SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Conventions of Standard English	Grade level:	8

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.	9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* 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.

Student Friendly Language:

I use correct grammar whenever I speak or write.

I know what verbs (and verbals) do in a sentence.

I can write and correctly use verbs in both active and passive voice.

I can correctly use verbs based on the appropriate mood (questioning, commanding, doubting, subjectless).

I am aware of and can control changes in the types of verbs I choose.

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
● 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	Correct verb and verbal usage makes one's message clearer. Active and passive voice each have a place in writing. Verbs should be selected based upon their mood. Writers should only shift verb voice and/or mood with intention and purpose.	Select the most effective verbs and verbals for their message. Analyze whether active or passive voice is appropriate for a message. Appropriately choose verb mood for a message. Shift verb voice and/or mood with intention and purpose.

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.

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Strand:	Language	Anchor Standard:	Conventions of Standard English	Grade level:	8

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

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...
• Resources to aid correct capitalization • Punctuation terms such as comma, ellipsis, dash and their usage • Strategies and resources to aid correct spelling	Appropriate capitalization, punctuation and spelling in writing is essential. Inappropriate capitalization, punctuation and spelling in a written work can lessen its effect on the reader.	Demonstrate an understanding of capitalization rules. Utilize appropriate capitalization in their writing. Utilize punctuation correctly in their writing. Use available resources to ascertain appropriate use of capitalization and punctuation in their writing. Use available resources to check and correct spelling in their writing.

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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).	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. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g. *MLA Handbook, Turbian's Manual for Writers)* appropriate for the discipline and writing type.

Student Friendly Language:

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

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
• common conventions in written and spoken language • which verb tense to utilize • when to use active/passive voice • when to use conditional/ subjunctive mood	Conventions play an important role in comprehension of language, whether written or spoken. Word choice can affect the meaning of communication. Knowledge of verb tense can be crucial to understanding language.	Demonstrate a knowledge of common conventions. Purposefully choose verbs in written and spoken language to reflect a chosen voice or mood.

Key Vocabulary:

verb tenses
active voice
passive voice
conditional mood
subjunctive mood

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 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.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	8

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). 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. 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).	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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). 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. 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).	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. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 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. 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).

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...
● how to use a glossary, dictionary, and thesaurus ● prefixes, suffixes, roots from Latin, Greek, and other language	Words can have several meanings depending on their usage. Using a variety of reading strategies can help them to interpret the meanings of unfamiliar words. It is important to use resources (glossaries, dictionaries, thesauruses) to identify meanings of unfamiliar words. It is important to verify the correct meaning with resources.	Demonstrate an ability to use context to identify the meaning of unfamiliar words. Demonstrate an ability to use word origins to identify the meaning of unfamiliar word. Demonstrate an ability to use resources like glossaries, dictionaries, and thesauruses to identify the meaning of unfamiliar words. Verify the correct meaning of unfamiliar words with resources.

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.

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| Strand: | Language | Anchor Standard: | Vocabulary Acquisition and Use | Grade level: | 8 |

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

Student Friendly Language:

I can interpret figures of speech in context.
I can use word relationships to better understand the meaning of the words.
I can understand the connotation of a word.
I can understand the denotation of a word.
I can distinguish among the connotations of words with similar denotations.

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
● how to determine connotation ● how to determine denotation ● how to compare and contrast the connotation and denotation of a word or phrase	Meaning of written word is enhanced by the proper use of vocabulary. Correct interpretation of figures of speech can aid overall understanding of written material. Words with similar denotations may have different connotations.	Accurately interpret figures of speech. Use context and prior knowledge to ascertain denotations and connotations of new vocabulary. Analyze the relationship between words to understand their meaning.

Key Vocabulary:

connotation   denotation
nuance   figurative language
word relationships

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 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.

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Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	8

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:

I can choose grade-appropriate words to accurately communicate my ideas in an academic setting.

I can use specific words and phrases to effectively communicate in different courses such as science, mathematics, history, and language arts.

I can apply vocabulary strategies to determine the meaning of an unfamiliar word or phrase.

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
- how to select grade-appropriate vocabulary - how to use domain-specific vocabulary - how to apply vocabulary strategies	Effective communicators use a wide variety of words accurately. Using content-specific vocabulary strengthens communication within a given area. Reading and vocabulary strategies will be used throughout life to make sense of unfamiliar words and phrases.	Demonstrate an ability to use a grade-appropriate vocabulary. Use domain-specific words when writing or speaking. Use reading and/or vocabulary strategies to improve understanding of new words and phrases.

Key Vocabulary:

grade-appropriate vocabulary
academic vocabulary
domain-specific vocabulary
reading strategies (i.e. context clues, decoding, inference, synthesis)
vocabulary strategies (i.e. prefixes, suffixes, Greek/Latin roots)

(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"?

Having a strong academic vocabulary enables a person to be more successful in a wide range of situations including
- 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.