SD State Standards Disaggregated English Language Arts

Strand:	Writing Standards	Anchor Standard:	Texts Types and Purposes	Grade level:	11-12

Standards Relating to Text Types and Purposes

11-12.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, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
   c. Use transitional words, phrases, and clauses as well as varied syntax 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.

11-12.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 so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic thoroughly by selecting the most significant and relevant 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 and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
   d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
   e. 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).

11-12.W.3 Write narratives or other creative texts 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 and its significance, 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 literary or 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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
   d. Use precise words and phrases, telling details, figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
   e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.

Text Types and Purposes: Relevance and Essential Questions: What's the point?	
Essential Questions *(Drive Intellectual Curiosity-The Hook)*	**Big Idea Statements** *(What students need to discover)*
Why is it important to adjust the text type according to the purpose of the writing?	It is important to adjust the text type according to the writing's purpose because writers need to support claims in argumentative writing, develop ideas in expository writing, or engage readers with details and structure in narrative writing.
Why is it important to incorporate strong writing technique in all text types?	It is important to use various writing/literary techniques and devices, as well as strong syntax and appropriate vocabulary to achieve purpose in any type of writing.

Learning Progression: Text Types and Purposes (11-12.W.1   11-12.W.2   11-12.W.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year

9-10.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 transitional 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
	11-12.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, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
	  b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
	  c. Use transitional words, phrases, and clauses as well as varied syntax 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.
		N/A

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the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.		
9-10.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. 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).	**11-12.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 so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.** **b. Develop the topic thoroughly by selecting the most significant and relevant 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 and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.** **d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.** **e. 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).**	N/A
9-10.W.3 Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	**11-12.W.3 Write narratives or other creative texts 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**	N/A

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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 or literary techniques, such as dialogue, pacing, rhythm, 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 and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.	**setting out a problem, situation, or observation and its significance, 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 literary or 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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).** **d. Use precise words and phrases, telling details, figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.** **e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.**	

Rigor and Cognitive Complexity		
Know **(Factual)**	**Understand** **(Conceptual)** **The students will understand that:**	**Do** **(Procedural/ Application)**
11-12.W.1 ● Writing process ● Research process ● Formal style ● Objective tone ● Logical conclusions ● Transitions ● Cohesion ● Argument ● Claims and counterclaims ● Appearance of bias ● Analysis of topic ● Substantive text ● Valid reasoning	**11-12.W.1** Relevant evidence supports the claim objectively. It is important to address valid arguments with counterclaims. The reading audience has its own prior knowledge, concerns, values, and biases. Formal writing style requires attention to diction, syntax, conventions, organization, and objective tone.	**11-12.W.1** Introduce precise, knowledgeable claim(s), and establish their significance. Develop claim(s) and counterclaims fairly and thoroughly, with relevant evidence that anticipates the audience. Use formal writing style with words, phrases, clauses, and varied syntax.

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● Relevant evidence ● Syntax ● Appropriate conventions		Create cohesion, and clarify the relationships between claim(s) and reasons, evidence, and claims and counterclaims.
11-12.W.2 ● Effective introduction, body, conclusion ● Concrete ideas including significant and relevant facts ● Syntax ● Literary devices ● Transitions ● Cohesion ● Domain specific vocabulary ● Formatting styles ● Objective tone ● Formal style ● Norms and conventions of the discipline ● Audience	**11-12.W.2** Organization unifies and creates clarity. Significant and relevant facts are essential to the development of a piece. Effective writers use precise language. Making comparisons enhances depth and clarity. Word choice and sentence structure vary depending on audience and purpose.	**11-12.W.2** Introduce and organize complex ideas. Incorporate formatting, graphics, and multimedia to aid comprehension. Build on ideas to create a complex whole. Incorporate significant and relevant facts to develop the topic. Use transitions and syntax to create a cohesive whole. Convey understanding through appropriate use of precise language, domain-specific vocabulary, and comparative techniques. Establish and maintain formal style and objective tone appropriate to the specific discipline. Provide an effective conclusion.
11-12.W.3 ● Development of a narrative ● Development of other creative texts ● Plot development ● Narrative techniques ● Literary devices ● Sensory language (what a person can see, touch, taste, hear, and/or feel) ● Tone (author's attitude toward a subject or character) ● Conclusion	**11-12.W.3** Narrative events can unfold in various ways. The structure of any effective creative or narrative piece must enhance the author's purpose. Narratives can be written from a variety of viewpoints. Point-of-view impacts the tone and outcome of the text. Sequencing helps to develop a smoothly flowing writing.	**11-12.W.3** Create an engaging introduction that involves the reader. Create a smooth flow of experiences, images, or events. Incorporate storytelling techniques, dialogue, description, reflection, and/or multiple plot lines and characterizations. Use a variety of techniques to order events. Incorporate strong language and sensory details. Create an appropriate ending for the piece.

Student Friendly Language

11-12.W.1
I can defend a claim using sufficient research that supports the pros and cons of my topic. I can maintain a formal, objective tone using standard conventions appropriate to audience and purpose.

11-12K.W.2
I can clearly and accurately write to inform using organized and complex ideas. I can incorporate relevant and significant content, using source support when appropriate. I can use transitions to link ideas and create a smooth flow. I can maintain a tone that helps me achieve my purpose. I can use specific vocabulary and, when appropriate, figurative language, to convey complex ideas.

11-12.W.3
I can write a narrative that grabs the attention of and engages the reader. I can use storytelling techniques, when necessary. I can use a variety of techniques or methods to order events and build toward a particular feeling and/or outcome. I can use clear words, phrases and sensory language. I can provide an appropriate ending.

Key Vocabulary

11-12.W.1
- Syntax
- Relevant evidence
- Argument
- Conventions
- Bias
- Tone
- Thesis statement
- Concluding statement
- Claims
- Counterclaims

11-12.W.2
- Thesis statement
- Transitions
- Syntax
- Informative and/or explanatory text
- Literary devices: metaphor, simile, and analogy
- Domain-specific vocabulary
- Cohesion
- Multimedia
- Graphics
- Formatting

11-12.W.3
- Narrative writing
- Creative writing
    - Poetry
    - Memoirs
    - Scripts
    - Songs
    - Blogs
    - Other creative forms
- Fiction and nonfiction
- Plot structure
- Sensory language
- Conflict
- Point of view
- Transitions
- Diction
- Theme
- Flashback
- Figurative language
- Literary devices
- Characterization

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

Any time it's necessary to present a written position, explanation, or proposal, writing skills will be useful. For example, justifying a raise or writing a letter to the editor would require argumentative writing skills.

Writing narrative, creative pieces provides an outlet to express anecdotal experiences relative to the human condition. For example, storytelling, journaling, blogging, or writing poetry can be a way to communicate personally or professionally.

Resources

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

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Achievement Level Descriptors

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Level 1	Level 2	Level 3	Level 4
Students should be able to provide evidence that they can	Students should be able to provide evidence that they can	Students should be able to provide evidence that they can	Students should be able to provide evidence that they can
• Write brief and full argumentative texts while applying writing strategies, in which there may be weak coherence, organization,	• Write brief and full argumentative texts while applying some writing strategies, supporting a claim with limited evidence	• Write brief and fully developed argumentative texts while applying a variety of writing strategies, develop a precise claim by gathering,	• Write brief and fully developed argumentative texts while applying a variety of writing strategies, to support a precise,

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attention to audience, weakly articulated claims and minimal supporting evidence, and/or underdeveloped conclusion. • Write brief and full informational/explanatory texts while applying writing strategies, in which there may be weak coherence, organization, attention to purpose and audience, and/or supporting evidence and/or elaboration, and/or underdeveloped conclusion. • Apply narrative strategies, text structures, and transitional strategies, that demonstrate minimal coherence and use of details when writing brief narrative texts. • Use basic language, vocabulary, and style, using simplistic and limited syntax and vocabulary with minimal consideration of purpose and audience.	and limited attention to counterclaims, using limited transitional strategies for coherence, language that attempts to establish an objective focus/tone, and a partial understanding of organization, audience, and purpose. • Write brief and full informational/explanatory texts while applying writing strategies, in which there may be a partially developed topic, supporting evidence, and elaboration, some attention to purpose and audience, limited use of transitional strategies for coherence, gaps in organization and focus, and/or a brief conclusion. • Apply narrative strategies, text structures, and transitional strategies for coherence, using some details when writing brief narrative texts. • Use some precise language, vocabulary, and style, using some varied syntax, vocabulary, and style when composing texts that may show limited attention to purpose and audience.	assessing, integrating, and citing relevant supporting evidence and counterclaims, including both print and digital sources to develop claims and counterclaims that are appropriate for audience and purpose, providing a concluding statement that follows from and supports the argument presented, and using appropriate language to maintain a focus/tone. • Write brief and full informational/explanatory texts while applying writing strategies, to develop a topic by clearly organizing complex ideas, using appropriate language to consistently maintain a focus/tone, including relevant supporting evidence from sources and elaboration with adequate attention to purpose and audience. • Apply narrative strategies, text structures, and transitional strategies for coherence, using relevant details and precise words and phrases when writing or revising brief narrative texts. • Use precise and varied syntax, vocabulary, and style appropriate to purpose and audience when composing texts.	compelling claim by strategically gathering, assessing, integrating, and citing relevant, persuasive supporting evidence and counterclaims, including both print and digital sources to develop claims and counterclaims that are appropriate for audience and purpose, providing appropriate transitional strategies for coherence, providing a concluding statement that follows from and supports the argument presented, and using precise and vivid language to maintain a suitable focus/tone. • Write brief and full strategically developed informational/explanatory texts while applying writing strategies, to develop a topic by clearly and coherently organizing complex ideas, using precise and vivid language to consistently maintain a suitable focus/tone appropriate for purpose and audience, and critically assessing and synthesizing supporting evidence from sources, as appropriate. • Apply narrative strategies, text structures, and transitional strategies for coherence, using relevant vivid details and precise words and phrases when writing or revising brief narrative texts. • Strategically use vivid, precise and varied syntax, vocabulary, and style appropriate to purpose and audience when composing texts.