

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

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	8
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Correlating Standard in Previous Years textual evidence that	Number Sequence & Standard	Correlating Standard in Following Year
7.RL.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.RL.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.RL.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:
<p>I can analyze (break down into parts) the meaning of a text.                      I can analyze (break down into parts) what a text says explicitly.                      I can analyze (break down into parts) what a text says implicitly.                      I can support my analysis with strong textual evidence.                      I can choose the textual evidence that best supports my analysis.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● analyze text</li> <li>● draw inferences from text</li> <li>● explicit information (stated)</li> <li>● implicit information (inferred)</li> <li>● strong textual evidence</li> </ul>	<p>authors give information to readers both explicitly and implicitly.</p> <p>meaning is based on explicit and implicit information.</p> <p>some details in text are more relevant to the overall meaning than others.</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:		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">                     textual evidence  <u>implicit information</u>                      cite  <u>inference</u> </td> <td style="width: 50%; vertical-align: top;"> <u>explicit information</u>                      analyze  <u>differentiate</u> </td> </tr> </table>	textual evidence <u>implicit information</u> cite <u>inference</u>	<u>explicit information</u> analyze <u>differentiate</u>
textual evidence <u>implicit information</u> cite <u>inference</u>	<u>explicit information</u> analyze <u>differentiate</u>	

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

This standard is basically drawing conclusions and supporting the conclusions with evidence from text. Examples using this standard might include:

- A doctor diagnosing and prescribing a course of treatment after reading all of the data drawn about a patient.
- An engineer determining that a bridge is unsafe based on the data gathered about its condition.
- A meteorologist reading graphs and data to determine when a blizzard will strike an area.
- A student defending an issue or persuading an audience with clear evidence that supports an idea.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Student Friendly Language:
<p>I can identify a theme or central idea of a text.</p> <p>I can analyze (break down into parts) how the theme or central idea is developed using literary elements (character, setting, plot).</p> <p>I can analyze (break down into parts) how the theme or central idea is developed over the course of the text.</p> <p>I can objectively summarize a literary text without including my personal opinions.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● theme is developed through literary elements</li> <li>● an objective summary is free of bias</li> </ul>	<p>the theme is the overarching idea that the author is trying to express to the reader.</p> <p>the theme or central idea of a text develops over the course of the text.</p> <p>the relationship between characters, setting, and plot impacts the theme of the text.</p> <p>a summary is an objective re-telling, in one's own words, of the most important ideas in the text.</p>	<p>Identify a theme or central idea of a text.</p> <p>Analyze the development of a theme as it relates to characters, setting, and plot.</p> <p>Summarize text.</p>

Key Vocabulary:								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">theme or central idea</td> <td style="width: 50%;">literary elements</td> </tr> <tr> <td>character</td> <td>setting</td> </tr> <tr> <td>plot</td> <td>summary</td> </tr> <tr> <td><u>objective</u></td> <td></td> </tr> </table>	theme or central idea	literary elements	character	setting	plot	summary	<u>objective</u>	
theme or central idea	literary elements							
character	setting							
plot	summary							
<u>objective</u>								
<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>Although the particulars of each student's experiences may be different from the details of the story, the general underlying truths about the human condition, revealed in literature, are universal. Students can have greater empathy for others and can be better citizens with an enhanced understanding of the struggles of others.</p>								

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Year	Number Sequence & Standard	Correlating Standard in Following Year
7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

<b>Student Friendly Language:</b>
<p>I can analyze(break down into parts) how characters' words and actions affect what happens in the story.</p> <p>I can identify character traits based on a character's thoughts, actions, and words.</p> <p>I can determine why characters make certain decisions.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that...	<b>Do</b> (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• the relationship between cause and effect</li> <li>• character motivation and traits are revealed in several ways</li> </ul>	<p>actions have effects.</p> <p>character motivation and traits can be revealed through thoughts, actions, and words.</p>	<p>Identify specific dialogue and incidents that propel action.</p> <p>Analyze how character's motivation and traits determine outcomes.</p> <p>Determine how character dialogue relates to decision making.</p>

<b>Key Vocabulary:</b>
<p>dialogue decision making character traits motivation analyze <u>propel</u> provoke</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>In life, what people say and do can affect the outcome of any situation. In conversation, understanding dialogue helps you understand what others are communicating while tone and actions can enhance or alter the meaning of dialogue. For example, in a job interview what you say and how you represent yourself makes a first impression which may determine whether you get the job or not.</p>

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<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade level:</b>	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
7.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse of stanza of a poem or section of a story or drama.	8.R.L.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	9-10.R.L. 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).

Student Friendly Language:
<p>I can determine figurative and connotative meaning of words and phrases in a text.</p> <p>I can accurately define the meaning of a word or phrase based on the context.</p> <p>I can explain the impact of word choice on meaning and tone.</p> <p>I can analyze the author’s use of allusions in a text.</p> <p>I can determine the author’s use of analogies.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>how to use context clues</li> <li>words carry varying levels of meaning</li> <li>figurative or nonliteral meaning may appear as simile, metaphor, personification, hyperbole, analogies, idiom</li> <li>how literary devices are used</li> <li>how to interpret literary devices</li> </ul>	<p>Seeking the meaning of unknown words/phrases deepens the understanding of literary text(s).</p> <p>Word choice (including analogies and allusions) affects mood and tone because words have multiple connotative meanings.</p>	<p>Use context clues to help unlock the meaning of unknown words/phrases.</p> <p>Interpret and understand connotative meanings.</p> <p>Identify and interpret figurative language and literary devices.</p> <p>Explain how authors use language choices to create an effect. (e.g., mood and tone)</p> <p>Analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts.</p>

Key Vocabulary:												
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">connotation</td> <td style="width: 25%;">analogies</td> <td style="width: 25%;">mood and tone</td> <td style="width: 25%;">analyze</td> </tr> <tr> <td>literary devices</td> <td>allusion</td> <td>connotative</td> <td>interpret</td> </tr> <tr> <td></td> <td></td> <td></td> <td>figurative language</td> </tr> </table>	connotation	analogies	mood and tone	analyze	literary devices	allusion	connotative	interpret				figurative language
connotation	analogies	mood and tone	analyze									
literary devices	allusion	connotative	interpret									
			figurative language									

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>Students need to read at a critical level that allows them to comprehend various texts and communication. Political figures must choose their language carefully so their audiences understand their messages.</p> <p>Journalist</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
7.R.L.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	8.R.L.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	9.R.L.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).

<b>Student Friendly Language:</b>
<p>I can compare and contrast the organization of two or more texts.</p> <p>I can explain how why the organization of the texts is different.</p> <p>I can analyze (identify, break down, and explain) how the organization of a text adds to the meaning and style.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended thinking)
<ul style="list-style-type: none"> <li>● how texts are structured</li> <li>● meaning is an implied message or theme</li> <li>● style is defined by situation, purpose, sentence structure, and diction</li> </ul>	<p>Structure of text impacts meaning and style.</p> <p>Writers intentionally structure the text to change the meaning and style.</p>	<p>Compare and contrast two or more texts.</p> <p>Analyze text structure.</p> <p>Analyze different texts to interpret meaning and style.</p>

<b>Key Vocabulary:</b>						
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">compare</td> <td style="width: 33%;">contrast</td> <td style="width: 33%;">analyze</td> </tr> <tr> <td>meaning</td> <td>style</td> <td>structure</td> </tr> </table>	compare	contrast	analyze	meaning	style	structure
compare	contrast	analyze				
meaning	style	structure				

<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 understand the nuanced meaning of a variety of texts such as:</p> <ul style="list-style-type: none"> <li>-Job applications</li> <li>-Newspaper articles</li> <li>-Job Contract</li> <li>-Email</li> <li>-Social Media</li> <li>-Corporate business reports</li> <li>-Menus</li> <li>-Leisure reading</li> </ul>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	9.R.L.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Student Friendly Language:
<p>I can see (understand) how the use of irony, suspense and humor can change point of view.</p> <p>I can see events through the characters' eyes.</p> <p>I can show (analyze) how the characters' point of view is different from mine.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● elements of character include how a character acts, looks and how others react to that character</li> <li>● point of view can be in 1st, 2nd, or 3rd person</li> <li>● audience/reader brings his or her own point of view to a story</li> </ul>	<p>Differences in point of view create suspense and humor in a story.</p> <p>Characters can have different points of view.</p> <p>Readers and the audience can also have different points of view.</p>	<p>Analyze differences in characters' points of view.</p> <p>Make connections between the reader's point of view and characters' points of view.</p> <p>Determine how the differences in points of view can create effects such as suspense or humor.</p>

Key Vocabulary:
<p>analyze point of view suspense humor <u>dramatic irony</u></p>

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

Students can understand other perspectives and culture. Students will be able to understand someone else's point of view (a parent, sibling, friend...). Students will be able to be critical readers and listeners helping them to be active citizens by voting or listening to campaign speeches (whether at the middle school level - student council or national level).

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

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade level:</b>	8
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
7.RL.7 Compare and contrast a written story, drama, or poem to its audio, film, staged, or multimedia version, analyzing the effects of techniques unique to each medium.	8.RL.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

Student Friendly Language:
I can find similarities and differences (compare and contrast) between movies and plays and their written forms.
I can evaluate and explain possible reasons for differences I find.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● literary elements i.e. plot, character, and setting</li> </ul>	<p>factors (ie. budget, reality, time, perception) may change the portrayal of literature in a movie or play.</p> <p>artistic license affects the outcome of a production.</p>	<p>Identify the use of plot, character, and setting in text and production.</p> <p>Compare and contrast text to production.</p> <p>Evaluate the director's choices in producing a text for film or stage.</p>

Key Vocabulary:
compare and contrast plot setting characters <u>artistic license</u> director, drama, script, screenplay, etc. analyze cite evaluate <u>nuances</u>

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

Students need to be able to analyze and evaluate written and visual communication. Students should be able to connect literary elements present in written works to their visual forms. For example, compare a book students have read to a movie OR compare the school play to the script. Students will understand the use of artistic license. Students understand that artists also respond to varying demands of audience, task, and purpose. Students are inspired by and can build upon other artists' works.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
7.RL.9 - Compare and contrast a fictional portrayal of time, place, or character and a historical of the same period as a means of understanding how authors of fiction use or alter history.	8.RL.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	9-10.RL.9 - Analyze how an author draws on themes, patterns of events, or character types of myths, traditional stories, or religious works such as the Bible including how the material is rendered new.

<b>Student Friendly Language:</b>
I can a theme (central idea), pattern of events (plot), and character types.
I can describe how a story can have a message for today.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>Theme as the central idea</li> <li>Different types of characters</li> <li>Plot - pattern of events</li> </ul>	<p>literary elements are present in different fictional works as well as different time periods.</p> <p>material from past fictional literature can be relevant today.</p> <p>modern authors are influenced by past authors, yet create new, relevant works.</p>	<p>Analyze a work of fiction.</p> <p>Identify theme, plot, and characterization.</p> <p>Analyze how literary elements are universal.</p>

<b>Key Vocabulary:</b>
Analyze <u>Rendered</u> Central idea Plot Theme Universal
<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”?
Literary works contain universalities. Authors draw on what they read as well as their life experiences. As readers, students should understand that the commonalities present in literary works function to connect readers’ humanity. Literature helps us to understand one another.