

SD State Standards Disaggregated English Language Arts

Strand:	Language	Anchor Standard:	Knowledge of Language	Grade level:	8
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Standards Relating to Knowledge of Language

- 8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action).
 - b. Use verbs in the conditional and subjunctive mood to achieve particular effects (e.g. expressing uncertainty or describing a state contrary to fact).

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>
What role do conventions play in writing? What can verbs do? Why does grammar matter? How can you achieve a specific effect or emphasis in writing or speaking?	Correct grammar, spelling, and punctuation ensure our ideas are clearly communicated. Verbs can take on many different roles in a sentence, from changing the emphasis of the sentence, affecting the mood, or even acting as nouns and modifiers. 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.

Learning Progression: Knowledge of Language (8.L.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> a. Use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action). b. Use verbs in the conditional and subjunctive mood to achieve particular effects (e.g. expressing uncertainty or describing a state contrary to fact). 	9-10.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>8.L.3</p> <ul style="list-style-type: none"> • Conventions • Effects of active vs. passive voice • Effects of subjunctive mood and conditional mood 	<p>8.L.3</p> <p>Conventions play an important role in comprehension of language, whether written or spoken.</p> <p>Active voice emphasizes the actor while passive voice emphasizes the action.</p> <p>Word choice, including verb voices and moods, can affect the meaning of a communication.</p>	<p>8.L.3</p> <p>Use standard English conventions in speaking or writing.</p> <p>Describe the effects of the verb voice and mood that a writer or speaker uses.</p> <p>Purposefully choose verbs to reflect a chosen voice or mood, or achieve a specific effect.</p>

Student Friendly Language
<p>8.L.3</p> <p>I can use standard English conventions when speaking or writing.</p> <p>I can describe the effects of the verb voice and mood that a writer or speaker uses.</p> <p>I can evaluate whether active or passive voice should be used in my communication.</p> <p>I can choose conditional or subjunctive mood in order to affect the meaning of my communication.</p>

Key Vocabulary
<p>8.L.3</p> <ul style="list-style-type: none"> • Conventions • Verb tense • Active voice • Passive voice • Conditional mood • Subjunctive mood • Syntax
<p>Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?</p>
<p>In order to communicate effectively and to better understand the underlying meaning in both written text and spoken language, we need to recognize the subtleties of word choice. Understanding how to choose verbs to emphasize either the actor or the action helps us to persuade an audience toward an intended result. When running for office, applying for a job, or we must choose each word with care.</p>

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

Achievement Level Descriptors

Knowledge of Language:

8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action).
- b. Use verbs in the conditional and subjunctive mood to achieve particular effects (e.g. expressing uncertainty or describing a state contrary to fact).

Level 1	Level 2	Level 3	Level 4
When writing, speaking, reading, or listening, students should be able to • Minimally use verbs in the active and passive voice in addition to conditional and subjunctive mood, to achieve particular effects.	When writing, speaking, reading, or listening, students should be able to • Partially use verbs in the active and passive voice in addition to conditional and subjunctive mood, to achieve particular effects.	When writing, speaking, reading, or listening, students should be able to • Adequately use verbs in the active and passive voice in addition to conditional and subjunctive mood, to achieve particular effects.	When writing, speaking, reading, or listening, students should be able to • Thoroughly use verbs in the active and passive voice in addition to conditional and subjunctive mood, to achieve particular effects.