

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	9-10
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### Standards Relating to Key Ideas and Details

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.

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.

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.

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

<i><b>Essential Questions</b></i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i><b>Big Idea Statements</b></i> <i>(What students need to discover)</i>
How and why does a reader analyze a literary text?	Strong, relevant, thorough evidence helps students analyze themes/central ideas and complex characters.

### Learning Progression: Key Ideas and Details (9-10.RL.1 9-10.RL.2 9-10.RL.3)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.R.L.1 Cite the textual evidence that most strongly supports an analysis of what the text says	<b>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.</b>	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.
8.RL.2 Determine a theme or central idea(s) of a text and <ul style="list-style-type: none"> <li>a. Analyze its development over the course of the text, including its relationship to the characters, setting, and plot.</li> <li>b. Provide an objective summary of the text.</li> </ul>	<b>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.</b>	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.

8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	<b>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.</b>	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).
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<b>Rigor and Cognitive Complexity</b>		
<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural/ Application)</b>
<p><b>9-10.RL.1</b></p> <ul style="list-style-type: none"> <li>● Evidence</li> <li>● Inference</li> <li>● Analysis</li> <li>● Annotation</li> <li>● Close reading</li> <li>● Argumentation</li> <li>● Relevance</li> <li>● Citation</li> </ul> <p><b>9-10.RL.2</b></p> <ul style="list-style-type: none"> <li>● Theme and central idea</li> <li>● Objective summary</li> <li>● Thematic analysis</li> </ul> <p><b>9-10.RL.3</b></p> <ul style="list-style-type: none"> <li>● Characterization</li> <li>● Plot development</li> <li>● Thematic development</li> </ul>	<p><b>9-10.RL.1</b></p> <p>The author supports his or her purpose with ideas.</p> <p>Sometimes what the author means is not directly stated in the text.</p> <p>Evidence must be used to support an analysis.</p> <p><b>9-10.RL.2</b></p> <p>The reader demonstrates comprehension through summarization of details and thematic analysis.</p> <p>The author intentionally uses story elements and specific detail to develop and reveal the theme as it is refined throughout the text.</p> <p><b>9-10.RL.3</b></p> <p>Characters can have multiple or conflicting motivations for the decisions and actions they take.</p> <p>Characters' experiences, reactions, and their interactions influence the development of a text.</p> <p>Characters reveal their complexity during the course of the text.</p>	<p><b>9-10.RL.1</b></p> <p>Analyze the meaning of the text with close reading and annotation.</p> <p>Explain how evidence supports ideas.</p> <p>Support ideas using evidence from the text.</p> <p>Discuss and use inference to discover deeper meanings in the text.</p> <p><b>9-10.RL.2</b></p> <p>Write an objective summary of a text.</p> <p>Identify and then analyze the theme of a text.</p> <p>Explain how the author uses the story elements and specific details to introduce, build, or refine a central idea.</p> <p>Evaluate how the theme relates to real life experiences.</p> <p><b>9-10.RL.3</b></p> <p>Examine a character's growth throughout the story/play.</p> <p>Evaluate how the decisions and actions characters make affect the plot and theme.</p> <p>Predict how different decisions would have changed the plot and theme.</p> <p>Explain how a character's personality drives his/her decisions.</p> <p>Analyze a character's motivations.</p>

## Student Friendly Language

### 9-10.RL.1

I can cite relevant examples from a text to support what I infer about the material.  
I can examine a text and explain what the author expects me to know.

### 9-10.RL.2

I can identify and analyze a theme or message in the story.  
I can cite evidence from the story to show how the author developed the theme.  
I can explain how the author intentionally shaped specific details to reveal the theme.  
I can summarize the story without including personal opinions.

### 9-10.RL.3

I can identify complex characters in a story.  
I can explain how a character's interaction with another affects his or her development.  
I can chart a character's growth over the course of a story.  
I can explain how a character's choices affect the plot and develop a theme.

## Key Vocabulary

### 9-10.RL.1

- Evidence
- Inference
- Stylistic analysis
- Argument
- Relevant

### 9-10.RL.2

- Theme
- Objective
- Summary
- Thematic analysis
- Central idea

### 9-10.RL.3

- Motivation
- Characterization
- Plot elements
- Theme

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

In social and workplace situations, defending a position or structuring an argument, we need to use the most reliable and relevant evidence at hand.

We will need to read for the deeper meaning of a text to reach an understanding of the common experiences people have across time, culture, language, and socioeconomic differences. When we understand the ways writers use tools to share their experiences, we will then be able to connect and share our own experiences with the world.

Understanding themes helps us to recognize that all humans share common experiences.

The characters encountered in fiction are models of the people and relationships people have in real life.

Knowing how a character's traits and actions affect change in a story leads to a broader understanding of the universality of a story's themes.

## Resources

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

## Achievement Level Descriptors

### Key Ideas & Details:

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.

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.

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.

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"> <li>• Cite minimal textual evidence that minimally supports an inference, analysis, interpretation, or conclusion drawn and partially cite a range of relevant textual evidence to justify analysis regarding theme, story elements, and point of view.</li> <li>• Minimally summarize central ideas, themes, and some events using few details to determine a theme or central idea and provide a short objective summary.</li> <li>• Analyze, with significant support, relationships among some characters and their development.</li> </ul>	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> <li>• Cite sufficient and relevant textual evidence that partially supports a complex inference, analysis, interpretation, or conclusion drawn and partially cite a range of relevant textual evidence to justify analysis regarding theme, story elements, and point of view.</li> <li>• Partially summarize central ideas, themes, and some events using some details to determine a theme or central idea and provide an objective summary.</li> <li>• Analyze, with minimal support, relationships among complex characters and their development while interacting with other characters, advancing the plot, or developing the theme.</li> </ul>	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> <li>• Cite sufficient and relevant textual evidence that adequately supports a complex inference, analysis, interpretation, or conclusion drawn and adequately cite a range of relevant textual evidence to justify analysis regarding theme, story elements, and point of view.</li> <li>• Adequately summarize central ideas, themes, and key events using relevant details to determine a theme or central idea and provide an objective summary to support the analysis of the theme.</li> <li>• Analyze relationships among complex characters and their development while interacting with other characters, advancing the plot, or developing the theme.</li> </ul>	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> <li>• Cite detailed and relevant textual evidence that thoroughly supports a complex inference, analysis, interpretation, or conclusion drawn and thoroughly cite a range of relevant textual evidence to justify analysis regarding theme, story elements, and point of view.</li> <li>• Thoroughly summarize central ideas, themes, and key events using relevant details to determine a theme or central idea and provide an objective summary to support the analysis of the theme.</li> <li>• Analyze relationships among complex characters and their development while interacting with other characters, advancing the plot, or developing the theme.</li> </ul>