

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

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	7
----------------	--------------------------------	-------------------------	-----------------------	---------------------	---

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

### Student Friendly Language:

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

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

### Key Vocabulary:

Cite  
Explicit  
Infer  
Context Clues  
Analyze

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

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

For example:

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

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

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

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	7
----------------	--------------------------------	-------------------------	-----------------------	---------------------	---

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

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

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

Key Vocabulary:
Central Idea Summarize
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Determining the important information in informative texts and being able to summarize it is valuable when reading and following technical instructions. For example, if a friend reads the directions to install your game system, that person can then explain how to install it, while you are trapped behind the TV.</p> <p>As an adult, you will want to make educated decisions as a voter. Many times, political articles will have multiple topics or ideas presented. It’s important to be able to understand how the writer is trying to persuade the audience. To discuss the issue with others, you need to be able to summarize what you read.</p>

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

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	7
----------------	--------------------------------	-------------------------	-----------------------	---------------------	---

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

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

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

Key Vocabulary:
Interaction Influence Analyze
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>The ideas and actions of individuals have shaped our society and continue to do so. As students, their actions and ideas affect others as well as themselves, such as digital media. As adults, this continues into community involvement and work environment.</p> <p>Student Example: A hurtful comment posted on Facebook can affect more than just the sender and the viewer. This is bullying on a global level.</p> <p>Adult Example: In South Dakota, one person wanted to change a policy about smoking in public places. By sharing this concern, support grew for the idea, and eventually, it became a state law.</p>

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

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade level:</b>	7
----------------	--------------------------------	-------------------------	---------------------	---------------------	---

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

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

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

<b>Key Vocabulary:</b>				
<table> <tr> <td>denotative meaning</td> <td>connotative meaning</td> </tr> <tr> <td>tone</td> <td>analyze</td> </tr> </table>	denotative meaning	connotative meaning	tone	analyze
denotative meaning	connotative meaning			
tone	analyze			
<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>Proficient reading requires students to think critically about an author's intended message. This includes understanding the meanings of words, as well as the effect those words have on tone.</p> <p>Negative consequences can result if a reader does not understand words or misinterprets tone in emails, texts, notes, communications at work, instructions from a boss, advertisements, or messages from friends. Relationships can suffer, money can be wasted, and jobs can be lost.</p> <p>If an article makes a reference to a boombox or Walkman, what context clues could a reader use to determine the meaning of these archaic terms?</p> <p>If you reply to a friend "Shut up!" you imply surprise or astonishment. Saying that same thing to your mom may just get you grounded for a week, even if you attempted to show shock, not disrespect.</p>				

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

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade level:</b>	7
----------------	--------------------------------	-------------------------	---------------------	---------------------	---

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

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

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

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

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

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade level:</b>	7
----------------	--------------------------------	-------------------------	---------------------	---------------------	---

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

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

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

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

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

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

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

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

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade level:</b>	7
----------------	--------------------------------	-------------------------	------------------------------------	---------------------	---

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

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

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

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

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

<b>Strand:</b>	Informational Text	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade level:</b>	7
----------------	--------------------	-------------------------	------------------------------------	---------------------	---

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

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

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

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

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

<b>Strand:</b>	Informational Text	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade level:</b>	7
----------------	--------------------	-------------------------	------------------------------------	---------------------	---

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

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

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

Key Vocabulary:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Interpretations</td> <td style="width: 33%;">Key information</td> <td style="width: 33%;">Perspective</td> </tr> <tr> <td>Sway/bias</td> <td>Facts</td> <td></td> </tr> </table>	Interpretations	Key information	Perspective	Sway/bias	Facts	
Interpretations	Key information	Perspective				
Sway/bias	Facts					

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
<p>People are constantly bombarded by mass media creators trying to influence their opinion of an item by print and electronic sources. For instance, a car ad in a newspaper is going to focus more on the visual and some information: the same car advertised on an electronic ad will focus on the speed, luxury, and how others view the driver. The car company is using these mediums to convince you to buy their item over their competitor.</p> <p>Additionally, you need to be able to decipher different points to become an informed citizen. For instance, your friend wanting you to sneak out of the house may be motivated by the fact that they need a driver: they may not be worried about your parent's reaction, or the consequences for you because they have parents with a different viewpoint about what is okay for a child to do. This concept can be moved out to other life events: voting, magazine ads, peer pressure, right v. wrong choices, etc.</p>