to an audience.</p> <p>Effective informative and explanatory writing is written in a formal style and format.</p>	<p>Generate informative/explanatory texts.</p> <p>Choose and develop a topic.</p> <p>Organize ideas.</p> <p>Format writing.</p> <p>Use transitions appropriately.</p> <p>Use precise language.</p> <p>Establish and maintain a formal style.</p> <p>Provide a supportive conclusion.</p>

Key Vocabulary:

informative
explanatory
format
relevant
cohesion
transitions
style
precise language
concluding statement
convey
examine
multimedia
concrete details

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 able to convey factual information to others through organized written communication. For example, students may be required to write summaries, reports, instructions, resumes, applications, memos, portfolios, and other documents to convey information to others.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Text Types and Purposes	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<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 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, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, 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 and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>

Student Friendly Language:
<p>I can write a narrative that is real or imagined that includes relevant, descriptive details and follows logical order.</p> <p>I can grab the reader's attention with setting, introducing my characters, and establishing point of view.</p> <p>I can organize the story's events so that the order flows naturally and logically.</p> <p>I can use narrative techniques such as dialogue, pacing, description, and reflection to develop my story.</p> <p>I can use a variety of transitions to help my story flow and show how the events relate to each other.</p> <p>I can use precise words and phrases, relevant details, and sensory language to capture the action and convey the events.</p> <p>I can write a conclusion that follows naturally and reflects on the experiences or events.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • The main elements of a narrative • How to utilize logical and chronological order (sequencing) • How to incorporate effective narrative techniques (dialogue, description, pacing) • How to choose and use transition words and phrases • That using sensory language brings life to my writing for my audience 	<p>A well-written narrative includes sequencing, effective technique (establishing setting, introducing characters, dialogue, pacing, etc), and descriptive details.</p> <p>A conclusion reflects the significant events or experiences of the narrative.</p>	<p>Create a narrative.</p> <p>Establish setting and point of view in writing.</p> <p>Introduce a narrator/characters.</p> <p>Organize logical sequencing.</p> <p>Use transition words, phrases, and clauses to effectively move the reader through the story.</p> <p>Demonstrate the relationships between experiences and events in writing.</p> <p>Use precise language in details.</p> <p>Write a concise, reflective conclusion.</p>

Key Vocabulary:
sequence narrative techniques dialogue pacing description reflection <u>orient</u> narrative transition words <u>convey</u> precise relevant sensory language point of view
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 able to effectively express ideas in a logical sequence with relevant, descriptive details. Examples include writing a Facebook post about what happened at the dance or a sporting event, writing what happened in a report having witnessed an event, writing for pleasure, and personal narratives for college interviews.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Production and Distribution of Writing	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.)	9-10.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:
<p>I can produce a planned piece of writing.</p> <p>I can identify my purpose.</p> <p>I can make my ideas clear and easy to understand.</p> <p>I can organize my thoughts.</p> <p>I can identify my audience.</p> <p>I can use different word choice and sentence structure depending on my audience.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● supporting claims ● writing development ● organization ● audience and purpose ● appropriate style 	<p>organized writing is easy to follow and makes a strong statement.</p> <p>writing style differs depending on audience.</p> <p>there are different types of audiences.</p>	<p>Design writing which meets the expectations of task, purpose, and audience.</p>

Key Vocabulary:
<p><u>coherent</u> style development</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>Communicate effectively through writing to different types of audiences and for different purposes. Examples would be in future education, work-related writing, job applications, personal writing, etc.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Production & Distribution	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<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 on page 52.)</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 on page 52.)</p>	<p>9.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)</p>

Student Friendly Language:
<p>I can plan my writing by using graphic organizers and choosing an appropriate style/order of organization. I can evaluate (check) my writing to ensure it makes sense to me and my audience. With help, I can add and delete (revise) information to make my writing more clear. I can use grammar rules and mechanics (conventions) to edit my work.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Purpose ● Types of audiences ● Organizational plans ● Rules of conventions 	<p>word choice and clear organization influence meaning and understanding.</p> <p>proficient writers evaluate and revise their writing to strengthen it.</p>	<p>Critique writing to identify adherence to audience, purpose, and goals.</p> <p>Revise writing to meet expectations.</p>

Key Vocabulary:
<p>writer's purpose writer's audience revise conventions</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>Students need to write at an appropriate level for audience and purpose. In order to be a proficient writer, students need to understand that their writing needs to be revised and polished until it meets the expectations of the purpose and audience. Students need to write to achieve a goal such as a college scholarship & acceptance essays, job applications, job communications.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Production and Distribution of Writing	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	9.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Student Friendly Language:

I can use various forms of technology to create (produce) writing that can be published and presented.
I can collaborate (work together) with others effectively.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> fact opinion source citation collaboration 	<p>technology is a tool to research, publish, and share writing.</p> <p>technology allows writers to collaborate with others.</p>	<p>Show writing to others through technology.</p> <p>Present the relationships between information and ideas.</p> <p>Interact and collaborate with others using technology.</p>

Key Vocabulary:

Internet
produce
publish
interact
collaborate

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?

In our modern world, it is possible to produce and access writing via technology like the Internet. Technology makes it possible to collaborate with others far away using blogs and other platforms. Writing can be efficiently produced and published using technology in a way that opens it up to a more varied audience.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Research to build and present knowledge	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
7.W.7 Conduct short research project 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.	9.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Student Friendly Language:
<p>I can conduct research to answer a question.</p> <p>I can write my own research question(s).</p> <p>I can use several sources to learn about my topic.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • How to generate research questions • How to identify primary/secondary sources • How to conduct focused research 	<p>There are many ways (multiple levels of exploration) to find information.</p>	<p>Use information to answer or respond to a question.</p> <p>Analyze a variety of sources for reliability and credibility.</p> <p>Choose reliable sources for research.</p> <p>Generate related questions that heighten the research experience.</p> <p>Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials).</p>

Key Vocabulary:						
<table style="width: 100%;"> <tr> <td style="width: 50%;">self-generated questions</td> <td style="width: 50%;"><u>primary/secondary sources</u></td> </tr> <tr> <td>multiple avenues</td> <td>credible</td> </tr> <tr> <td>exploration</td> <td>research</td> </tr> </table>	self-generated questions	<u>primary/secondary sources</u>	multiple avenues	credible	exploration	research
self-generated questions	<u>primary/secondary sources</u>					
multiple avenues	credible					
exploration	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”?						
<p>Many careers require an individual to conduct research on a topic. This would include a doctor researching a new treatment option, a mechanic researching a new tool, or a farmer researching a new implement.</p>						

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Student Friendly Language:
<p>I can collect information about a specific topic from multiple sources (i.e. newspaper, magazine, book, online, etc).</p> <p>I can use search terms (such as “AND” and “OR”) and symbols (such as “+”) to effectively find information on my topic.</p> <p>I can read a text and decide if it provides credible (reliable and factual) information about my topic.</p> <p>I can quote, paraphrase, and summarize information such as data, facts, and other materials so that I do not plagiarize.</p> <p>I am aware of the different standard citation formats (i.e. MLA, Chicago, APA) and can follow one standard format for giving credit to the sources used in my paper.</p> <p>I can write an accurate works cited page to show where I found my information.</p>

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Definitions of various research terms ● Sources need to be cited to avoid plagiarism ● Multiple sources(print & digital) are available from which information can be gathered ● Criteria which makes a source credible 	<p>Information can be presented to readers in multiple formats (print and digital).</p> <p>The use of search terms and symbols can make finding information easier.</p> <p>Credible sources may include both primary and secondary source documents.</p> <p>Some sources are more credible than others</p> <p>Quoting, paraphrasing, and summarizing are methods of including evidence and supporting information for one’s assertions.</p> <p>Authors have earned the right to have their work acknowledged through citations.</p> <p>Plagiarism is illegal.</p> <p>Irrelevant evidence is a distraction from the main idea.</p>	<p>Gather information from a variety of sources.</p> <p>Use search terms and symbols effectively.</p> <p>Follow proper citation format when giving credit to sources.</p> <p>Analyze the reliability, credibility, and relevance of sources or evidence.</p> <p>Accurately quote relevant and credible information.</p> <p>Paraphrase researched information.</p> <p>Distinguish between relevant and irrelevant information when researching.</p>

Key Vocabulary:

search term
search symbol
reliable
fact
paraphrase
quote
summary
plagiarize
standard citation format
works cited
MLA
APA
credibility
data
primary sources
secondary sources
relevant/irrelevant evidence

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”?

From multiple sources, students need to be able to use search terms to find relevant, credible data/facts, utilizing and citing sources effectively for the informational benefit of themselves and others.

An illness may be researched for those being impacted by it in order to discover options and treatment available.

Communities may research options for local development and present these options to others.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>7.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “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”).</p> <p>b. Apply <i>grade 7 Reading standards</i> 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>	<p>9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>

Student Friendly Language:
I can provide examples from what I read that support my ideas when writing about literature and informational texts.

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● What information (e.g. facts, dialogue) is relevant ● How to identify themes (recurring) ● Various patterns of organization (e.g. chronological order, flashback) ● Various character types (e.g. protagonist, antagonist, villain, hero) 	<p>They can write with support ideas using specific examples from texts.</p>	<p>Analyze and apply in writing how a modern work of fiction draws on themes, patterns of events, or character types.</p> <p>Cite examples from literature or informational texts to support ideas.</p> <p>Cite examples of reoccurring themes, patterns of events and characters through varying genres of literature.</p> <p>Evaluate and apply relevant evidence and argument when writing.</p>

Key Vocabulary:

evidence
reasoning
relevant
irrelevant
reflection
analysis
theme
myth
chronological
protagonist
antagonist
argument
claim
pattern of events
delineate

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”?

Communication in real life and in many careers requires the evaluation of data, evidence and claims to accurately make decisions. Examples include a student purchasing a car, a banker approving or denying a loan application, and a judge evaluating evidence in a case.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Conventions of Standard English	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>7.L.1 Demonstrate command of the conventions 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>	<p>9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>

Student Friendly Language:
<p>I use correct grammar whenever I speak or write.</p> <p>I know what verbs (and verbals) do in a sentence.</p> <p>I can write and correctly use verbs in both active and passive voice.</p> <p>I can correctly use verbs based on the appropriate mood (questioning, commanding, doubting, subjectless).</p> <p>I am aware of and can control changes in the types of verbs I choose.</p>

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● the definition of verbs and verbals ● the function of verbs and verbals ● the impact and appropriate use of active voice ● the impact and appropriate use of passive voice ● the various moods of verbs ● the impact of verb shifts 	<p>Correct verb and verbal usage makes one's message clearer.</p> <p>Active and passive voice each have a place in writing.</p> <p>Verbs should be selected based upon their mood.</p> <p>Writers should only shift verb voice and/or mood with intention and purpose.</p>	<p>Select the most effective verbs and verbals for their message.</p> <p>Analyze whether active or passive voice is appropriate for a message.</p> <p>Appropriately choose verb mood for a message.</p> <p>Shift verb voice and/or mood with intention and purpose.</p>

Key Vocabulary:

verbals
gerunds
participles
infinitives
active voice
passive voice
verb mood
indicative mood
imperative mood
interrogative mood
conditional mood
subjunctive mood
verb 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”?

Lasting impressions are formed based on how well people communicate (in speaking and in writing). Students need to be able to write and speak using correct grammar and usage in situations including job interviews, job applications, college applications, scholarship applications, formal/informal essays/writing assignments, and job/school presentations.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Conventions of Standard English	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<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>	<p>9-10.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>

Student Friendly Language:

I can write sentences using appropriate capitalization.
 I can write sentences using appropriate punctuation to indicate a pause, break, or an omission.
 I can spell words correctly in my writing.

Know (Factual)	Understand (Conceptual) Students will understand that...	Do (Procedural, Application, Extended Thinking) Students can...
<ul style="list-style-type: none"> Resources to aid correct capitalization Punctuation terms such as comma, ellipsis, dash and their usage Strategies and resources to aid correct spelling 	<p>Appropriate capitalization, punctuation and spelling in writing is essential.</p> <p>Inappropriate capitalization, punctuation and spelling in a written work can lessen its effect on the reader.</p>	<p>Demonstrate an understanding of capitalization rules.</p> <p>Utilize appropriate capitalization in their writing.</p> <p>Utilize punctuation correctly in their writing.</p> <p>Use available resources to ascertain appropriate use of capitalization and punctuation in their writing.</p> <p>Use available resources to check and correct spelling in their writing.</p>

Key Vocabulary:

conventions
ellipsis
 comma
 dash

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 able to write clearly, utilizing appropriate English conventions so they can clearly communicate with others. Employers expect employees to have a general command of English conventions and may not hire individuals without the ability to write properly. For example, a resume riddled with capitalization, punctuation, and spelling errors will be less impressive than one that is written correctly.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Knowledge of Language	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p>8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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).</p>	<p>9-10.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g. <i>MLA Handbook</i>, <i>Turbian's Manual for Writers</i>) appropriate for the discipline and writing type.</p>

Student Friendly Language:
<p>I can use common conventions in order to communicate when speaking or writing.</p> <p>I can understand the use of common conventions when reading text or listening to a speaker.</p> <p>I can evaluate whether active or passive verbs should be used in my communication.</p> <p>I can choose conditional or subjunctive mood in order to affect the meaning of my communication.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● common conventions in written and spoken language ● which verb tense to utilize ● when to use active/passive voice ● when to use conditional/subjunctive mood 	<p>Conventions play an important role in comprehension of language, whether written or spoken.</p> <p>Word choice can affect the meaning of communication.</p> <p>Knowledge of verb tense can be crucial to understanding language.</p>	<p>Demonstrate a knowledge of common conventions.</p> <p>Purposefully choose verbs in written and spoken language to reflect a chosen voice or mood.</p>

Key Vocabulary:
<p>verb tenses</p> <p><u>active voice</u></p> <p><u>passive voice</u></p> <p><u>conditional mood</u></p> <p><u>subjunctive mood</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 to communicate effectively and to better understand the underlying meaning in both written text and spoken language, students need to comprehend the subtleties of word choice. Understanding how to choose verbs to emphasize either the actor or the action might help the student to persuade an audience toward an intended result. When running for an office or convincing someone you are the person to be hired for a job, an individual must choose each word with care.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<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>	<p>9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</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, its part of speech, or its etymology.</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:

I can use strategies to determine the meanings of unfamiliar words in my reading.
 I can utilize various resources to investigate the meanings of unfamiliar words or phrases in my reading.

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking) Students can...
<ul style="list-style-type: none"> ● how to use a glossary, dictionary, and thesaurus ● prefixes, suffixes, roots from Latin, Greek, and other language 	<p>Words can have several meanings depending on their usage.</p> <p>Using a variety of reading strategies can help them to interpret the meanings of unfamiliar words.</p> <p>It is important to use resources (glossaries, dictionaries, thesauruses) to identify meanings of unfamiliar words.</p> <p>It is important to verify the correct meaning with resources.</p>	<p>Demonstrate an ability to use context to identify the meaning of unfamiliar words.</p> <p>Demonstrate an ability to use word origins to identify the meaning of unfamiliar word.</p> <p>Demonstrate an ability to use resources like glossaries, dictionaries, and thesauruses to identify the meaning of unfamiliar words.</p> <p>Verify the correct meaning of unfamiliar words with resources.</p>

Key Vocabulary:

context
affixes
prefixes
suffixes
roots
verify
infer

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Reading comprehension is important in all areas of life--at home, at work, and at school. Students who employ various strategies in their reading generally have a heightened understanding of the material. Employees who have better reading comprehension generally learn new skills and retain them longer, making them more valuable employees. At home, people with higher reading comprehension generally make better decisions concerning finances, diet, politics, and other topics because of their ability to comprehend higher level material.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<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>	<p>9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>

Student Friendly Language:
<p>I can interpret figures of speech in context.</p> <p>I can use word relationships to better understand the meaning of the words.</p> <p>I can understand the connotation of a word.</p> <p>I can understand the denotation of a word.</p> <p>I can distinguish among the connotations of words with similar denotations.</p>

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> how to determine connotation how to determine denotation how to compare and contrast the connotation and denotation of a word or phrase 	<p>Meaning of written word is enhanced by the proper use of vocabulary.</p> <p>Correct interpretation of figures of speech can aid overall understanding of written material.</p> <p>Words with similar denotations may have different connotations.</p>	<p>Accurately interpret figures of speech.</p> <p>Use context and prior knowledge to ascertain denotations and connotations of new vocabulary.</p> <p>Analyze the relationship between words to understand their meaning.</p>

Key Vocabulary:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">connotation</td> <td style="width: 50%;">denotation</td> </tr> <tr> <td>nuance</td> <td>figurative language</td> </tr> <tr> <td colspan="2">word relationships</td> </tr> </table>	connotation	denotation	nuance	figurative language	word relationships	
connotation	denotation					
nuance	figurative language					
word relationships						
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>						
<p>Communication is essential to completing any task. People often use figurative language to help clarify meaning. Being able to understand figurative language aids communication in talking with friends, performing a task with a co-worker, or responding to a prompt from a teacher.</p>						

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	9-10.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Student Friendly Language:
<p>I can choose grade-appropriate words to accurately communicate my ideas in an academic setting.</p> <p>I can use specific words and phrases to effectively communicate in different courses such as science, mathematics, history, and language arts.</p> <p>I can apply vocabulary strategies to determine the meaning of an unfamiliar word or phrase.</p>

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> how to select grade-appropriate vocabulary how to use domain-specific vocabulary how to apply vocabulary strategies 	<p>Effective communicators use a wide variety of words accurately.</p> <p>Using content-specific vocabulary strengthens communication within a given area.</p> <p>Reading and vocabulary strategies will be used throughout life to make sense of unfamiliar words and phrases.</p>	<p>Demonstrate an ability to use a grade-appropriate vocabulary.</p> <p>Use domain-specific words when writing or speaking.</p> <p>Use reading and/or vocabulary strategies to improve understanding of new words and phrases.</p>

Key Vocabulary:
<p>grade-appropriate vocabulary</p> <p>academic vocabulary</p> <p>domain-specific vocabulary</p> <p>reading strategies (i.e. context clues, decoding, inference, synthesis)</p> <p>vocabulary strategies (i.e. prefixes, suffixes, Greek/Latin roots)</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>Having a strong academic vocabulary enables a person to be more successful in a wide range of situations including</p> <ul style="list-style-type: none"> job interview--able to answer questions accurately using terminology specific to the potential job. scholarship essay--articulate the necessary information using appropriate academic vocabulary. remodeling a home--knowing building terminology to avoid loss of money when hiring a contractor or purchasing supplies. running for a political office--being able to deliver a convincing argument by using vocabulary that is geared to a specific audience.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Comprehension and Collaboration	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>7.SL.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>8.SL.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>	<p>9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>

Student Friendly Language:
<p>I can actively and effectively participate in a discussion with others.</p> <p>I can listen to what others have to say and share my own ideas with others.</p> <p>I can prepare for discussion by studying the assigned topic.</p> <p>I can be respectful of others in a discussion.</p> <p>I can complete my portion of group tasks.</p> <p>I can ask questions that help a group learn.</p> <p>I can appreciate the information others bring to a discussion..</p> <p>I can justify my thinking.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● The importance of preparing for a collaborative discussion ● How to prepare for a collaborative discussion ● How to collaborate effectively ● How to craft both questions and responses to questions. ● How to integrate new and old information. 	<p>Prior preparation allows discussions to be more effective and efficient.</p> <p>There are behaviors that help and behaviors that hinder a collaborative discussion.</p> <p>Questions (both posing and answering) are “key” to effective discussions.</p> <p>Groups (as a whole and as individual members) must be open to discussions, take in new information, and find a way to piece it together with what has already been established.</p>	<p>Demonstrate an understanding of how to actively participate in a discussion.</p> <p>Read, research, formulate questions, etc. prior to participating in discussions.</p> <p>Participate actively (ask questions, make statements, connect to text, respond to questions, etc.) in the discussion process.</p> <p>Treat others and their contributions to the discussion with respect.</p> <p>Invite new ideas and connect them to text or ideas that have already been introduced to/by others.</p>

Key Vocabulary:

engage(d)
 collaboration
 evidence
 collegial
 qualify
 justify
 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”?

Students simply *must* possess the skills necessary to participate in a collaborative discussion. The workplace demands that employees be able to operate both independently and interdependently. When asked to brainstorm a list of solutions or approaches with a committee, people must be able to demonstrate the behaviors that facilitate the process and result in success. In our “small world” it is more important than ever that people be open to hearing others’ opinions and suggestions. This will only become more critical as the world we live in becomes more and more diverse.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Comprehension and Collaboration	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	9-10.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Student Friendly Language:
<p>I can analyze the purpose of a text, movie, song, advertisement, etc..</p> <p>I can interpret a particular media's motives (why someone wants me to read or see a text, movie, song, etc.).</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Messages are often complex Media messages often have hidden and/or multiple agendas 	<p>The media confronts us with savvy and sophisticated messages.</p> <p>Media produces content based on a variety of motivating factors.</p>	<p>Evaluate various messages presented by the media.</p> <p>Break down a complete message into its various pieces and parts.</p> <p>Recognize and articulate the “why” behind a media message.</p>

Key Vocabulary:
<p>analyze diverse media diverse formats quantitatively <u>motives</u> <u>agenda</u> <u>savvy</u> social commercial political</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>Americans are bombarded by the media each day, and it is important to know what ideas these messages convey and why they are being shared. Sometimes media messages enhance our lives; other times they manipulate us in negative ways. It is important to know what the media is telling us and why they want us to receive their messages. Ultimately, this keeps a consumer of information safer and more independent.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Comprehension and Collaboration	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Student Friendly Language:
<p>I can attentively listen to a presentation to outline a speaker's points and claims. I can evaluate the believability of the reasoning and the credibility and importance of the evidence, including when the evidence is not important.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● techniques for attentive listening ● the relationship between an argument and specific claims ● techniques for recording a speaker's arguments, specific claims, supporting reasons, and evidence ● signal words included in speeches to indicate transitions or relationships between ideas ● techniques for evaluating the soundness of reasoning ● strategies for identifying when irrelevant evidence is introduced 	<p>Discerning listening involves critiquing and evaluating.</p>	<p>Listen attentively to a speaker to outline and evaluate main argument(s) and specific claims including those supported by evidence and those not supported by evidence.</p> <p>Apply reasoning methods and use supporting evidence in a claim.</p> <p>Evaluate evidence and determine whether it is relevant.</p>

Key Vocabulary:			
evaluate	credibility	delineate	argument
specific claims	evaluate the soundness	reasoning	relevance and sufficiency
evidence	irrelevant evidence	<u>critiquing</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"?

Being able to follow the points in a presentation and judge the credibility of the argument will help students make wise decisions.
 When purchasing a cell phone, for example, it is important to be able to follow the points of the sales presentation and decide whether the seller's points are sound, so that the consumer can make a well-informed purchase.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	Presentation of Knowledge and Ideas	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Student Friendly Language:
<p>I can present a speech to an audience about what I believe and have learned.</p> <p>I can narrow my topic so it is manageable for me and my listeners.</p> <p>I can use evidence, sound reasons, and related details as I share my ideas.</p> <p>I can use appropriate delivery techniques including appropriate eye contact, adequate volume, and crisp pronunciation of words as I speak.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> strategies for choosing a good general topic for a speech ways to narrow a wide subject into a manageable topic methods of choosing and incorporating evidence, reasons, and details into a speech aspects of delivery like eye contact, volume, and pronunciation impact a speech's effectiveness 	<p>effective speeches are a combination of solid content and appropriate delivery.</p>	<p>Develop a logical argument using sound reasoning supported by evidence that is focused and easy to follow.</p> <p>Apply the concepts of delivery to an oral presentation.</p>

Key Vocabulary:
<p>Claims salient <u>coherent</u> relevant evidence reasoning</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>With the availability of the Internet as a vast, instantaneous yet often unreliable resource in educational, domestic, and business settings, students will have to develop savvy research skills in order to present their position to others on a wide variety of topics. For example, students may need to research and present:</p> <ul style="list-style-type: none"> why school uniforms are/are not a good idea as a student representative to the school board why an expensive out-of-state college is a better long-term career choice than a more economical in-state school to their parents why they should be chosen for a promotion over a co-worker to their supervisor

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	PRESENTATION OF KNOWLEDGE AND IDEAS	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Student Friendly Language:
I can make presentations which include visual displays and technology so my information is more understandable, interesting, and adds credibility to my claims and evidence.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • how to use technology and software including, but not limited to computers, projectors and PowerPoint to enhance presentations • general public speaking skills • how to include evidence to add credibility to claims 	oral presentations can be more effective, clear, understandable, and interesting with the proper use of multimedia or visual aids.	<p>Develop a logical argument that includes multimedia and visual displays in presentations to add credibility to evidence.</p> <p>Appropriately use programs, software, or other multimedia technology to positively enhance oral presentations.</p>

Key Vocabulary:
multimedia enhance clarify visual aid evidence 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”?
Public speaking skills are important in many professions. Employers today are looking for people who can deliver effective oral presentations, trainings, and sales presentations that incorporate cutting- edge multimedia technology as well as good public speaking practices.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Speaking and Listening	Anchor Standard:	PRESENTATION OF KNOWLEDGE AND IDEAS	Grade level:	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.)	9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)

Student Friendly Language:
I can give an oral presentation using formal English which includes correct grammar and usage after determining my audience and the context of the speech.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • conventions of standard English 	<p>the use of proper conventions and grammar in speech add to the credibility and understanding of the speaker.</p> <p>the use of particular effects such as active or passive voice can help me speak to a particular content.</p>	<p>Determine the context of a speech.</p> <p>Construct a speech using proper grammar and standard English when speaking to an audience.</p>

Key Vocabulary:
context conventions
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
In college, oral presentation (speeches) are daily tools used by professors to evaluate the learning of their students. Many professions require their employees to effectively communicate ideas and express them in a professional manner.