

SD State Standards Disaggregated English Language Arts

Strand:	Reading for Informational Text	Anchor Standard:	Key Ideas and Details	Grade level:	11-12
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Standards Relating to Key Ideas & Details

11-12.RI.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.RI.2 Determine two or more 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 provide a complex analysis; provide an objective summary of the text to support analysis.

11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Key Ideas and Details: 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>
Why is it necessary 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 claim.
Why is it necessary 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 central ideas within a text?	An author develops central ideas that support ideas or claims.
What is the impact of the author's use of sequence of events and presentation of ideas?	An author's purposeful choice of sequencing and presentation of ideas supports the message and/or purpose.

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.RI.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.RI.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
9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by	11-12.RI.2 Determine two or more 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 provide a complex	N/A

specific details; provide an objective summary of the text to support analysis.	analysis; provide an objective summary of the text to support analysis.	
9-10.RI.3 Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.	11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	N/A

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>11-12.RI.1</p> <ul style="list-style-type: none"> Reliable evidence Relevant evidence Complex analysis Inferences based on textual evidence <p>11-12.RI.2</p> <ul style="list-style-type: none"> Objective Subjective Complex themes <p>11-12.RI.3</p> <ul style="list-style-type: none"> Sequencing 	<p>11-12.RI.1</p> <p>Thorough analysis of text involves citing evidence from a text.</p> <p>The author might not explicitly state all that he/she wants readers to understand.</p> <p>Different interpretations may be supported by the same evidence.</p> <p>Some of an author’s message comes from inferences beyond the printed text.</p> <p>For evidence to be relevant, it must directly correlate to the claim.</p> <p>11-12.RI.2</p> <p>Multiple central ideas interact throughout a text to provide a complex account.</p> <p>Objective summaries do not include personal viewpoints.</p> <p>Informational works have recognizable depth.</p> <p>11-12.RI.3</p> <p>An author chooses purposeful sequence.</p>	<p>11-12.RI.1</p> <p>Cite evidence to support one’s interpretation of a text.</p> <p>Compare and contrast evidence found within a text.</p> <p>Determine what is left for the reader to decide.</p> <p>Determine relevancy of evidence.</p> <p>11-12.RI.2</p> <p>Analyze idea development.</p> <p>Cite textual support.</p> <p>Evaluate interconnected themes.</p> <p>Construct an objective summary.</p> <p>11-12.RI.3</p> <p>Analyze how sequencing conveys complex ideas.</p> <p>Analyze the interaction of ideas and how they are developed throughout a text.</p>

Student Friendly Language

11-12.RI.1

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

11-12.RI.2

I can identify two or more central ideas of a text.
I can provide textual support to describe and demonstrate how central ideas interact and build throughout the work.
I can provide an objective summary about a text.

11-12.RI.3

I can explain how an event in a text relates to other events.
I can offer supported opinions about why an author chose the sequence of events in a text.

Key Vocabulary

11-12.RI.1

- Textual analysis
- Citation
- Explicit
- Inference
- Relevance

11-12.RI.2

- Analyze
- Central idea
- Objective
- Subjective

11-12.RI.3

- Complexity
- Sequencing

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

Students need to be able to value evidence in support of text. Problem-solvers in any profession need to make accurate inferences about text including evaluations, contracts, diagnostic reports, and other informational processes and procedures.

Learning to justify an interpretation of any message requires demonstrating that an inference, claim, or analysis was supported with valid evidence. Being able to decipher what any text says and, more importantly, what it doesn't say is a relevant skill.

The skill of recognizing the development of multiple ideas and objectively summarizing them is key to effective communication.

Being able to follow the sequence of events is important when reading any type of informational text for full understanding.

Resources

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

Achievement Level Descriptors

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Level 1	Level 2	Level 3	Level 4
<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> • Use explicit details to minimally summarize central ideas/key events, procedures or topics and subtopics and identify textual evidence that minimally supports simple inferences or conclusions. • Provide minimal evidence that they can use limited reasoning and a limited range of textual evidence to support explanations of author's presentation of information; and they can analyze connections in the development of ideas/events or in development of topics, themes, or simple rhetorical features. • Provide minimal evidence that they can identify aspects of text structures or genre-specific features or formats and minimally identify and/or explain relationships between text structures or text features and meanings. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> • Use explicit details to partially summarize central ideas/key events, procedures or topics and subtopics using limited supporting ideas or relevant details; and identify textual evidence that partially supports inferences or conclusions. • Provide partial evidence that they can apply reasoning and an adequate range of textual evidence to justify analyses of author's presentation of information; and that they can analyze connections in the development of ideas/events or in development of topics, themes, or some rhetorical features. • Provide partial evidence that they can identify some aspects of text structures or genre-specific features or formats and indicate some relationships between text structures or text features on 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> • Adequately summarize central ideas/key events, procedures or topics and subtopics using adequate supporting ideas and relevant details; and identify and explain sufficient and relevant textual evidence that adequately supports inferences or conclusions. • Provide evidence that they can apply reasoning and an adequate range of textual evidence to justify analyses of author's presentation of information; and that they can adequately analyze how connections are made in the development of complex ideas/events or in development of topics, themes, or rhetorical features. • Provide adequate evidence that they can relate text structures or genre-specific features or formats and integrate information or analyze the impact on 	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> • Thoroughly summarize central ideas/key events, procedures or topics and subtopics using supporting ideas and relevant, well-chosen details; and identify and analyze substantial and relevant textual evidence that thoroughly supports inferences or conclusions. • Provide evidence that they can apply insightful reasoning and a thorough range of textual evidence to justify analyses of author's presentation of information; and that they can thoroughly analyze how connections are made in the development of complex ideas/events or in development of topics, themes, or rhetorical features. • Provide thorough evidence that they can evaluate the effectiveness of text structures or genre-specific features or formats and analyze the impact on

<ul style="list-style-type: none"> Minimally analyze the figurative or connotative meanings of words and phrases or identify denotative meanings used in context and make connections. 	<p>meaning or presentation.</p> <ul style="list-style-type: none"> Partially analyze the figurative or connotative meanings of words and phrases used in context and partially explain these word choices on meaning and tone. 	<p>meaning or presentation.</p> <ul style="list-style-type: none"> Adequately analyze the figurative or connotative meanings of words and phrases used in context and explain the impact of these word choices on meaning and tone. 	<p>meaning or presentation, integrating visual and word information.</p> <ul style="list-style-type: none"> Thoroughly analyze the figurative or connotative meanings of words and phrases used in context and thoroughly explain the impact of these word choices on meaning and tone.
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