SD State Standards Disaggregated English Language Arts

Strand:	Reading for Literature	Anchor Standard:	Key Ideas and Details	Grade level:	11-12

Standards Relating to Key Ideas & Details

11-12.RL.1 Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text to support thematic analysis.

11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Key Ideas and Details: Relevance and Essential Questions: What's the point?

Essential Questions *(Drive Intellectual Curiosity-The Hook)*	*Big Idea Statements* *(What students need to discover)*
Why does a student need to cite evidence to support analysis of what the text directly and indirectly says?	Citing evidence assures a correlation between the text and an analysis or a claim.
Why does a student need to know how to accurately cite a source?	Accurately citing sources helps avoid plagiarism and reinforces support for a claim.
Why does an author develop multiple themes within a text?	An author develops multiple themes that interact and build on each other to create a more interesting and complex piece of literature.
What is the impact of the author's use of literary elements?	An author's purposeful choice of literary elements frames the narrative he/she wishes to convey.

Learning Progression: Key Ideas & Details   (11-12.RL.1   11-12.RL.2   11-12.RL.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.RL.1 Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**11-12.RL.1 Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.**	N/A

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9-10.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.	**11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text to support thematic analysis.**	N/A
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.	**11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).**	N/A

Rigor and Cognitive Complexity		
Know **(Factual)**	**Understand** **(Conceptual)** **The students will understand that:**	**Do** **(Procedural/ Application)**
11-12.RL.1 ● Reliable evidence ● Relevant evidence ● Complex analysis ● Inferences based on textual evidence	**11-12.RL.1** Thorough analysis of literature involves citing evidence from the text. The author might not explicitly state all that he/she wants readers to understand. Different interpretations may be supported by the same evidence. Some of an author's message comes from inferences beyond the printed text. For evidence to be relevant, it must directly correlate to the claim.	**11-12.RL.1** Cite evidence to support one's interpretation of a text. Compare and contrast evidence found within the text. Determine what is left for the reader to decide. Determine relevancy of evidence.
11-12.RL.2 ● Difference between objective and subjective ● Complex themes	**11-12.RL.2** Multiple themes interact throughout a text to provide a complex account. Objective summaries do not include personal viewpoints. Literary works have recognizable thematic depth and texture.	**11-12.RL.2** Analyze theme development. Cite textual support. Evaluate interconnected themes in a text. Construct an objective summary.
11-12.RL.3 ● Author's context ● Literary elements	**11-12.RL.3** An author may use literary elements to drive his/her message.	**11-12.RL.3** Analyze how the author's choice of biographical, historical, and/or social context influences story.

	An author makes deliberate choices about characterization, setting, style, plot, theme and tone.	Analyze how an author's point of view is conveyed in the text.
	Story structure can impact meaning.	Explain how literary elements are developed.
	An author's point of view is different from a reader's point of view.	Draw parallels between the author's purpose and relevant issues beyond the text.

Student Friendly Language

11-12.RL.1
I can analyze a piece of literature and find specific examples to support my claim/analysis.
I can take the hints the author gives me and make inferences about what the author really means.
I can properly cite evidence found in the text.
I can determine whether evidence is relevant to my claim/analysis.

11-12.RL.2
I can identify two or more themes of the literary text.
I can provide textual support to describe and demonstrate how the two themes interact and build throughout the literary work.
I can provide an objective summary about the text.

11-12.RL.3
I can tell the difference between character/speaker and author/creator in fiction.
I can offer supported opinions about why the author chose the sequence of events in a work of fiction.
I can create connections between the author's choices and his/her historical and social background.
I can point out how the author's choices of characters, themes, and language provide clues to time period.
I can explain how an author's choice of literary elements influences the meaning of the work and the audience's interpretation of that work.

Key Vocabulary

11-12.RL.1
- Literary analysis
- Citation
- Explicit
- Inference
- Relevance

11-12.RL.2
- Analyze
- Theme/central idea
- Objective
- Subjective

11-12.RL.3
- Analyze
- Context
- Evaluate
- Impact
- Develop
- Literary Elements
- Voice
- Setting
- Characterization
- Theme
- Motif
- Imagery
- Figurative Language
- Plot structure

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Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context?
Learning to justify an interpretation of any message requires demonstrating that an inference, claim, or analysis is supported with valid evidence. Being able to decipher what any text says and, more importantly, what it doesn't say, is a relevant skill. Theme recognition and integration is extended beyond literature. The skill of recognizing main ideas and objectively summarizing them is key to effective communication. Literature offers insight into social issues and/or the human condition. Connecting literature to real-life situations develops an understanding of others' perspectives.

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

Achievement Level Descriptors

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Level 1	Level 2	Level 3	Level 4
In grade-level texts, students should be able to • Identify textual evidence that minimally supports simple inferences made or conclusions drawn and provide minimal evidence that they can apply reasoning and limited range of textual evidence to justify simple inferences or judgements regarding themes, characters, and point of view or discourse style on plot/subplot development. • Use explicit details to minimally summarize central ideas or key events. • Provide minimal evidence of analysis of interrelationships among literary elements or how a pair of texts address a topic or theme. • Provide minimal evidence that they can identify text structures, genre-specific features, or formats of texts and provide a minimal explanation of the impact of	In grade-level texts, students should be able to • Identify textual evidence that partially supports inferences made or conclusions drawn and provide partial evidence that they can apply reasoning and an adequate range of textual evidence to justify inferences or judgements regarding development of universal themes, characters, and impact of point of view or discourse style on plot/subplot development. • Partially summarize central ideas, themes, and key events using limited supporting ideas or relevant details. • Provide partial evidence of analysis of interrelationships among literary elements within a text or multiple texts with similar themes, topics, or source materials. • Provide partial evidence that they can describe and distinguish text structures,	In grade-level texts students should be able to • Identify and explain sufficient and relevant textual evidence that adequately supports inferences or conclusions and provide adequate evidence that they can apply reasoning and a range of textual evidence to justify inferences or judgements regarding development of universal themes, characters, and impact of point of view or discourse style on plot/subplot development. • Summarize central ideas, themes, and key events and analyze thematic development, writing an objective summary and using adequate support and relevant details. • Provide evidence of an adequate analysis of interrelationships among literary elements within one or multiple texts or how different texts address themes, topics, or use	In grade-level and higher texts, students should be able to • Identify and analyze substantial and relevant textual evidence that thoroughly supports inferences or conclusions and provide thorough evidence that they can apply insightful reasoning and a wide range of textual evidence to justify inferences or judgements regarding development of universal themes, characters, and impact of point of view or discourse style on plot/subplot development. • Thoroughly summarize central ideas, themes, and key events and provide an insightful analysis of thematic development using supporting ideas and relevant, well-chosen details. • Provide evidence of a thorough and insightful analysis of interrelationships among literary elements within texts or how different texts address themes,

those choices on meaning or presentation.	genre-specific features, or formats of texts and explain the obvious impact of those choices on meaning or presentation.	source materials. • Provide adequate evidence that they can analyze text structures, genre-specific features, or formats of texts and explain the impact of those choices on meaning or presentation.	topics, or use source materials. • Provide thorough evidence that they can analyze text structures, genre-specific features, or formats of texts and critique the complex impact(s) of those choices on meaning and/or presentation.