

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

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Conventions of Standard English	<b>Grade level:</b>	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.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.	11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i> ) as needed.

Student Friendly Language:
I can determine the difference between a clause and a phrase. I can create prepositional, appositive, gerund, participle, and infinitive phrases. I can use prepositional, appositive, and participle phrases to enhance my writing. I can explain the difference between independent, subordinate, adjective, adverb, and noun clauses. I can use parallel structure in my writing.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Phrase</li> <li>● Clause</li> <li>● Preposition</li> <li>● Appositive</li> <li>● Gerund</li> <li>● Participle</li> <li>● Infinitive</li> <li>● Parallelism (parallel structure)</li> <li>● Independent Clause</li> <li>● Subordinate Clause</li> <li>● Correct punctuation of each</li> <li>● Grammatical patterns</li> <li>● Sentence variety</li> </ul>	<p>There is a difference between a phrase and clause.</p> <p>There are differences between gerunds, participles, and infinitives.</p> <p>Phrases, clauses, and parallelism are used to enhance writing.</p> <p>Sentence variety is needed to enhance fluency.</p>	<p>Use a variety of phrases to embellish writing.</p> <p>Use both independent and subordinate clauses in writing.</p> <p>Use parallelism for proper effect when writing.</p> <p>Use sentence variety.</p> <p>Recognize parallelism, phrases, and clauses used for effect by writers.</p> <p>Punctuate correctly.</p>

**Key Vocabulary:**

Appositive phrase  
Gerund phrase  
Participial phrase  
Infinitive phrase  
Independent clause  
Subordinate clause  
Adjective clause  
Adverb clause  
Noun clause

**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”?

I have to learn this in order to write at a post-high school academic level.

I have to learn this in order to communicate effectively.

I have to learn this in order to be articulate..

Professionals use these skills in research, memos, presentations, briefs, magazine or journal articles, and nearly any and all professional communication.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	11-12.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.

<b>Student Friendly Language:</b>
I can capitalize, punctuate, and spell correctly when writing. I can use a semicolon to connect two or more independent clauses. I can use a colon when listing and quoting.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Independent clause</li> <li>● Dependent clause</li> <li>● Semicolon</li> <li>● Colon</li> <li>● Conventions of standard English</li> <li>● Capitalization</li> <li>● Punctuation</li> <li>● Spelling</li> <li>● Quotation</li> </ul>	Proper capitalization, punctuation, and spelling are crucial to effective writing.  A semicolon links closely related independent clauses.  A conjunctive adverb could be used in a compound sentence.  A colon can introduce a list or quotation.  Correct spelling is important for clear communication.	Demonstrate proper capitalization, punctuation, and spelling when writing.  Link independent clauses with a semicolon (possibly with a conjunctive adverb).  Introduce a list or quotation with a colon.  Spell correctly.

<b>Key Vocabulary:</b>
<span style="margin-right: 100px;"><u>Conjunctive adverb</u></span> <span style="margin-right: 100px;"><u>Independent clause</u></span> <span><u>Dependent clause</u></span>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
Students need to be able to use conventions of standard English (punctuation, spelling, capitalization) in order to communicate effectively in a post-secondary setting and in the workplace.  Lack of clear communication could lead to misunderstanding or possibly loss of a job. For example, when applying for a job, misuse of standard English conventions could result in not being hired.

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<b>Strand:</b>	LANGUAGE	<b>Anchor Standard:</b>	KNOWLEDGE OF LANGUAGE	<b>Grade level:</b>	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<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., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p>	<p>11-12.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. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>

Student Friendly Language:
<p>I can understand how language works in many different contexts.</p> <p>I can understand that word choice and context have an impact on both written and spoken language.</p> <p>I can follow the guidelines of a style manual for both writing and editing written works.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>Context</li> <li>Syntax</li> <li>APA Style Manual</li> <li>MLA Style Manual</li> <li>Chicago Style</li> </ul>	<p>Depending on the context in which a word is used, it can have different meanings.</p> <p>Different styles of writing have different rules and guidelines.</p>	<p>Create a piece of written work that conforms to a specific style guideline.</p> <p>Use words in their proper context.</p> <p>Edit a written work following a style guideline.</p>

Key Vocabulary:
<p><u>Syntax</u></p>
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>To successfully communicate with people, and to understand the world around us, it is important that we understand what people are trying to tell us. If we do not understand what someone is saying we often become lost or confused.</p> <p>Because words often have multiple meanings, it is important to consider the context, so that we can fully understand the message that is being delivered.</p>

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

<b>Strand:</b>	LANGUAGE	<b>Anchor Standard:</b>	VOCABULARY ACQUISITION AND USE	<b>Grade level:</b>	9-10
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<b>Correlating Standard in Previous Year</b>	<b>Number Sequence &amp; Standard</b>	<b>Correlating Standard in Following Year</b>
<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>	<p>11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 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., conceive, conception, conceivable).</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, its etymology, or its standard usage.</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>

<b>Student Friendly Language:</b>
<p>I can use various print sources (such as a dictionary, a thesaurus, or a glossary) to determine the meaning and pronunciation of an unknown word.</p> <p>I can use dictionary.com, or a similar digital tool, to aid in determining pronunciation, part of speech, and history of a word.</p> <p>I can use context clues to determine the meaning of an unknown word.</p> <p>I can use context clues to determine which definition is correct.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> <b>The students will understand that...</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● Definition</li> <li>● Contextual evidence</li> <li>● Context clues</li> <li>● Dictionary</li> <li>● Thesaurus</li> <li>● Glossary</li> <li>● Dictionary.com</li> <li>● Precise meaning</li> <li>● Footnotes</li> <li>● Parts of speech</li> <li>● Etymology</li> <li>● Root words</li> <li>● Suffixes</li> <li>● Prefixes</li> </ul>	<p>Footnotes can help to determine the definition of an unknown word.</p> <p>In order to understand the text's true meaning, all vocabulary must be correctly determined.</p> <p>A word's meaning can change depending on how it is used within a sentence.</p> <p>Knowing the origin of a word can aid in understanding other textual devices (such as allusions, figures of speech, etc.).</p> <p>There are multiple ways to determine a word's precise meaning, part of speech, or its etymology (such as checking for context clues or dictionary definition).</p>	<p>Use context clues to aid in determining the meaning of a word.</p> <p>Consult various reference materials to confirm the precise meaning of a word.</p> <p>Choose the correct definition for a word with multiple meanings based on the way it is used in the context of the writing.</p>

**Key Vocabulary:**

Etymology  
Contextual evidence  
Context clues

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

Students will be required to read directions for a job, a task they must complete, or even an instruction manual.

Students will need to use precise language in everyday writing tasks, such as an email to a co-worker or their superior.

No matter what field they go into, they must still be able to communicate clearly.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<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., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</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>	<p>11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) 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 explain figurative language's impact on a piece of writing.</p> <p>I can explain how word relationships impact a piece of writing.</p> <p>I can use words in context to figure out unknown words.</p> <p>I can explain the difference between connotative nuances and denotative definitions of words.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Figurative language</li> <li>● Simile</li> <li>● Metaphor</li> <li>● Personification</li> <li>● Symbol</li> <li>● Paradox</li> <li>● Oxymoron</li> <li>● Euphemism</li> <li>● Connotation</li> <li>● Denotation</li> <li>● Nuance</li> </ul>	<p>There is a difference between connotative vs. denotative meanings of words.</p> <p>Interpreting figurative language is important to understanding overall meaning.</p> <p>Figurative language has an effect on writing.</p> <p>There are many nuances of language.</p>	<p>Analyze the effect of figurative language in pieces of literature or nonfiction.</p> <p>Analyze symbols and their meanings within a text.</p> <p>Explain the nuances of language in a piece of writing.</p> <p>Use similes and metaphors in speaking and writing.</p>

Key Vocabulary:										
<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">Simile</td> <td style="width: 20%;">Metaphor</td> <td style="width: 20%;">Personification</td> <td style="width: 20%;">Symbol</td> <td style="width: 20%;"><u>Paradox</u></td> </tr> <tr> <td><u>Oxymoron</u></td> <td><u>Euphemism</u></td> <td>Connotation</td> <td>Denotation</td> <td>Nuance</td> </tr> </table>	Simile	Metaphor	Personification	Symbol	<u>Paradox</u>	<u>Oxymoron</u>	<u>Euphemism</u>	Connotation	Denotation	Nuance
Simile	Metaphor	Personification	Symbol	<u>Paradox</u>						
<u>Oxymoron</u>	<u>Euphemism</u>	Connotation	Denotation	Nuance						
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?</p>										
<p>I need to learn this in order to understand the finer aspects of good writing.</p> <p>I need to learn this in order to understand references and allusions in modern culture.</p> <p>I need to learn this in order to understand high-level comedy and entertainment.</p> <p>I need to learn this in order to be successful in comprehending post high school reading.</p>										

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	11-12.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.

<b>Student Friendly Language:</b>
I can properly find and use formal language and classroom vocabulary so I'm ready for college or my career. I can figure out unfamiliar vocabulary terms on my own in order to understand what I'm reading.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Academic words and phrases</li> <li>● Domain-specific words and phrase</li> <li>● College and career readiness</li> <li>● Vocabulary knowledge</li> <li>● Comprehension</li> <li>● Diction</li> <li>● Jargon</li> </ul>	<p>Each subject area has vocabulary specific to its discipline.</p> <p>Words in one subject area may mean something else in another subject area.</p> <p>Accurate vocabulary use is important for reading, writing, speaking, and listening skills.</p> <p>They need to draw on prior knowledge to comprehend unfamiliar material.</p> <p>Formal (academic) language differs from spoken (social) language.</p>	<p>Acquire and use general academic and domain-specific vocabulary.</p> <p>Develop vocabulary to obtain reading, writing, speaking, and listening skills for college and career readiness.</p> <p>Demonstrate the use of vocabulary comprehension skills when considering an unfamiliar word or phrase.</p>

<b>Key Vocabulary:</b>
<div style="display: flex; justify-content: space-around;"> <span><u>Formal language</u></span> <span><u>Diction</u></span> <span><u>Jargon</u></span> </div>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
<p>Students need to acquire vocabulary knowledge for college and career readiness.</p> <p>Students need to be able to independently figure out unfamiliar vocabulary in order to comprehend college texts or job-related information. For example, when reading a memo or email from a superior, students will need to be able to comprehend the vocabulary.</p>