

SD State Standards Disaggregated English Language Arts

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| Strand: | Language | Anchor Standard: | Knowledge of Language | Grade level: | 7 |
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Standards Relating to Knowledge of Language

7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Knowledge of Language: Relevance and Essential Questions: What's the point?

| <i>Essential Questions</i> <i>(Drive Intellectual Curiosity-The Hook)</i> | <i>Big Idea Statements</i> <i>(What students need to discover)</i> |
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| <p>Why is understanding language and its rules important?</p> <p>How do writers and speakers determine the adequacy of their message?</p> | <p>Understanding how language functions in different contexts allows writers and speakers to make effective choices for meaning or style and comprehend more fully when reading or listening.</p> <p>Writing more or speaking more does not equate with quality.</p> |

Learning Progression: Knowledge of Language (7.L.3)

| Correlating Standard in Previous Year | Number Sequence & Standard | Correlating Standard in Following Year |
|---|--|--|
| <p>6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest and style.</p> <p>b. Maintain consistency in style and tone.</p> | <p>7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> | <p>8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action).</p> <p>b. Use verbs in the conditional and subjunctive mood to achieve particular effects (e.g. expressing uncertainty or describing a state contrary to fact).</p> |

Rigor and Cognitive Complexity

| Know (Factual) | Understand (Conceptual) The students will understand that: | Do (Procedural/ Application) |
|---|--|---|
| <p>7.L.3</p> <ul style="list-style-type: none"> • Language (writing, reading, speaking, listening) • Conventions • Redundancy | <p>7.L.3</p> <p>Language functions in different contexts, allowing writers and speakers to make effective choices for meaning or style and comprehend more fully when reading or listening.</p> | <p>7.L.3</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Choose language that expresses</p> |

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|--|---|---|
| | Writing more or speaking more does not equate with quality. | ideas precisely and concisely. Recognize and eliminate wordiness and redundancy. |
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Student Friendly Language

7.L.3
I can use what I know about language and conventions when I write, read, speak, and listen.
I can choose words that express my ideas clearly.
I can avoid repeating myself.

Key Vocabulary

- 7.L.3**
- Recognize
 - Eliminate
 - Language (writing, reading, speaking, listening)
 - Conventions
 - Precisely
 - Concisely
 - Wordiness
 - Redundancy

Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

The way in which we use our words plays a significant role in how people perceive us. Often, our ability or competency is judged by how we speak, write, read, or listen.

If we want our audience to take us seriously and listen to us, we must make every word count.

Resources

<https://doe.sd.gov/octe/ELA-resources.aspx>

Achievement Level Descriptors

Knowledge of Language:

7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

| Level 1 | Level 2 | Level 3 | Level 4 |
|--|--|--|---|
| When writing, speaking, reading, or listening, students should be able to • Minimally choose language that expresses ideas concisely, eliminating wordiness and redundancy. | When writing, speaking, reading, or listening, students should be able to • Partially choose language that expresses ideas concisely, eliminating wordiness and redundancy. | When writing, speaking, reading, or listening, students should be able to • Choose language that expresses ideas precisely and concisely, eliminating wordiness and redundancy. | When writing, speaking, reading, or listening, students should be able to • Thoroughly choose language that expresses ideas concisely, eliminating wordiness and redundancy. |