

SD Common Core State Standards Disaggregated English Language Arts Template

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|----------------|----------------------------|-------------------------|-----------------------|---------------------|---|
| Strand: | Reading Informational Text | Anchor Standard: | Key Ideas and Details | Grade level: | 8 |
|----------------|----------------------------|-------------------------|-----------------------|---------------------|---|

| Correlating Standard in Previous Year | Sequence & Standard | Correlating Standard in Following Year |
|--|--|---|
| 7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | 9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

Student Friendly Language:

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

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

Key Vocabulary:

Analysis
 Central Idea
 Recall
 Inference
 Textual Evidence

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

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

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

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

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

| Key Vocabulary: |
|---|
| Determine Central (main) Idea Summary Analyze Objective Supporting Idea Fact Opinion Develop |
| Relevance and Applications: |
| <p>How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p> <p>Everything read in life (text, newspapers, Internet, etc) has a central idea supported by details, and in order to understand and communicate, the reader will need to determine the message the author is sending and be able to summarize it in order to share with others.</p> |

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|---|---|--|
| 7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events.) | 8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | 9-10.RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |

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

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

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| Key Vocabulary: |
| connections analogies compare contrast analyze <u>distinction</u> |

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| Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”? |
| This standard will help you understand the world around you and make wise decisions or choices based on that knowledge of relationships between people, places, events, ideas, etc. An example would be...reading about a specific character or situation, understanding how it relates to you, and making an informed decision about your own life based on what you have learned from the text. |

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| Strand: | Informational Text | Anchor Standard: | Craft and Structure | Grade level: | 8 |
|----------------|--------------------|-------------------------|---------------------|---------------------|---|

| Correlating Standard in Previous Year | Number Sequence & Standard | Correlating Standard in Following Year |
|--|--|---|
| 7.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | 8.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | 9.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |

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

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

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| Key Vocabulary: | | |
| <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> technical meaning (denotative/dictionary/literal) allusion impact analogy </td> <td style="width: 50%; border: none;"> implied meaning figurative language context analyze </td> </tr> </table> | technical meaning (denotative/dictionary/literal) allusion impact analogy | implied meaning figurative language context analyze |
| technical meaning (denotative/dictionary/literal) allusion impact analogy | implied meaning figurative language context analyze | |
| Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"? | | |
| <p>Critical reading is required for students to analyze the impact of word choice on an author's message.</p> <p>Understanding the underlying meaning of words and phrases can reduce chances of miscommunication at home, on the job, or in personal/professional relationships.</p> <p>Negative consequences can result if a reader does not understand words or misinterprets tone in forms of communication including social networking, work memos and emails and public information.</p> | | |

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|---|--|--|
| 7.RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | 8.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | 9.RI.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |

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

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

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

| Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”? |
|---|
| <p>Analyzing and interpreting informational texts is important because it helps you understand things including warranties, user manuals, and contracts.</p> <p>If you misinterpret or misunderstand key details, you may miss important steps or information that can impact you in a negative way. For example, if you misread the contract on your cell phone, you may incur more charges than you anticipate.</p> |

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| Correlating Standard in Previous Year | Number Sequence & Standard | Correlating Standard in Following Year |
|--|---|--|
| 7.R.1.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | 8.RI.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | 9.R.1.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |

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

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

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

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

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

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|----------------|--------------------|-------------------------|------------------------------------|---------------------|---|
| Strand: | Informational Text | Anchor Standard: | Integration of Knowledge and Ideas | Grade level: | 8 |
|----------------|--------------------|-------------------------|------------------------------------|---------------------|---|

| Correlating Standard in Previous Year | Number Sequence & Standard | Correlating Standard in Following Year |
|--|---|--|
| 7.RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | 8.RI.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | 9.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. |

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

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

| Key Vocabulary: |
|---|
| Evaluate <u>Mediums</u> (e.g., print or digital text, video, multimedia) |
| <p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p> <p>As adults we spend a great amount of time convincing people about issues we care about and disseminating information, so it is vital to know how to apply various mediums to target/convince the audience we are addressing.</p> <p>What if you wanted different food in the lunch room? What kind of medium would you use to convince your principal or schoolboard?</p> <p>What if you were really passionate about a bill or presidential candidate? How would you convince people to agree with you?</p> <p>Job Applications Marketing Want ads Proper use of technology</p> |

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| | | | | | |
|----------------|--------------------|-------------------------|------------------------------------|---------------------|---|
| Strand: | Informational Text | Anchor Standard: | Integration of knowledge and ideas | Grade level: | 8 |
|----------------|--------------------|-------------------------|------------------------------------|---------------------|---|

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

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

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

| Key Vocabulary: | | | | | | |
|--|-----------------|------------|-----------|--------|----------|------------|
| <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">sound reasoning</td> <td style="width: 33%;">evidence</td> <td style="width: 33%;">delineate</td> </tr> <tr> <td>assess</td> <td>relevant</td> <td>irrelevant</td> </tr> </table> | sound reasoning | evidence | delineate | assess | relevant | irrelevant |
| sound reasoning | evidence | delineate | | | | |
| assess | relevant | irrelevant | | | | |
| Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"? | | | | | | |
| <p>Students need to be able to look at what is stated in a piece of writing, whether it is a business letter, a website, a textbook, or any other source of information, to determine the quality and value of what they are reading. Critically reading a text is necessary to determine if the information is true, valuable, and essential.</p> <ul style="list-style-type: none"> How to decide which cell phone or computer to buy How to choose who you want on your fantasy football team Deciding if sports drinks or energy drinks are healthy or will enhance your performance in sports or hurt you Discerning what information on the Internet is valid, review several articles, websites, etc. from the Internet and facilitate students through a process of deciding whether or not the info is relevant and/or valid Help students determine the purpose of the text (paper or Internet) and the author's purpose-- is it a sales pitch or purely information from a neutral viewpoint | | | | | | |

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|----------------|--------------------|-------------------------|------------------------------------|---------------------|---|

| Correlating Standard in Previous Year | Number Sequence & Standard | Correlating Standard in Following Year |
|---|---|---|
| 7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. | 8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topics and identify where the texts disagree on matters of fact or interpretation. | 9-10.RI.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. |

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

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

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|---|----------------------------------|---------------|----------|-----------|-------|---------------|------|----------------------------------|--|---------|--|--|
| Key Vocabulary: | | | | | | | | | | | | |
| <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">analyze</td> <td style="width: 33%;">fact</td> <td style="width: 33%;">identify</td> </tr> <tr> <td>interpret</td> <td>infer</td> <td>point of view</td> </tr> <tr> <td>bias</td> <td colspan="2">conflict (external and internal)</td> </tr> <tr> <td>opinion</td> <td></td> <td></td> </tr> </table> | analyze | fact | identify | interpret | infer | point of view | bias | conflict (external and internal) | | opinion | | |
| analyze | fact | identify | | | | | | | | | | |
| interpret | infer | point of view | | | | | | | | | | |
| bias | conflict (external and internal) | | | | | | | | | | | |
| opinion | | | | | | | | | | | | |
| Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”? | | | | | | | | | | | | |
| <p>Literate individuals need to make informed decisions by reading purposefully. Literate individuals need to take into consideration that an author’s point of view may bias a text. As a result, multiple texts may need to be viewed before making informed decisions. After reading articles from several different sources and identifying differences therein, literate individuals may develop a more complete understanding of the information.</p> | | | | | | | | | | | | |