

SD Common Core State Standards Disaggregated English Language Arts Template

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|----------------|---------|-------------------------|-------------------------|---------------------|---|
| Strand: | Writing | Anchor Standard: | Text Types and Purposes | Grade level: | 7 |
|----------------|---------|-------------------------|-------------------------|---------------------|---|

| Correlating Standard in Previous Year | Number Sequence & Standard | Correlating Standard in Following Year |
|---|--|--|
| <p>6.W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p> | <p>7.W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> | <p>8.W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented</p> |

| Student Friendly Language: |
|---|
| <p>I can take a stand on an issue, back up my position, and write clearly about my opinion.</p> <p>a. I can state my position, understand others may have a different opinion, and express and defend my position with thoughtful (logical) reasons.</p> <p>b. I can support my opinion using reliable, believable evidence.</p> <p>c. I can use transitions to connect my ideas.</p> <p>d. I can write formally.</p> <p>e. I can write a clear conclusion that summarizes my position.</p> |

| Know (Factual) | Understand (Conceptual) The students will understand that: | Do (Procedural, Application, Extended Thinking) |
|--|---|--|
| <ul style="list-style-type: none"> ● organization of an essay: introduction, body, conclusion ● effective argument ● reliable resources ● transitions ● informal and formal writing | <p>An effective argument must rely on facts and arguments supported by clear, reliable evidence.</p> <p>Arguments, when made in a professional and intelligent manner, can be effective when proposing a change.</p> <p>Effective arguments are written in an organized, cohesive manner.</p> | <p>Create logical and organized arguments.</p> <p>Apply critical thinking skills when defending a position.</p> <p>Analyze sources for credibility, reliability, and relevance.</p> <p>Recognize and acknowledge differences in opinion.</p> |

Key Vocabulary:

Logic
Credible
Relevant
Cohesion
Argument
Claim

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 want to make changes in their world. In order to effectively argue their position, they must learn to base their argument on fact, not emotion. By anticipating in advance what the opposing argument may be, the writer will be prepared to address those concerns in a competent manner. Whining, mudslinging, complaining, and getting angry only add to the problem.

For example: It may be easier to convince a parent to purchase a new electronic device if the argument is based on claims that it will improve academic performance or keep you safer, versus the claims that “everyone else has one” and “you are the meanest parents in the world.”

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| Strand: | Writing | Anchor Standard: | Text Types and Purposes | Grade level: | 7 |
|----------------|---------|-------------------------|-------------------------|---------------------|---|

| Correlating Standard in Previous Year | Number Sequence & Standard | Correlating Standard in Following Year |
|---|---|--|
| <p>6.W.2 Write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> | <p>7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headlines), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> | <p>8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> |

Student Friendly Language:

- I can:
- Clearly introduce the topic of my writing.
 - Thoroughly explain a topic through my writing.
 - Develop my topic through relevant facts, details, and other examples.
 - Organize my ideas for the purpose of my writing.
 - Use clear word choices when I write.
 - Use words that are specific to my topic.
 - Move (transition) from one idea to the next smoothly.
 - Write for a formal audience.
 - Write a conclusion that supports or explains my writing.

| Know (Factual) | Understand (Conceptual) The students will understand that: | Do (Procedural, Application, Extended Thinking) |
|---|---|---|
| <ul style="list-style-type: none"> • Informational Text • Format • Domain-specific language • Transitions • Formal Style • Graphics (Charts, Graphs, etc.) • Multimedia • Relevant details • Organizational structures • Introduction and conclusion strategies | <p>Effective writers have a well-developed introduction, body, and conclusion.</p> <p>Effective writers plan their introduction, making sure to include a clear thesis statement.</p> <p>Effective writers develop their topic through details, facts, quotations, definitions, and other examples.</p> <p>Effective writers use transition words and phrases to improve fluency.</p> <p>Effective writers use appropriate word choices and style for their audience.</p> <p>Effective writers end their writing with a conclusion that reinforces the topic.</p> | <p>Introduce a topic clearly.</p> <p>Develop a topic by providing relevant evidence and support.</p> <p>Use appropriate transitions.</p> <p>Use precise language.</p> <p>Establish a formal style.</p> <p>Conclude a topic clearly.</p> |

Key Vocabulary:

Thesis
Concrete words
Precise
Relevant
Domain-specific

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”?

Being able to communicate effectively through writing is an essential skill in order to be successful in high school, post-high, or as a member of the work force. Students will use these skills in essay writing, scholarship applications, memos and email, Power Point presentations, reports, complaint letters or letters of commendation, and other formal writing situations.

You are leaving on vacation and your friend John will be taking care of your dog during your absence. You need to write down the clear and specific instructions detailing exactly what needs to be done so your dog will survive for the three week period.

SD Common Core State Standards Disaggregated English Language Arts Template

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|------------------------|---|-----------------------|
| Strand: Writing | Anchor Standard: Text Types and Purposes | Grade level: 7 |
|------------------------|---|-----------------------|

| Correlating Standard in Previous Year | Number Sequence & Standard | Correlating Standard in Following Year |
|--|---|--|
| <p>6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters: organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> | <p>7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters: organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> | <p>8.W.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters: organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action to convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> |

Student Friendly Language:

- I can write a real or imagined story with a clear beginning, middle and end. The story includes descriptive details that add meaning.
- I can keep a consistent point of view.
 - I can include dialogue, pacing, and description to develop plot and characters.
 - I can use a variety of transition words.
 - I can write words that "show" the story not tell it (use senses).
 - I can finish the story by reflecting on my central idea (theme).

| Know (Factual) | Understand (Conceptual) The students will understand that: | Do (Procedural, Application, Extended Thinking) |
|--|---|--|
| <ul style="list-style-type: none"> Plot (beginning, middle, end) Point of view Dialogue Transition words Pacing Sensory language | <p>Various narrative techniques can be used to develop a plot and characters.</p> <p>Using description in your writing can "show" the elements of plot.</p> <p>Effective narrative flows through strong organization.</p> | <p>Create a narrative that effectively develops plot, characters, and point of view in a thoughtful order.</p> <p>Develop the story through narrative techniques.</p> <p>Revise story to include sensory images and descriptive details.</p> |

Key Vocabulary:

Context
Sensory language
Point of view
Dialogue
Pacing
Precise
Relevant

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”?

Storytelling is a part of everyday life. We are constantly retelling the events of last night’s party, yesterday’s ballgame, and the food fight we witnessed today in the cafeteria. The ability to create an engaging, entertaining narrative makes you a more interesting person. Grandmas tell bedtime stories, stand-up comedians entertain us with stories, and kids tell their parents stories all the time!

SD Common Core State Standards Disaggregated English Language Arts Template

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|----------------|---------|-------------------------|--|---------------------|---|
| Strand: | Writing | Anchor Standard: | Production and Distribution of Writing | Grade level: | 7 |
|----------------|---------|-------------------------|--|---------------------|---|

| Correlating Standard in Previous Year | Number Sequence & Standard | Correlating Standard in Following Year |
|--|--|--|
| 6.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | 7.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | 8.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

Student Friendly Language:

I can purposefully write for a specific audience in a clear and organized way.

| Know (Factual) | Understand (Conceptual) The students will understand that: | Do (Procedural, Application, Extended Thinking) |
|--|---|---|
| <ul style="list-style-type: none"> ● Style ● Organization ● Purpose ● Audience ● Coherent ● Voice ● Tone ● Writing Process | <p>Writers must consider purpose, audience, and organization.</p> <p>The writer's style will vary depending on the identified purpose and audience.</p> <p>Organized writing creates a clear written message.</p> | <p>Compose thoughtfully organized pieces of writing.</p> <p>Design writing to appeal to the identified audience and purpose.</p> <p>Create writing of specific types (arguments, informative/explanatory, narrative).</p> |

Key Vocabulary:

Coherent
Voice

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

Being a global 21st century citizen is complicated. Many modes of communication are written (Facebook, Twitter, project proposals, emails, job applications, blogs, scholarship essays, etc). Therefore, having the ability to communicate clearly and effectively to an identified audience is increasingly important.

You would present yourself differently to a potential employer than you present yourself to a friend. A employer (or teacher!) would expect formal language, whereas a friend would appreciate slang/texting language.

SD Common Core State Standards Disaggregated English Language Arts Template

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|----------------|---------|-------------------------|-----------------------------|---------------------|-----|
| Strand: | Writing | Anchor Standard: | Production and Distribution | Grade level: | 7th |
|----------------|---------|-------------------------|-----------------------------|---------------------|-----|

| Correlating Standard in Previous Year | Number Sequence & Standard | Correlating Standard in Following Year |
|---|--|---|
| <p>6.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6)</p> | <p>7.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7)</p> | <p>8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8)</p> |

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| Student Friendly Language: |
| <p>With some help, I can plan, revise, edit, rewrite, and use a different style of writing, such as narrative, informative, explanatory, and argumentative.</p> <p>Based on the assignment, I can determine the purpose and audience.</p> |

| Know (Factual) | Understand (Conceptual) The students will understand that: | Do (Procedural, Application, Extended Thinking) |
|---|--|---|
| <ul style="list-style-type: none"> ● Structure of different styles of writing (including narrative, informative, explanatory, and argumentative) ● Purpose ● Audience ● Conventions/Rules of Language | <p>All of the writing elements are used to write an acceptable, grade-level product.</p> <p>The style of writing varies by audience and purpose.</p> | <p>Plan, edit, and revise to create an effective written response.</p> <p>Try a new writing approach.</p> <p>Analyze a peer's writing task.</p> <p>Consider peers' and teacher's feedback.</p> <p>Determine the audience, purpose and style of writing.</p> |

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| Key Vocabulary: |
| <p>Revise Writing Style Convention</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>Even professional writers use the writing process! Your goal as a writer is to produce the best possible product. To make this happen, you need to follow a process, including utilizing feedback from peers and the teacher.</p> <p>In any class, you may be asked to create a presentation or write an essay on a topic. This should follow the same process. Through revising and rewriting, you will improve your project.</p> <p>As an adult, you will write a cover letter to apply for a job. It should be the best possible product, so you will need to improve upon it several times. It's a good idea to have a friend or family member edit it for you as well.</p> |

SD Common Core State Standards Disaggregated English Language Arts Template

| | | | | | |
|----------------|---------|-------------------------|--|---------------------|---|
| Strand: | Writing | Anchor Standard: | Production and Distribution of Writing | Grade level: | 7 |
|----------------|---------|-------------------------|--|---------------------|---|

| Correlating Standard in Previous Year | Number Sequence & Standard | Correlating Standard in Following Year |
|--|--|--|
| 6.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient skills to type a minimum of three pages in a single sitting. | 7.W.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | 8.W.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |

| Student Friendly Language: |
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| <p>I can use technology to produce (create) and publish my own works.</p> <p>I can use technology to link and cite sources.</p> <p>I can use technology to collaborate and interact with others.</p> |

| Know (Factual) | Understand (Conceptual) The students will understand that: | Do (Procedural, Application, Extended Thinking) |
|---|--|--|
| <ul style="list-style-type: none"> ● Technology ● Links ● Cite sources ● Collaboration ● Published works ● Produced works | <p>Technology is a key component to the writing process.</p> <p>The Internet is a tool used to connect and collaborate with others globally.</p> <p>Linking and citing sources is important when using others' ideas.</p> <p>Publishing works will vary according to expectations.</p> | <p>Produce and publish writing.</p> <p>Link and cite sources.</p> <p>Interact and collaborate with others.</p> |

| Key Vocabulary: |
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| <p>Publish Cite Source</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>Technology is now used to collaborate with others around the world, including but not limited to education, occupation, and socialization. Technology connects individuals to others, as well as makes resources easily accessible. Examples include:</p> <ul style="list-style-type: none"> ● Citing/Linking credible sources (analysis and reports for work - expenditures, scientific findings, etc.) ● Emailing (friends, family, co-workers) ● Blogging (musicians, public relations, journalists, movie or video game reviewers) ● Internet conferencing ● Online courses/schooling ● Online forums ● Social networking (Facebook, Skype, Google, Twitter, Etc.) |

SD Common Core State Standards Disaggregated English Language Arts Template

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|----------------|---------|-------------------------|---|---------------------|---|
| Strand: | Writing | Anchor Standard: | Research to Build and Present knowledge | Grade level: | 7 |
|----------------|---------|-------------------------|---|---------------------|---|

| Correlating Standard in Previous Year | Number Sequence & Standard | Correlating Standard in Following Year |
|---|---|---|
| 6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | 7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | 8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |

| Student Friendly Language: |
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| <p>I can find and use books and the Internet to find the answer to a question.</p> <p>I can read the text and summarize/paraphrase it in my own words.</p> <p>I can create questions to help me learn more about the topic.</p> |

| Know (Factual) | Understand (Conceptual) The students will understand that: | Do (Procedural, Application, Extended Thinking) |
|--|--|--|
| <ul style="list-style-type: none"> Research sources (digital, print) Questioning techniques Note-taking skills Summarizing/paraphrasing skills Plagiarism | <p>A focus question will help guide research.</p> <p>Different sources provide different points of view and main/central ideas.</p> <p>Research takes time.</p> <p>Proficient readers ask questions, make inferences, form generalizations, and draw conclusions when researching.</p> | <p>Use several research sources.</p> <p>Prove the central idea question in your research.</p> <p>Generate questions related to the research.</p> |

| Key Vocabulary: |
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| <p>Conduct Focus Question Investigate/Research</p> |
| <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>Students will need to use researching skills for practical everyday questions. They may need to search for a job, find the best brand and price when purchasing electronics, find an answer to a medical question, or even find a mate. Research may need to be extended as more questions are generated.</p> |

SD Common Core State Standards Disaggregated English Language Arts Template

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|----------------|---------|-------------------------|---|---------------------|---|
| Strand: | Writing | Anchor Standard: | Research to Build and Present Knowledge | Grade level: | 7 |
|----------------|---------|-------------------------|---|---------------------|---|

| Correlating Standard in Previous Year | Number Sequence & Standard | Correlating Standard in Following Year |
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| <p>6.W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> | <p>7.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> | <p>8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> |

| Student Friendly Language: |
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| <p>I can gather information from many different sources (print and technology-based).</p> <p>I can tell the difference between relevant and irrelevant information.</p> <p>I can use search terms to find the information I need.</p> <p>I can tell if my sources are credible and accurate.</p> <p>I can put the information into my own words and use quotes correctly when necessary.</p> <p>I can cite my sources correctly.</p> |

| Know (Factual) | Understand (Conceptual) The students will understand that... | Do (Procedural, Application, Extended Thinking) |
|---|---|--|
| <ul style="list-style-type: none"> The difference between relevant and irrelevant information Search terms Criteria for credibility and accuracy Paraphrasing skills Plagiarism Formatting for citation | <p>Not all information is relevant.</p> <p>Multiple sources can and should be used to find information.</p> <p>Using key search terms will narrow search results.</p> <p>Effective researchers determine if a source is credible and accurate.</p> <p>It is necessary to use paraphrasing and citations in order to avoid plagiarism.</p> <p>Plagiarism is illegal.</p> | <p>Perform relevant information gathering from multiple sources.</p> <p>Investigate using key search terms effectively to narrow search results.</p> <p>Evaluate sources for credibility and accuracy.</p> <p>Perform paraphrasing and quote information accurately to avoid plagiarism.</p> <p>Demonstrate the ability to cite sources correctly.</p> |

| Key Vocabulary: | | | | | | | | | | |
|---|------------|----------------|-------------|----------|---------|------------|------------|----------------|-------------|--|
| <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">Relevant</td> <td style="width: 20%;">Irrelevant</td> <td style="width: 20%;">Credibility</td> <td style="width: 20%;">Accuracy</td> <td style="width: 20%;">Digital</td> </tr> <tr> <td>Paraphrase</td> <td>Plagiarism</td> <td>Cite/citations</td> <td>Works Cited</td> <td></td> </tr> </table> | Relevant | Irrelevant | Credibility | Accuracy | Digital | Paraphrase | Plagiarism | Cite/citations | Works Cited | |
| Relevant | Irrelevant | Credibility | Accuracy | Digital | | | | | | |
| Paraphrase | Plagiarism | Cite/citations | Works Cited | | | | | | | |
| <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 students gain more opportunities to make decisions for themselves, they will need skills to gather information from a variety of sources to determine which choice best fits their needs. For example, students may need to choose which recreational camps/ programs to attend, which college to attend, which car to purchase, which health care provider to select, etc.</p> | | | | | | | | | | |

SD Common Core State Standards Disaggregated English Language Arts Template

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|----------------|---------|-------------------------|------------------------------------|---------------------|---|
| Strand: | Writing | Anchor Standard: | Integration of knowledge and ideas | Grade level: | 7 |
|----------------|---------|-------------------------|------------------------------------|---------------------|---|

| Correlating Standard in Previous Year | Number Sequence & Standard | Correlating Standard in Following Year |
|--|---|---|
| <p>6.W.9 Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>a. Apply grade 6 Reading standards to literature in terms of their approaches to similar themes and topics (e.g. “Compare and contrast texts in different forms or genre [stories, poems, historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g. “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”).</p> | <p>7.W.9 Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g. “Compare and contrast a fictional portrayal of time, place, and character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply grade 7 Reading standards to literary nonfiction (e.g. “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”).</p> | <p>8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., “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”).</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “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”).</p> |

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| Student Friendly Language: |
| I can use evidence from fiction and non-fiction sources to support my ideas when writing. |

| Know (Factual) | Understand (Conceptual) The students will understand that... | Do (Procedural, Application, Extended Thinking) |
|---|---|---|
| <ul style="list-style-type: none"> ● Sources have evidence | <p>Research can include fiction and non-fiction sources.</p> <p>Writing should include research that supports their ideas or conclusions from literature and nonfiction pieces.</p> | <p>Evaluate both fiction and nonfiction to gather evidence.</p> <p>Generalize researched materials to develop and defend ideas.</p> <p>Analyze fiction and nonfiction for evidence to create a basis of support for the student’s ideas.</p> <p>Use this evidence to support ideas in analysis (oral or written).</p> |

| | | |
|------------------------|------------------------|----------------------------------|
| Key Vocabulary: | | |
| Evidence Research | Analysis Literature | Reflection Informational text |

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”?

**** TEACHERS’ NOTE:** This standard is intended to correlate with *7th Grade specific* Reading Standards.

Students should see that they can draw on multiple sources to develop ideas throughout their lives, both personally and professionally. Well-researched information supports and lends credibility to your ideas.

For example, if you wanted to change noise regulations for your home area, you should look to multiple sources (maps, legislative documents, personal accounts, etc.) to support your idea for change.