

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Conventions of Standard English	Grade level:	7
----------------	----------	-------------------------	---------------------------------	---------------------	---

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

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

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

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

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

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

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

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Conventions of Standard English	Grade level:	7
----------------	----------	-------------------------	---------------------------------	---------------------	---

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

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

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

Key Vocabulary:
Conventions Punctuation Comma Capitalization <u>Coordinating Adjective</u>

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Students must understand that writing clearly and correctly is an essential skill. Proper editing of written work ensures that the writer will be understood and the message will be clear.</p> <p>Employers often expect employees to have a general command of English conventions and may not hire individuals who do not demonstrate the ability to write properly. A resume or job application that contains capitalization, punctuation, and spelling errors might be discounted by an employer, and another applicant might be considered more qualified. Many job applications are now done online; an application that is full of errors may eliminate an applicant before he/she is ever seen by prospective employers.</p> <p>When applying for college entrance or most scholarships, a written essay is routinely expected as part of that process. Submission of an unedited essay containing capitalization, punctuation, or spelling errors indicates either a lack of knowledge or concern for the correct usage of convention rules. This will inevitably affect one’s chances of being awarded admission or a scholarship.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Knowledge of Language	Grade level:	7
----------------	----------	-------------------------	-----------------------	---------------------	---

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

Student Friendly Language:

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

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

Key Vocabulary:

Concise Precise Redundancy Eliminate

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

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

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

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

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	7
----------------	----------	-------------------------	--------------------------------	---------------------	---

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

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

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

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

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

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

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

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	7
----------------	----------	-------------------------	--------------------------------	---------------------	---

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

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

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

Key Vocabulary:			
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">figurative language (figures of speech) nuance</td> <td style="width: 33%;">connotation <u>analogy</u></td> <td style="width: 33%;">denotation <u>allusion</u></td> </tr> </table>	figurative language (figures of speech) nuance	connotation <u>analogy</u>	denotation <u>allusion</u>
figurative language (figures of speech) nuance	connotation <u>analogy</u>	denotation <u>allusion</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>			
<p>The difference between words can be very subtle, but even subtle differences can absolutely change the meaning because of the connotation carried by a word or phrase.</p> <p>You might have a big job to do, but I have a Herculean task... so obviously mine is much harder!</p> <p>Auto dealers no longer sell “used” cars; they sell “pre-owned” vehicles.</p> <p>People no longer want to live in a sterile “townhouse” but love the idea of a “townhome.”</p> <p>In the 1950s, your mom was a “housewife” and today she might be a “homemaker” or “stay-at-home mom.”</p> <p>Sometimes it isn't a compliment if a person says, “Hey, nice shirt!”</p>			

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	7
----------------	----------	-------------------------	--------------------------------	---------------------	---

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

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

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

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