SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Text Types and Purposes	Grade level:	8

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
7.W.1.Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	8.W.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	9.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.

Student Friendly Language:
I can make a claim and prove it. I can support a claim with relevant and credible sources. I can write appropriately for an audience. I can write a conclusion that backs up my claim.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- claims state a purpose - evidence backs up claims - counterclaims are your opponent's viewpoint - formal writing is less personal and more objective than informal writing - concluding statement reinforces your argument	Argumentative writing can influence others' opinions. Anticipating the counterclaim will actually make an argument stronger. The structure of their evidence can make an argument solid. Opposing ideas should be respected and honored. Formal writing will enhance an argument.	Make a claim. Support a claim with credible sources. Anticipate counterclaim and apply appropriate evidence in response. Use transitions that enhance logical organization. Write in a formal style. Conclude with a statement that reinforces the argument.

Key Vocabulary:
argument evidence cohesion claims credible sources clarify counterclaims relevant formal style

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 who continue to develop writing skills improve communication in all aspects. This can include real-life situations such as persuading parents to give them something they want and eventually asking for a raise, requesting change in a policy, or even asking for a refund from a store.

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Strand:	Writing	Anchor Standard:	Text Types and Purposes	Grade level:	8

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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. 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., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information explanation presented.	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. 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. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	9-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic.)

Student Friendly Language:
I can write to convey information. I can write to examine a topic. I can organize and choose relevant information to support ideas. I can write in a formal style. I can appropriately use formatting (headings, etc.), graphics, and multimedia in my written communication. I can write an introduction, body, and conclusion.

Know (Factual)	Understand (Conceptual) "I want students to understand that ..."	Do (Procedural, Application, Extended Thinking)
● The formatting of a text can affect interpretation ● Informative/explanatory texts are present and important in many situations ● The content of informative/ explanatory texts must be specific, cohesive, concrete, and relevant ● Many informative/ explanatory texts must be written in formal style ● Informative/explanatory texts should utilize transitions for optimal organization	Informative and explanatory writing examines a topic, conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content. The writing process is used to write informative and explanatory texts. Organized, relevant written communication is necessary to clearly convey ideas to an audience. Effective informative and explanatory writing is written in a formal style and format.	Generate informative/explanatory texts. Choose and develop a topic. Organize ideas. Format writing. Use transitions appropriately. Use precise language. Establish and maintain a formal style. Provide a supportive conclusion.

Key Vocabulary:
informative explanatory format relevant cohesion transitions style precise language concluding statement convey examine multimedia concrete 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"?
Students need to be able to convey factual information to others through organized written communication.   For example, students may be required to write summaries, reports, instructions, resumes, applications, memos, portfolios, and other documents to convey information to others.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Text Types and Purposes	Grade level:	8

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
7.W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	8.W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem,situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Student Friendly Language:

I can write a narrative that is real or imagined that includes relevant, descriptive details and follows logical order.

I can grab the reader's attention with setting, introducing my characters, and establishing point of view.

I can organize the story's events so that the order flows naturally and logically.

I can use narrative techniques such as dialogue, pacing, description, and reflection to develop my story.

I can use a variety of transitions to help my story flow and show how the events relate to each other.

I can use precise words and phrases, relevant details, and sensory language to capture the action and convey the events.

I can write a conclusion that follows naturally and reflects on the experiences or events.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
● The main elements of a narrative ● How to utilize logical and chronological order (sequencing) ● How to incorporate effective narrative techniques (dialogue, description, pacing) ● How to choose and use transition words and phrases ● That using sensory language brings life to my writing for my audience	A well-written narrative includes sequencing, effective technique (establishing setting, introducing characters, dialogue, pacing, etc), and descriptive details. A conclusion reflects the significant events or experiences of the narrative.	Create a narrative. Establish setting and point of view in writing. Introduce a narrator/characters. Organize logical sequencing. Use transition words, phrases, and clauses to effectively move the reader through the story. Demonstrate the relationships between experiences and events in writing. Use precise language in details. Write a concise, reflective conclusion.

Key Vocabulary:
sequence narrative techniques dialogue pacing description reflection orient narrative transition words convey precise relevant sensory language point of view

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 effectively express ideas in a logical sequence with relevant, descriptive details. Examples include writing a Facebook post about what happened at the dance or a sporting event, writing what happened in a report having witnessed an event, writing for pleasure, and personal narratives for college interviews.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Production and Distribution of Writing	Grade level:	8

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.)	9-10.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 produce a planned piece of writing.

I can identify my purpose.

I can make my ideas clear and easy to understand.

I can organize my thoughts.

I can identify my audience.

I can use different word choice and sentence structure depending on my audience.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
• supporting claims • writing development • organization • audience and purpose • appropriate style	organized writing is easy to follow and makes a strong statement. writing style differs depending on audience. there are different types of audiences.	Design writing which meets the expectations of task, purpose, and audience.

Key Vocabulary:

coherent
style
development

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"?

Communicate effectively through writing to different types of audiences and for different purposes. Examples would be in future education, work-related writing, job applications, personal writing, etc.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Production & Distribution	Grade level:	8

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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 on page 52.)	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 on page 52.)	9.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)

Student Friendly Language:

I can plan my writing by using graphic organizers and choosing an appropriate style/order of organization.
I can evaluate (check) my writing to ensure it makes sense to me and my audience.
With help, I can add and delete (revise) information to make my writing more clear.
I can use grammar rules and mechanics (conventions) to edit my work.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
● Purpose ● Types of audiences ● Organizational plans ● Rules of conventions	word choice and clear organization influence meaning and understanding. proficient writers evaluate and revise their writing to strengthen it.	Critique writing to identify adherence to audience, purpose, and goals. Revise writing to meet expectations.

Key Vocabulary:

writer's purpose
writer's audience
revise
conventions

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 write at an appropriate level for audience and purpose. I order to be a proficient writer, students need to understand that their writing needs to be revised and polished until it meets the expectations of the purpose and audience. Students need to write to achieve a goal such as a college scholarship & acceptance essays, job applications,
job communications.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Production and Distribution of Writing	Grade level:	8

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	9.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Student Friendly Language:

I can use various forms of technology to create (produce) writing that can be published and presented.
I can collaborate (work together) with others effectively.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
● fact ● opinion ● source citation ● collaboration	technology is a tool to research, publish, and share writing. technology allows writers to collaborate with others.	Show writing to others through technology. Present the relationships between information and ideas. Interact and collaborate with others using technology.

Key Vocabulary:

Internet
produce
publish
interact
collaborate

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"?

In our modern world, it is possible to produce and access writing via technology like the Internet.Technology makes it possible to collaborate with others far away using blogs and other platforms. Writing can be efficiently produced and published using technology in a way that opens it up to a more varied audience.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Research to build and present knowledge	Grade level:	8

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
7.W.7 Conduct short research project 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.	9.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Student Friendly Language:

I can conduct research to answer a question.
I can write my own research question(s).
I can use several sources to learn about my topic.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
- How to generate research questions - How to identify primary/ secondary sources - How to conduct focused research	There are many ways (multiple levels of exploration) to find information.	Use information to answer or respond to a question. Analyze a variety of sources for reliability and credibility. Choose reliable sources for research. Generate related questions that heighten the research experience. Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials).

Key Vocabulary:

self-generated questions	primary/secondary sources
multiple avenues	credible
exploration	research

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"?

Many careers require an individual to conduct research on a topic. This would include a doctor researching a new treatment option, a mechanic researching a new tool, or a farmer researching a new implement.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	8

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	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.	9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Student Friendly Language:

I can collect information about a specific topic from multiple sources (i.e. newspaper, magazine, book, online, etc).

I can use search terms (such as "AND" and "OR") and symbols (such as "+") to effectively find information on my topic.

I can read a text and decide if it provides credible (reliable and factual) information about my topic.

I can quote, paraphrase, and summarize information such as data, facts, and other materials so that I do not plagiarize.

I am aware of the different standard citation formats (i.e. MLA, Chicago, APA) and can follow one standard format for giving credit to the sources used in my paper.

I can write an accurate works cited page to show where I found my information.

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
- Definitions of various research terms - Sources need to be cited to avoid plagiarism - Multiple sources(print & digital) are available from which information can be gathered - Criteria which makes a source credible	Information can be presented to readers in multiple formats (print and digital). The use of search terms and symbols can make finding information easier. Credible sources may include both primary and secondary source documents. Some sources are more credible than others Quoting, paraphrasing, and summarizing are methods of including evidence and supporting information for one's assertions. Authors have earned the right to have their work acknowledged through citations. Plagiarism is illegal. Irrelevant evidence is a distraction from the main idea.	Gather information from a variety of sources. Use search terms and symbols effectively. Follow proper citation format when giving credit to sources. Analyze the reliability, credibility, and relevance of sources or evidence. Accurately quote relevant and credible information. Paraphrase researched information. Distinguish between relevant and irrelevant information when researching.

Key Vocabulary:
search term search symbol reliable fact <u>paraphrase</u> quote summary plagiarize standard citation format <u>works cited</u> <u>MLA</u> <u>APA</u> credibility data <u>primary sources</u> <u>secondary sources</u> relevant/irrelevant 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"?
From multiple sources, students need to be able to use search terms to find relevant, credible data/facts, utilizing and citing sources effectively for the informational benefit of themselves and others. An illness may be researched for those being impacted by it in order to discover options and treatment available. Communities may research options for local development and present these options to others.

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Strand:	Writing	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	8

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
7.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 7 Reading standards* to literature(e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). 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").	8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). 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")	9-10.W.9 Draw evidence from literary or informational texts to support analysis,reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "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:
I can provide examples from what I read that support my ideas when writing about literature and informational texts.

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
• What information (e.g. facts, dialogue) is relevant • How to identify themes (recurring) • Various patterns of organization (e.g. chronological order, flashback) • Various character types (e.g. protagonist, antagonist, villain, hero)	They can write with support ideas using specific examples from texts.	Analyze and apply in writing how a modern work of fiction draws on themes, patterns of events, or character types. Cite examples from literature or informational texts to support ideas. Cite examples of reoccurring themes, patterns of events and characters through varying genres of literature. Evaluate and apply relevant evidence and argument when writing.

Key Vocabulary:
evidence reasoning relevant irrelevant reflection analysis theme myth chronological protagonist antagonist argument claim pattern of events <u>delineate</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"?
Communication in real life and in many careers requires the evaluation of data, evidence and claims to accurately make decisions. Examples include a student purchasing a car, a banker approving or denying a loan application, and a judge evaluating evidence in a case.