

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading for Informational text	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9.R.1.1 Cite strong 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 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	

Student Friendly Language
<p>I can find and explain proof from the text to support what the text said.</p> <p>I can make inferences concerning text.</p>

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• context</li> <li>• inferences based on textual evidence</li> <li>• analytical process</li> <li>• ambiguity</li> </ul>	<p>Writing contains layers of meaning, some of which are obvious and some suggested.</p> <p>The reader supplies meaning through inference.</p> <p>Readers require verification of authenticity.</p> <p>The meaning of a text can be affected by what is said as well as what is unsaid.</p>	<p>Communicate understanding of literal meaning.</p> <p>Communicate understanding of inferential meaning.</p> <p>Identify and analyze ambiguity.</p>

Key Vocabulary:
inference, analysis, explicit language, citation
Relevance and Applications:
<p>How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p> <p>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.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	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.	

Student Friendly Language:
<p>I can follow the development of the main ideas throughout the text.</p> <p>I can explain how the main ideas work together and affect each other.</p> <p>I can analyze how the main ideas create a deeper understanding of the text.</p> <p>I can identify several main ideas in a text.</p> <p>I can summarize the main ideas of the text without including personal opinions.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Interactive features of text</li> <li>● Strategies of organization (graphic organizers, outlines, topic sentences, etc.)</li> </ul>	<p>Informative text may contain multiple main ideas.</p> <p>Objective summaries do not include personal viewpoints.</p> <p>Multiple ideas interact throughout a text to provide a complex account.</p> <p>High quality informational text have recognizable depth and texture.</p>	<p>Discuss the main ideas found in the text.</p> <p>Analyze how the main ideas interact with each other and create deeper understanding.</p> <p>Differentiate between objective information and opinion.</p>

Key Vocabulary:
objectivity summary
Relevance and Applications:
<p>How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p> <p>In order to be an informed citizen, you need to identify main ideas in other informational texts. ex. newspapers, magazine articles, technical manuals, directions.</p> <p>In order to be an informed citizen, you need to identify the objectivity of the author and the purpose for creating the informational text. ex. letters to the editor, news articles (especially during election years), electronic communication.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
CC.9-10.RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	CC.11-12.RI.3 <u>Analyze</u> 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.	

<b>Student Friendly Language:</b>
<p>I can explain how an author's use of storytelling techniques can influence the text.</p> <p>I can explain how an event in the text relates to other events.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>methods of organizational style</li> </ul>	<p>The writer's tone influences readers' perceptions</p> <p>Authors choose purposeful sequence of events in a text</p>	<p>explain why individuals in a text change.</p> <p>explain the effect sequence of events has on the changes in individuals.</p> <p>analyze complex ideas</p>

<b>Key Vocabulary:</b>
<p>analyze complex sequence of events interact develop flashback foreshadowing</p>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
<p>Individuals and ideas change over time in the political arena, so in order to be a good citizen, one needs to understand why those changes occur. Reading for key ideas and details is important to understand magazine and newspaper articles, as well as instructions on how to build or make something. Being able to follow the sequence of events is important when reading biographies, autobiographies, and memoirs, as well as anything related to history.</p>

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<b>Strand:</b>	Informational text	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade level:</b>	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper).	11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No.10)	

Student Friendly Language:
I can determine literal and implied meaning of words and phrases as they are used in an informational text.  I can determine the intended meaning of words and phrases when used as symbols, metaphors, similes, and analogies.  I can use context clues to determine the connotative or emotional meaning of a word or phrase chosen by the author.  I can determine the literal meaning of a word or phrase as used in an informational text.  I can analyze the author's word choice to determine his/her underlying meaning.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>Authors refine meanings of key terms in their writing.</li> <li>Analysis of figurative, connotative, and technical word meanings adds to reader understanding of text.</li> </ul>	Words have different levels of meaning.  Authors use rhetorical techniques to affect meaning.	Determine meanings of words and phrases using context clues.  Analyze the author's purpose through the word choice.  Trace and interpret the use of a term throughout the text.  Interpret relevant cultural perceptions.

Key Vocabulary:									
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">figurative language</td> <td style="width: 33%;">connotation</td> <td style="width: 33%;">technical meaning</td> </tr> <tr> <td>analyze</td> <td>interpret</td> <td>identify</td> </tr> <tr> <td>trace</td> <td></td> <td></td> </tr> </table>	figurative language	connotation	technical meaning	analyze	interpret	identify	trace		
figurative language	connotation	technical meaning							
analyze	interpret	identify							
trace									
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?									
Throughout life, students will read a variety of online and printed texts including newspapers, magazines, documents/ manuals, creative literary pieces, and textbooks.  Understanding an author's language will allow students to recognize underlying intentions or biases of a writer in printed text as well as social media									

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.RI.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter)	11-12.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	NA

### Student Friendly Language:

- I can tell the difference between main ideas and details.
- I can identify the structure of a piece of writing.
- I can tell the difference between expository and persuasive writing.
- I can critique how well an author organizes his/her ideas.
- I can critique how an author uses details and examples to convince me that his/her ideas are reliable, believable, and interesting.
- I can tell if the way an author organizes his/her writing makes sense.
- I can support my evaluation of the effectiveness of the author’s organization with specific examples from the text.
- I can assess the validity of an author’s supporting points.

<b>Know (Factual)</b>	<b>Understand (Conceptual) Students will understand that:</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● Structure of author’s exposition or argument impacts effectiveness of text.</li> <li>● Types of evidence/ supporting details (factual, logical, statistical, anecdotal) impact effectiveness of text.</li> </ul>	<p>The choices the author makes during the writing process can determine or affect how a reader interprets the meaning of the text, or how a reader engages with the text.</p> <p>All effective writing has a purposeful organizational structure.</p>	<p>Identify an author’s thesis statement and organizational structure in order to evaluate the coherence and unity of the work as a whole.</p> <p>Categorize types of supporting details in order to evaluate validity and reliability.</p> <p>Analyze effectiveness of pieces of writing based on whether chosen structure makes author’s points clear, convincing, and engaging.</p> <p>Apply the concepts of unity, coherence, style and voice when revising original expository and persuasive pieces.</p>

**Key Vocabulary:**

analyze  
evaluate  
structure  
evidence/supporting details  
clarity  
expository structures  
persuasive structures  
unity  
validity  
voice  
coherence

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Students can use these skills to evaluate the effectiveness of political flyers, posters, etc.

Students can use these skills to shape and improve their own arguments.

Students can use these skills for writing college entrance essays, scholarship essays, etc.

Students can understand more complex texts when they can identify structure: anything from reading and comprehending a newspaper, a technical manual, to a job application, etc.

In order to differentiate between biased and objective arguments, students need to understand more than one style of organization.

By evaluating expository and argumentative mentor texts in a school setting, students will be better able to shape and clarify their own arguments- whether formal or informal, written or oral, and they will be better able to evaluate oral and written texts that they encounter in the real world and in the media.

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<b>Strand:</b>	Informational text	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade level:</b>	11
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.R.I.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	11-12.R.I.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	NA

Student Friendly Language:
<p>I can identify the purpose and audience in a text</p> <p>I can identify the point of view used in a text.</p> <p>I can identify and understand an author’s main argument and claims in a text.</p> <p>I can evaluate the truth of the claims made by the author in an argument.</p> <p>I can evaluate the contexts (historical, social, political, cultural) in which an argument is presented.</p> <p>I can evaluate the organization of the argument.</p> <p>I can evaluate the evidence used to support the main argument..</p> <p>I can identify stylistic elements (tone, figurative language, imagery, diction, etc.) used to build an argument.</p> <p>I can identify methods of persuasion (pathos, ethos, logos) used in an author’s argument.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that..</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● Point-of-view changes according to purpose.</li> <li>● Rhetorical strategies are used to develop arguments.</li> <li>● Methods of persuasion (ethos, pathos, logos) change based on purpose and audience.</li> </ul>	<p>An author deliberately chooses a point of view from which to relate his message</p> <p>An author’s choice of point of view influences the tone of the message</p> <p>An author’s purpose influences the style with which a message is told</p> <p>An author uses persuasive techniques to build an argument</p> <p>An author’s choice of medium influences the reader’s perception of an argument (i.e., musical background, pictures or photographs).</p>	<p>Select the correct point of view (first person, second person, third person, third person objective, limited or omniscient)</p> <p>Explain how point of view influences the main argument (claim)</p> <p>Explain the author’s purpose and/or broader intentions</p> <p>Analyze the author’s purpose and point of view, using examples of stylistic elements and persuasive methods which build the argument</p> <p>Evaluate how the organization of the argument influences the audience</p> <p>Evaluate how the medium of the argument (visual effects, auditory effects, language, genre) influences the audience</p> <p>Judge the effectiveness of the sources evidence used to support the argument</p>

<b>Key Vocabulary:</b>
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rhetoric  
argument  
tone  
diction  
figurative language  
imagery  
pathos  
ethos  
logos  
first person point of view  
third person (limited, objective, omniscient) point of view  
media  
context  
perspective  
authority  
audience  
genre  
claim

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Educated citizens often read editorials to gain perspective on controversial issues. A good reader is able to identify techniques being used by the author to manipulate and persuade. In making choices, for example, purchasing a vehicle or voting for a candidate in a local or national election, good readers also need to sort emotional from factual information in order to make good choices.

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<b>Strand:</b>	Informational text	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade level:</b>	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
CC.9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	CC.11.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	

Student Friendly Language:
<p>I can use multimedia to solve problems and answer questions.</p> <p>I can use different forms of information to solve problems and to answer questions.</p> <p>I can evaluate the credibility of different sources.</p> <p>I can investigate a topic or problem using different sources or media formats.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Integrate multiple sources</li> <li>● Evaluate multiple sources</li> <li>● media or other formats provide information</li> <li>● credibility of sources</li> <li>● compare/contrast multiple sources</li> </ul>	<p>Different mediums can produce different accounts of the same event.</p> <p>Various accounts of the same event should be examined for the most effective answer to a question.</p> <p>Different accounts of the same event may be subjective.</p> <p>In order to answer a question or solve a problem objectively, they must consult various sources.</p>	<p>compare different accounts of the same event.</p> <p>integrate information from a variety of media.</p> <p>evaluate the effectiveness of sources to solve problems.</p> <p>evaluate the effectiveness of sources needed to answer questions</p>

Key Vocabulary:
<p>quantitatively</p> <p>credibility of sources</p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>It is important in today's world to be able to understand the various points of view used by news outlets. Finding and evaluating multiple sources of information could also be important in the workplace when it is necessary to create bids or proposals.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	11.RI.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and argument in works of public advocacy (e.g., The Federalist, presidential addresses).	

Student Friendly Language:
<p>I can analyze seminal U.S. texts (Declaration of Independence, Bill of Rights, Preamble to the Constitution, presidential addresses)</p> <p>I can question whether or not evidence offered proves an author’s primary point</p> <p>I can identify premises as well as false statements and valid claims</p> <p>I can dissect and make sense of claims, reasons, and arguments in texts that argue for public advocacy (the rights of people)</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Public advocacy</li> <li>● Constitutional principles</li> <li>● Elements of legal reasoning</li> <li>● Argument—pathos, ethos or logos-based</li> <li>● Valid vs. invalid claims</li> <li>● Fallacious reasoning (propaganda, bandwagon, red herring)</li> </ul>	<p>A variety of logical arguments can arrive at different and possibly conflicting conclusions on the same topic.</p> <p>Authors hold implicit/explicit assumptions and beliefs about subject.</p> <p>Authors can use invalid reasoning, irrelevant evidence, and false statements to support their arguments and claims to promote their ideas or agenda.</p> <p>An author’s reasoning can be evaluated by analyzing the manipulation of language, as well as the quality, credibility, relevance and validity of evidence.</p>	<p>Identify and explain constitutional principles (e. g., inalienable rights) in historically significant text (e. g., Treaties with Indian Tribes or speeches such as “Ain’t I a Woman?” by Sojourner Truth wherein she cites her opponent’s argument comprised of claims based on invalid reasoning).</p> <p>Evaluate arguments in seminal texts (how they uphold ideas present in the Constitution or values expressed in U.S. laws and rights).</p> <p>Evaluate reasoning (inductive or deductive argument).</p> <p>Compare historically significant documents (e.g., King’s “Letter from a Birmingham Jail” and Thoreau’s “Civil Disobedience,” exploring similar ideas with the writings).</p>

**Key Vocabulary:**

premise  
seminal documents  
fallacious  
delineate  
dissect

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

*I have to learn this because* analyzing historically significant documents, (rather than simply accepting or rejecting what is presented without thought) is critical to participation in a democratic society. Evaluation of seminal documents has both historical and literary significance; it promotes reasoned judgment about important human matters. Evaluation requires the ability to understand the context of a piece and provides opportunities to deliberate, judge, and to reflect on the causes of historical events, as well as their significance. Perhaps most important, one can reflect on the impact of the past on the present. If ever on trial, serving on a jury, or helping civil groups expand their freedoms, evaluating these texts will play a crucial role in the overall effectiveness of the experience.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.RI.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s "Letter From Birmingham Jail"), including how they address related themes and concepts.	11.RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	

Student Friendly Language:
<p>I can read and explain 17th, 18th, and 19th century U.S. historical and significant documents.</p> <p>I can identify and explain the main message of documents, such as the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address.</p> <p>I can identify and explain the author’s purpose(s) in documents, such as the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address.</p> <p>I can identify and explain the rhetorical features in documents.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Rhetorical features (the purpose of a text and its author’s awareness of writing for an audience.)               <ul style="list-style-type: none"> <li>○ Persuasive intent (the purpose of the audio “essay” i.e., to analyze, to interpret, to persuade, etc.)</li> <li>○ Informational value (the meaning or message it is attempting to convey or teach us)</li> <li>○ Entertainment value (how the author attempts to interest or connect with the audience)</li> </ul> </li> <li>● Significant</li> <li>● Theme</li> <li>● Purpose</li> </ul>	<p>What the author(s) intended when creating a selected historical document and/or literature.</p> <p>The main message needs to be identified and explained in historical documents.</p> <p>The author’s purpose needs to be to identified and explained in historical texts.</p>	<p>Read and explain 17th, 18th, and 19th century documents.</p> <p>Analyze themes and purpose of historical literature.</p> <p>Evaluate the document’s purpose and impact on history</p> <p>Analyze the effect of rhetorical features on U.S. documents..</p>

Key Vocabulary/Concepts: “Things the teacher should know”			
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;">17th, 18th, and 19th century literary pieces</td> <td style="width: 33%; border: none; text-align: center;">author’s purpose</td> <td style="width: 34%; border: none; text-align: right;">rhetorical devices</td> </tr> </table>	17th, 18th, and 19th century literary pieces	author’s purpose	rhetorical devices
17th, 18th, and 19th century literary pieces	author’s purpose	rhetorical devices	
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?			
<p>Historical documents and literature influence the social structure of the people and the ever-changing impact of politics in our city, state, country, and global communities, which are becoming more and more interconnected as technology evolves. It is important as people look to documents such as the Bill of Rights and how that affects their inalienable rights.</p>			

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.RL.1 Cite strong 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 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	

Student Friendly Language:
<p>I can analyze a piece of literature and find specific examples to support my analysis.                      I can also take the hints the author gives me and make inferences about what the author really means.                      I can share evidence found in the text.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● reliable evidence</li> <li>● complex analysis</li> <li>● inferences based on textual evidence</li> </ul>	<p>Thorough analysis of literature involves citing evidence from the 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>Produce evidence to support one’s interpretation of a text.</p> <p>Compare and contrast evidence found within the text.</p> <p>Determine what is left for the reader to decide.</p>

Key Vocabulary:
<p>Literary analysis                      Citation                      Explicit</p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Learning to read, interpret, and analyze many forms of text is an ongoing and lifelong process. Being able to decipher what advertising says and, more importantly, what it doesn’t say, is relevant for everyone. For example, it is important to know what a politician is saying and to understand what he/she is leaving unspoken.</p>

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<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	11
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	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.	

<b>Student Friendly Language:</b>
<p>I can identify two or more themes of the literary text.</p> <p>I can provide textual support to describe and demonstrate how the two themes interact and build throughout the story.</p> <p>I can provide a summary about the text that does not include my feelings.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Difference between objective and subjective</li> <li>• Complex themes</li> </ul>	<p>Multiple themes interact throughout a text to provide a complex account.</p> <p>Objective summaries do not include personal viewpoints.</p> <p>Literary classics have recognizable thematic depth and texture.</p>	<p>Analyze theme development</p> <p>Provide textual support</p> <p>Evaluate interconnected theme in a text</p> <p>Provide an objective summary</p>

<b>Key Vocabulary:</b>
<p>analyze theme/central idea objective subjective</p>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Theme recognition and integration is extended beyond literature. For example, on the job an individual may need to decipher patterns and trends. Citizens may need to identify themes within political speeches and understand how those themes are supposed to influence us personally. In daily conversations and debates, students need to understand that others won't always agree. Students need to respect that ideas may differ from their own.</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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).	

Student Friendly Language:
<p>I can tell the difference between character/speaker and author/creator in fiction.</p> <p>I can offer supported opinions about why the author chose the sequence of events in a work of fiction.</p> <p>I can create connections between the author's choice of style and his/her historical and social background.</p> <p>I can point out how the author's choices of characters, themes, and language provide clues to time period.</p> <p>I can explain how an author's choice to structure a work (as a poem, graphic, story, diary, novel, etc.) influences the meaning of the work and the audience's interpretation of that work.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• Historical context</li> <li>• Social context</li> </ul>	<p>Authors use literary elements to drive their messages, i.e. "The world is not fair and just" and "A hero does not always prevail."</p> <p>Authors make deliberate choices about characterization, setting, style, plot, theme and tone.</p> <p>Story structure can impact meaning.</p> <p>An author's point of view is different from a reader's point of view.</p>	<p>Analyze how the author's choice of biographical, historical, and social context influences story.</p> <p>Analyze how an author's point of view is conveyed in the text.</p> <p>Explain how characters in fiction can represent social stereotypes.</p> <p>Draw parallels between the setting of the story, the author's biography, and contemporary issues.</p>

Key Vocabulary:																
<table style="width: 100%; border: none;"> <tr> <td>Analyze</td> <td>Genre</td> <td>Evaluate</td> <td>Impact</td> </tr> <tr> <td>Develop</td> <td>Elements</td> <td>Author's choice(s)</td> <td>Style</td> </tr> <tr> <td>Voice</td> <td>Setting</td> <td>Characterization</td> <td>Theme or Motif</td> </tr> <tr> <td>Imagery</td> <td>Figurative Language</td> <td>Repetition and pattern in plot structure</td> <td></td> </tr> </table>	Analyze	Genre	Evaluate	Impact	Develop	Elements	Author's choice(s)	Style	Voice	Setting	Characterization	Theme or Motif	Imagery	Figurative Language	Repetition and pattern in plot structure	
Analyze	Genre	Evaluate	Impact													
Develop	Elements	Author's choice(s)	Style													
Voice	Setting	Characterization	Theme or Motif													
Imagery	Figurative Language	Repetition and pattern in plot structure														
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?</p>																
<p>We cannot always know the consequences of our action nor can we always fairly evaluate the character of another person. Literature offers insight to social issues and to the human condition. For example, in a job situation, we may field complaints from a customer and must refrain from personal judgment in order to facilitate his/her needs. In college, we may need to use critical thinking skills in planning discussions and written work.</p>																

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade level:</b>	11
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)	11-12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	NA

<b>Student Friendly Language:</b>
<p>I can find the meaning of words/phrases I don't know.</p> <p>I can recognize and explain examples of figurative language and connotative meanings of words.</p> <p>I can analyze how word choice impacts tone or meaning.</p> <p>I can recognize when a word is used in a new or different way.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do</b> (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Figurative language is an important component of higher-level texts.</li> <li>● Diction impacts meaning and tone.</li> </ul>	<p>Language is dynamic when users recognize nuances in tone and meaning.</p> <p>Authors deliberately chose words to achieve tone and nuance.</p>	<p>Locate meanings of unfamiliar words and phrases using appropriate sources.</p> <p>Provide examples of connotative meaning and figurative language in various higher-level texts.</p> <p>Demonstrate how word use impacts tone or meaning.</p> <p>Provide examples and analyze the use of words with multiple meanings in higher-level texts.</p>

<b>Key Vocabulary:</b>
context clues figurative connotation engaging nuance
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
Voters must be able to recognize the use of connotative language and tone used in issues presented on the ballot and in campaigns. Tone is important in dealing with day-to-day interaction with others in conversation or writing. For example, students will recognize underlying intentions or biases of a writer in social media .

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade level:</b>	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	11-12.R.L.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	

Student Friendly Language:
<p>I can identify the signal words the author uses to transition.</p> <p>I can explain why an author would begin a story in a specific place and/or time.</p> <p>I can explain why an author would include specific details.</p> <p>I can explain why the author chose to end the story in a specific way.</p> <p>I can explain how the story is impacted by my background and emotions (i.e., aesthetic impact).</p> <p>I can identify word choices that present the author's meaning more clearly.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>The choices an author makes when writing influence the meaning of a text.</li> <li>Specific details and the parts of a text influence the meaning of a text.</li> <li>An author chooses the type of resolution appropriate for a text.</li> </ul>	<p>Transitions/transitional elements are needed between each section of the paper.</p> <p>Word choice impacts the meanings to help readers understand the author's intended purpose.</p> <p>The author's choices may aesthetically impact each reader differently.</p>	<p>Analyze word choices and how they are used to signal the author's meaning.</p> <p>Identify transitional elements.</p> <p>Analyze the textual structure examining author's choices in developing plot elements.</p> <p>Generalize how the aesthetic impact relates to each student.</p>

Key Vocabulary:			
transitions/ transitional elements inciting incident/conflict resolution denotation	aesthetics/aesthetic impact rising action signal words connotation	plot structure climax word choice	exposition falling action diction

Relevance and Applications:
<p>How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this?"</p>
<p>Recognizing the elements of plot structure makes it easier to comprehend any storyline in books, movies, television shows, etc. Writing or telling a good story requires plot development and word choice in a process similar to that of professional authors. Analyzing personal word choice will make students stronger writers in any situation.</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade level:</b>	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>CC.9-10.R.L.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>11-12.RL.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	

Student Friendly Language:
<p>I can analyze a case for a specific point-of-view or different points-of-view.                      I can determine what the text is stating and what the author means.                      I can compare and contrast what is said and meant in the text.                      I can identify and explain satire, sarcasm, use of irony, and/or the understatement in a text.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Meaning in texts are often implied</li> <li>● Irony, sarcasm, satire, and understatement can create a discrepancy between what is directly stated and what is meant</li> </ul>	<p>There is often a difference between stated and implied meaning in text.</p> <p>Authors use satire, irony, and understatement to make a point without directly stating it.</p>	<p>Explain how the author's point of view is conveyed in the text.</p> <p>Determine the difference between what the author states and what is suggested in the text.</p> <p>Compare two pieces of literature to identify common illustrations of irony, satire, and/or understatement.</p> <p>Explain the author's purpose for using irony, satire, and/or understatement.</p> <p>Explain the main idea of the literature using textual evidence.</p> <p>Apply knowledge of satire, irony, and understatement in connection with modern situations.</p>

Key Vocabulary/Concepts: <i>Teacher should be aware of...</i>
<div style="display: flex; justify-content: space-between; text-align: center;"> <span>textual evidence</span> <span>case</span> <span>implied meaning</span> <span>point-of-view</span> </div>

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
<p>Throughout history, in addition to providing entertainment, literature has been written in order to make a point. Those points are not usually directly stated; rather, inferences are made. (e.g., advertising, political propaganda, music, video games, political cartoons, speeches, media, movies, etc.)</p> <ul style="list-style-type: none"> <li>● For example, within advertisements lies the message individuals can become something or someone beyond their present selves through the use of the product(s).</li> </ul>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Literature	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade level:</b>	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus.)	11-12.RL.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	

<b>Student Friendly Language:</b>
<p>I can examine multiple versions of a story, drama, or poem based on the source text.</p> <p>I can explain the strengths and weaknesses of more than one version of a work of literature.</p> <p>I can express and support my opinion and emotional response to the author’s work.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● interpretation</li> <li>● Multiple adaptations (audio, live performance, video recording, digital media, etc.) of stories, dramas, and poems.</li> <li>● source text</li> <li>● dramatist</li> </ul>	<p>Stories, dramas, and poems lend themselves to multiple interpretations.</p>	<p>Compare and contrast the various genres and adaptations of the source text.</p> <p>Evaluate the various genres and adaptations of the source text.</p>

<b>Key Vocabulary:</b>
<p>interpretation analyze source text adaptation genre</p>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>In an employment situation or college setting, students will be able to express and support detailed opinions with an understanding of multiple perspectives such as choosing among employment opportunities, media options, and colleges. I have to learn this to see how people may interpret events and situations in different ways, yet each perspective is no more "correct" than another.</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade level:</b>	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.RL.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	11-12.RL.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	

Student Friendly Language:
I can analyze American literature from the various periods during the eighteenth-, nineteenth-, and early-twentieth-century.
I can compare/contrast themes and topics from the same time period.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>18th-, 19th-, 20th-authors</li> <li>18th-, 19th-, 20th-foundational works</li> <li>genres</li> </ul>	<p>Events within a time period are reflected in an author's genre and style.</p> <p>Generalizations about life and human nature are timeless and can be recognized in themes throughout literature.</p>	<p>compare/contrast different themes in texts</p> <p>cite evidence of how themes continue to exist throughout time periods</p> <p>analyze different genres in the various literary periods</p>

Key Vocabulary:
Foundational works Themes Genres Literary period
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
<p>Like these authors, students may choose to write for different purposes.</p> <p>Being able to compare and contrast will help students develop effective decision-making skills.</p> <p>When students are looking at past occurrences in history, they can apply the generalizations to a current issue.</p> <p>I have to learn this to understand a variety of human experiences.</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Text types and purposes	<b>Grade level:</b>	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>c. Use 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.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	

Student Friendly Language:
<p>I can defend a claim.</p> <p>I can search for useful research that supports the pros and cons of my topic.</p> <p>I can create my argument by using sufficient evidence.</p> <p>I can write a formal, objective paper using standard conventions appropriate to the writing assignment given.</p> <p>I can maintain a tone in my writing appropriate to the assignment given.</p> <p>I can formulate a conclusion that supports my research evidence.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students understand that:	<b>Do</b> (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Writing process</li> <li>● Research process</li> <li>● Formal style</li> <li>● Objective tone</li> <li>● Logical conclusions</li> <li>● Transitions</li> <li>● Cohesion</li> <li>● Argument</li> <li>● Claims and counterclaims</li> <li>● Appearance of bias</li> <li>● Analysis of topic</li> <li>● Substantive text</li> <li>● Valid reasoning</li> <li>● Relevant evidence</li> <li>● Syntax</li> <li>● Appropriate conventions</li> </ul>	<p>Good supportive evidence is relevant.</p> <p>It is important to recognize the importance of addressing valid opposing arguments with counter arguments.</p> <p>The reading audience has its own prior knowledge, concerns, values, and biases.</p> <p>Formal writing style requires attention to diction, syntax, conventions, organization, and objective tone.</p>	<p>Introduce precise, knowledgeable claim(s),</p> <p>Establish the significance of the claim(s),</p> <p>Distinguish the claim(s) from alternate or opposing claims</p> <p>Create organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly and thoroughly,</p> <ul style="list-style-type: none"> <li>● supply the most relevant evidence claim for each type of claim</li> <li>● point out the strengths and limitations of both types of claim</li> <li>● Complete all in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> </ul> <p>Use formal writing style with words, phrases, clauses, and varied syntax</p> <p>Link the major sections of the text.</p> <p>Create cohesion, and clarify the relationships between claim(s) and reasons, evidence, and claims and counterclaims.</p> <p>Establish and maintain a formal style and objective tone.</p> <p>Attend to the norms and conventions of the specific writing discipline.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>

<b>Key Vocabulary:</b>		
Syntax Conventions Thesis statement	Relevant evidence Bias Concluding statement	Argument Tone Claims and counterclaims
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?		
Any time you have to present a grievance or explain yourself in formal setting these writing skills will be useful. For example, explaining why you deserve a raise, or writing a letter to the editor would require this type of reasoning.		

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Text Types & Purposes	<b>Grade level:</b>	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. 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).</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. 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).</p>	

Student Friendly Language:
<p>I can clearly and accurately write to inform and explain complex ideas.</p> <p>I can organize content effectively.</p> <p>I can identify relevant content that has significance to the topic.</p> <p>I can use effective and relevant support in writing.</p> <p>I can use transitions to create greater cohesion and fluency.</p> <p>I can choose and maintain a tone that conveys my intended message.</p> <p>I can use appropriate figurative language to convey complex ideas.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> <b>The students will understand that:</b>	<b>Do</b> <b>(Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● Effective introduction, body, conclusion</li> <li>● Concrete ideas including significant and relevant facts</li> <li>● Syntax</li> <li>● Literary devices</li> <li>● Transitions</li> <li>● Cohesion</li> <li>● Domain specific vocabulary</li> <li>● Formatting styles</li> <li>● Objective tone</li> <li>● Formal style</li> <li>● Norms and conventions of the discipline</li> <li>● Audience</li> </ul>	<p>Organization creates clarity and a unified whole.</p> <p>Significant and relevant facts are effective to the development of a piece.</p> <p>Good writers use precise language.</p> <p>Making comparisons enhances depth and clarity.</p> <p>Word choice and sentence structure varies depending on audience and purpose.</p>	<p>Write informative and explanatory compositions.</p> <p>Examine and convey complex ideas.</p> <p>Introduce a topic.</p> <p>Organize complex ideas.</p> <p>Use formatting, graphics, and multimedia to aid comprehension.</p> <p>Build on ideas to create a complex whole.</p> <p>Incorporate significant and relevant facts to develop the topic.</p> <p>Use transitions and syntax to create a cohesive whole.</p> <p>Use precise language, domain-specific vocabulary, and comparative techniques.</p> <p>Establish and maintain formal style and objective tone appropriate to the specific discipline.</p> <p>Establish and maintain norms and conventions appropriate to the specific discipline.</p> <p>Provide an effective conclusion.</p>

**Key Vocabulary:**

Thesis statement	Transitions	Syntax
Topic Sentence	Informative and/or explanatory text	Literary devices: metaphor, simile, and analogy
Domain- specific vocabulary	Conventions	Cohesion
Multimedia	Graphics	Formatting

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Writing effectively is important for both personal and professional communication. Whether it is promoting oneself in a college essay or scholarship application, writing a sales report or bidding a job, effective writing skills can influence career advancement and opportunity.

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Text Types and Purposes	<b>Grade level:</b>	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>11-12.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>	<p>11-12.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>	

<b>Student Friendly Language:</b>
<p>I can write a story or create a description to develop real or imagined experiences or events.</p> <p>I can grab the attention of and involve the reader.</p> <p>I can use story-telling techniques, such as conversation, flow or timing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>I can use a variety of techniques or methods to order events and build toward a particular author's attitude and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>I can use clear words and phrases, telling details, and sensory language (describing what a person can taste, touch, feel, see, and hear) to convey a detailed picture of experiences, events, setting, and/or characters.</p> <p>I can provide an ending that completes the story.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> <b>The students will understand that:</b>	<b>Do</b> <b>(Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● Development of a narrative</li> <li>● Plot development</li> <li>● Narrative Techniques</li> <li>● Sensory language (what a person can see, touch, taste, hear, and/or feel)</li> <li>● Tone (author's attitude toward a subject or character)</li> <li>● Conclusion</li> </ul>	<p>Narratives can be fiction, non-fiction, or a blend of the two.</p> <p>How to involve the audience</p> <p>Narrative events can unfold in various ways.</p> <p>Transitions move a piece of writing along smoothly.</p> <p>Conflict is an essential part of a narrative.</p> <p>Narratives can be written from a variety of viewpoints.</p> <p>Point-of-view impacts the tone and outcome of the story</p> <p>How to develop a smooth-flowing product with sequence</p> <p>How details help to tell the story.</p>	<p>Create an attention-grabber and involve the reader by setting out a problem, an example, or something witnessed and its importance, using one or multiple point(s) of view (1st person, 3rd person), and introducing a narrator and/or characters; create a smooth movement and development within the experiences or events.</p> <p>Develop storytelling techniques such as conversation, flow or timing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use a variety of techniques to order events, so they build on one another to create a coherent whole and build toward a particular author's attitude and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>Select clear words and phrases, telling details, and sensory language (describes what a person can touch, taste, feel, see, and hear) to convey a detailed picture of the experiences, events, setting, and/or characters.</p> <p>Provide an ending that follows from and reflects on what is experienced, observed, or solved over the course of the story or description.</p>

**Key Vocabulary/Concepts: *The teacher should know***

Narrative	Writing process
Fiction and nonfiction	Plot structure
Sensory language	Conflict
Point of View	Transitions
Diction	Theme
Flashback	Irony
Characterization	

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

There exists a need to describe how complex plots can aid the student in developing the ability to provide descriptions in complex problem-solving situations. For example, providing point-by-point detailed information within a business situation (such as an auto mechanic) helps illuminate a situation and/or outcome.

**SD Common Core State Standards Disaggregated English Language Arts Template**

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Production and Distribution of Writing	<b>Grade level:</b>	11-12
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<b>Correlating Standard in Previous Year</b>	<b>Number Sequence &amp; Standard</b>	<b>Correlating Standard in Following Year</b>
9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	

<b>Student Friendly Language:</b>
<p>I can create an outline to organize drafts and final works.</p> <p>I can write a clear argument and defend it with specific and appropriate details.</p> <p>I can write an informative paper.</p> <p>I can write a narrative essay.</p> <p>I can write an appropriate thesis statement for the purpose of my paper.</p> <p>I can clearly organize my ideas in a logical format.</p> <p>I can write a variety of effective introductions.</p> <p>I can write a variety of effective conclusions.</p> <p>I can gear my writing to a specific audience.</p> <p>I can use appropriate voice for my audience.</p> <p>I can use proper syntax, specific vocabulary, and literary techniques in my writing.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● Development</li> <li>● Organization</li> <li>● Style</li> <li>● Task</li> <li>● Purpose (to persuade, to inform, to entertain, to tell a story)</li> <li>● Audience</li> <li>● Thesis statement</li> <li>● Conclusion</li> <li>● Voice</li> <li>● Syntax</li> <li>● Figurative language</li> </ul>	<p>Writing must be geared to a specific audience.</p> <p>Organized writing is necessary to be effective.</p> <p>the author determines the purpose before completing the writing task.</p> <p>The task of the writing should match the purpose.</p> <p>Coherence is essential to the impact of the final product.</p>	<p>Determine the purpose of a writing task.</p> <p>Apply the steps of the writing process.</p> <p>Analyze the strengths and weaknesses in a written text.</p> <p>Revise for clarity and coherence.</p> <p>Produce writing for audiences beyond the classroom.</p>

**Key Vocabulary:**

Thesis Statement  
Conclusion  
Voice  
Relevance  
Figurative Language

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Writing is thinking. Clear thinking and clear writing go hand-in-hand.

People must be able to produce clear and concise writing for a variety of situations and audiences in their lives (e-mails, memos, business letters, bids, letters to the editor, scholarship applications, college application, etc.).

In any post-secondary education, students must do academic writing specific to a task and audience (applications, letters, research papers, literary essays, etc.).

**SD Common Core State Standards Disaggregated English Language Arts Template**

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Production and Distribution of Writing	<b>Grade level:</b>	11-12
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<b>Correlating Standard in Previous Year</b>	<b>Number Sequence &amp; Standard</b>	<b>Correlating Standard in Following Year</b>
9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54.)	11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on page 54.)	

<b>Student Friendly Language:</b>
<p>I can use prewriting strategies appropriate to my purpose and audience.</p> <p>I can revise for ideas/content and organization using different approaches in my writing.</p> <p>I can proofread and edit my writing for grammar and syntax.</p> <p>I can identify a specific purpose and specific audience in my writing.</p> <p>I can write multiple drafts of a single piece of work to produce a “published” (final) draft.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● Writing Process</li> <li>● Prewriting Strategies</li> <li>● Drafting</li> <li>● Revising</li> <li>● Editing</li> <li>● Proofreading</li> <li>● Purpose</li> <li>● Audience</li> <li>● Conventional Grammar</li> <li>● Conventional Mechanics</li> <li>● Organizational Strategies</li> </ul>	<p>Purpose and audience are driving factors in the writing process.</p> <p>Writing is a unique individual process with multiple steps.</p>	<p>Apply a variety of brainstorming activities.</p> <p>Identify audience and purpose.</p> <p>Compose multiple drafts.</p> <p>Revise for content.</p> <p>Proofread and edit for conventions.</p> <p>Create and submit a polished “published” (final) product.</p> <p>Analyze the choices the writer has made</p>

<b>Key Vocabulary:</b>
Brainstorming
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>People write for a variety of purposes and audiences in school, work, job/school applications, and personal communication. Using the writing process improves the communication of ideas in education, in the workplace, and in the community.</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Production & Distribution of Writing	<b>Grade level:</b>	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.W.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	11-12.W.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	

Student Friendly Language:
<p>I can use a variety of technology to create and to revise my writing (e.g. Microsoft Word, Google Docs, blogs, Wiki Spaces, etc.).</p> <p>I can revise, expand, or clarify the ideas in my writing based on feedback from my peers and/or teacher and based on new information about the topic.</p> <p>I can create writing on my own and as a member of a group.</p> <p>I can understand that writing is a process.</p> <p>I can participate appropriately in an evolving conversation using technology.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Use of available software</li> <li>● Use of available technology</li> <li>● Collaboration</li> <li>● Revision</li> <li>● Ongoing feedback</li> </ul>	<p>Giving, receiving, and using feedback is vital to the writing process.</p> <p>There are advantages and disadvantages to all of the different print and online options for publishing their ideas.</p> <p>Shared writing tasks require participants to be effective collaborators.</p> <p>When an author publishes, he/she takes part in a constantly evolving conversation.</p>	<p>Use available software and technology to produce, publish, and update individual writing.</p> <p>Collaborate to produce, publish, and update shared writing.</p> <p>Give and receive effective feedback.</p> <p>Evaluate feedback to make decisions about how to revise the writing.</p> <p>Respond critically and professionally to another's work.</p>

Key Vocabulary:
Critical analysis                      Flexibility                      Collaboration
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
<p>Students need to learn how to:</p> <ul style="list-style-type: none"> <li>● be collaborative in order to interact productively with others in the classroom, workplace, or other settings.</li> <li>● use feedback to evaluate the quality of their work in academic, career, or personal situations.</li> <li>● make use of available technology to communicate for personal, professional, or academic purposes.</li> </ul> <p>In the working world, individuals work collaboratively in-house or globally using a variety of technological tools. Individuals need to be aware of ongoing conversations: how to take part in them and how to use information gained by them to evaluate and/or modify their own ideas.</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Research to Build and Present Knowledge	<b>Grade level:</b>	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	

<b>Student Friendly Language:</b>
<p>I can develop a research project to answer a question or solve a problem.          I can narrow or broaden my information for my research project.          I can compile, evaluate, and combine the researched information from multiple sources into a final form.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>Research project to answer a question or solve a problem</li> <li>Developing self-generated questions</li> <li>Synthesis of multiple sources</li> </ul>	<p>Research includes the process of gathering, broadening or narrowing, and synthesizing information from multiple sources to answer a question or solve a problem.</p>	<p>Generate solutions to an inquiry based on research</p> <p>Synthesize multiple sources to solve the inquiry</p> <p>Demonstrate mastery of the topic</p> <p>Prove solution answers the question or solves the problem</p>

<b>Key Vocabulary:</b>		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">                     sustained research project                      inquiry                      investigation                 </td> <td style="width: 50%; vertical-align: top;">                     self-generated question                      synthesis                      compile                 </td> </tr> </table>	sustained research project inquiry investigation	self-generated question synthesis compile
sustained research project inquiry investigation	self-generated question synthesis compile	
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?		
<p>Students will conduct the process of research to find answers and solve problems in everyday life regarding career and educational choices such as business presentations, postsecondary research papers, or personal health concerns. Mastering the standards will prepare students, whether in the workplace or college setting, to complete projects which require multiple steps over a sustained period of time. An architect will research and design a project from start to finish.</p>		

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Research to Build and Present Knowledge	<b>Grade level:</b>	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.	

Student Friendly Language:
I can narrow a research topic. I can gather information from a variety of print and digital sources. I can evaluate information for credibility and relevance. I can weave my points with those of outside sources. I can summarize, paraphrase, and format citations correctly to avoid plagiarism.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● citation of sources</li> <li>● plagiarism</li> <li>● credible sources in multiple mediums</li> <li>● relevance of information</li> <li>● thesis</li> <li>● MLA guidelines</li> </ul>	Evaluating sources for credibility and relevance is essential to the research process.  Effective research incorporates personal perspective with information drawn from a number of sources to support the thesis.  Correct use of summarizing, paraphrasing, and citing of sources is necessary to avoid plagiarism.	Analyze gathered sources for credibility and usefulness.  Use formal standard English and an accepted formatting style.  Cite correctly the source in a standard format.  Demonstrate ability to support ideas with source material.  Avoid plagiarism.  Prove your understanding of the steps required to gather, assess, and integrate relevant information.

Key Vocabulary:
evaluate      citation      thesis      plagiarism      task      purpose audience      relevance      authoritative      integrate      summarize      paraphrase advanced searches (databases, Boolean search)
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
Students attending post-secondary education will be required to produce evidence of authentic research of varying lengths.  As citizens and members of the work force, we must justify our position and provide support (i.e., Why do we need to add a position to our company? Why do you deserve a raise? Can we lower the deductible on our insurance?)  Plagiarism is punishable by failure of class, expulsion from a university, lawsuits, and/or possible jail time.

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Research to Build and Present Knowledge	<b>Grade level:</b>	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	

Student Friendly Language:
<p>I can read and comprehend literary and informational texts.</p> <p>I can analyze and reflect on literary and informational texts in written format.</p> <p>I can research important historical texts to support a thesis.</p> <p>I can write essays which use evidence from texts previously studied in class.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Literary texts</li> <li>● Informational texts</li> <li>● Historical texts</li> <li>● Thesis</li> <li>● Foundational works</li> <li>● Delineate</li> <li>● Seminal</li> <li>● Constitutional principles</li> <li>● Legal reasoning</li> <li>● Majority opinions</li> <li>● Dissents</li> <li>● Public advocacy</li> <li>● Premises</li> </ul>	<p>Evaluating literary and informational texts in written form will help individuals better understand the themes and topics that are prevalent throughout American history.</p>	<p>Support analysis, reflection, and research.</p> <p>Analyze specific claims that support the author's point-of-view.</p> <p>Synthesize evidence from multiple sources.</p> <p>Generate sources from both literary and informational texts to find useful evidence.</p> <p>Write analysis, reflection and research documents utilizing previously studied literary and informational texts.</p>

**Key Vocabulary:**

Literary texts  
Informational texts  
Historical texts  
Thesis  
Foundational works  
Delineate  
Seminal  
Constitutional principles  
Legal reasoning  
Majority opinions  
Dissents  
Public advocacy  
Premises

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Analyzing informational documents will help individuals build skills that will aid them in understanding current legal matters.

Practicing the evaluation and analysis of informational texts will help individuals decipher or describe facts and events precisely.

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Conventions of Standard English	<b>Grade level:</b>	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</p>	

Student Friendly Language:
<p>I can use parts of speech correctly.</p> <p>I can spell commonly misspelled words (assure, ensure).</p> <p>I can properly use punctuation.</p> <p>I can choose language that expresses ideas precisely and concisely (e. g., recognize and eliminate wordiness and redundancy).</p> <p>I can revise my writing by recognizing and correcting inappropriate shifts in verb tense, use of pronouns (unclear or ambiguous antecedents; shifts in pronoun number and person), and incorrect sentence structure (fragments and run-ons).</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Diction</li> <li>● Conventions (hyphenation)</li> <li>● Paragraph and Sentence Structure</li> <li>● Manuscript Requirements</li> <li>● Revising</li> <li>● Editing</li> <li>● Phrases and clauses</li> <li>● Resources (dictionaries, style guides, online resources)</li> </ul>	<p>Language and our use of it is ever-changing and there are resources to help determine currently acceptable usage practices.</p> <p>There is a need to investigate language choices and usage by using reliable references.</p> <p>Conventions are important to reading, writing, speaking, and listening; in fact, they are inseparable.</p> <p>The ability to express ourselves is grounded in appropriate use of language and grammar.</p> <p>The use and application of varying conventions to improve their writing.</p> <p>Varying conventions can create style and variety in writing.</p>	<p>Use a variety of well-constructed sentence types with correct spelling, punctuation, and patterns to write essays (personal and formal).</p> <p>Strengthen writing by revising simple, compound, complex sentences.</p> <p>Edit to correct common errors within grammatical constructs.</p> <p>Use a variety of strategies and resources to clarify and correct: definitions, pronunciation, etymology, spelling and usage of words and phrases.</p> <p>Adapt prior knowledge of conventions as they change.</p>

**Key Vocabulary:**

Contested usage

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

In any field of work, people need to speak clearly and write effectively. A firm grasp of standard English will enable students to communicate effectively in the real world.

Good grammar keeps communication clear and accurate while on-the-job and in “real world” settings. You will be understood when you produce clear and coherent speaking and writing.

Command of English language conventions will help you accomplish more and work better with customers and colleagues.

I have to learn this because standard English is the “common language” of the United States.

College-ready students should be able to use sentence variety to enhance speech and writing.

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	LANGUAGE	<b>Anchor Standard:</b>	CONVENTIONS OF STANDARD ENGLISH	<b>Grade level:</b>	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	11-12.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	N/A

### Student Friendly Language:

I can demonstrate the ability to follow rules of capitalization.  
 I can punctuate each sentence appropriately.  
 I can spell each word correctly.  
 I can follow the rules of hyphenating.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Conventions</li> <li>● Capitalization</li> <li>● Punctuation</li> <li>● Period</li> <li>● Exclamation</li> <li>● Question</li> <li>● Comma</li> <li>● Semi-colon</li> <li>● Colon</li> <li>● Dash</li> <li>● Hyphen</li> <li>● Apostrophe</li> <li>● Spelling</li> </ul>	<p>Conventions deal with spelling, capitalization, and grammar.</p> <p>There are multiple rules of capitalization.</p> <p>Punctuation is any mark used to separate elements of writing (such as commas, semi-colons, colons, dashes and periods).</p> <p>Hyphens are important for correct spelling and usage.</p> <p>Apostrophes are important for correct spelling.</p>	<p>Write with proper conventions.</p> <p>Follow the rules of capitalization according to formal standard English.</p> <p>Punctuate each sentence appropriately.</p> <p>Use commas, semi-colons, colons, and dashes correctly.</p> <p>Hyphenate words that should be hyphenated.</p> <p>Demonstrate the ability to use the apostrophe correctly.</p> <p>Spell correctly.</p>

### Key Vocabulary:

Hyphen

Dash

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Students need to be able to use conventions of standard English (spelling, capitalization, and punctuation, including hyphens) in order to communicate effectively in a post-secondary setting and in the workplace. Clear use of formal standard English could result in securing a job or succeeding in college

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Knowledge of Language	<b>Grade level:</b>	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>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.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p>	<p>11-12.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.</p> <p>a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	

Student Friendly Language:
<p>I can use language in my writing that is appropriate for the level of formality required.</p> <p>I can vary my sentence structure to make my sentences interesting and effective.</p> <p>I can find examples of good sentences in reference manuals that will assist me in creating effective sentences.</p> <p>I can identify regular and irregular sentence order when I read, and I understand the author's intended meaning.</p> <p>I can explain why an author chose to vary the order of subject, verb, and/or object in a sentence of text.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Syntax refers to the grammatical order of words in a sentence.</li> <li>● Formal language requires use of language adhering strictly to grammatical rules.</li> <li>● Casual language is our informal way of modifying language from its strictest grammatical use.</li> </ul>	<p>Sentences can be organized grammatically in a variety of ways.</p> <p>There is usually a preferred way to organize a sentence for the sake of clarity.</p> <p>Formal language is required for formal writing.</p> <p>Casual language is appropriate for some types of writing.</p>	<p>Write using formal and casual language.</p> <p>Apply irregular syntax to sentences to achieve a desired effect while maintaining clarity.</p> <p>Explain intended meaning of sophisticated text that uses irregular syntax and/or structure.</p>

Key Vocabulary:
<p><u>Style</u>                  <u>Syntax</u>                  <u>Clarity</u>                  <u>Formality</u></p>
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "Why do I have to learn this?"</p> <p>In the world of business, writers often must express themselves clearly and professionally. Thus, a skillful application of levels of language is important to be successful as a communicator.</p> <p>When reading and writing for professional as well as personal purposes, it is helpful to be efficient at eliciting intended meaning from sentences that are structured in a variety of ways, as they are not always organized in a simple, straightforward syntax.</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Vocabulary Acquisition and Use	<b>Grade level:</b>	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	

Student Friendly Language:
<p>I can use the words surrounding an unfamiliar word to judge its potential meaning(s).</p> <p>I can apply an understanding of roots, suffixes, and prefixes to connect words they know to unknown words.</p> <p>I can change one form of a word to another part of speech, for example a noun to an adjective (man to manly; critic, criticize, critique, criticism).</p> <p>I can identify the meaning of an unfamiliar word by seeing it as a different form of a known word.</p> <p>I can identify the part of speech of a word, and apply changes in wording, spelling, or sentence structure to accommodate any revision of that word.</p> <p>I can find the history of a word to reveal both implied and stated meanings of an unknown word (ex: weird, wyrd).</p> <p>I can use text or online resources such as dictionaries, glossaries, and thesauri to understand an unknown word or to verify previous judgments of an unknown word.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that ...	<b>Do</b> (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Context</li> <li>● Parts of speech</li> <li>● Connotation</li> <li>● Denotation</li> <li>● Etymology</li> <li>● Standard usage</li> <li>● Inference</li> <li>● Thesaurus</li> <li>● Online dictionaries</li> <li>● Glossary</li> </ul>	<p>Meanings of unfamiliar words can be determined from context.</p> <p>Words develop over time and across borders and languages.</p> <p>A word's use in a sentence or paragraph influences its meaning.</p> <p>Words can be used in multiple ways to achieve layers of meaning.</p>	<p>Select the appropriate meaning of a word in its context.</p> <p>Differentiate between connotation and denotation of a word in context.</p> <p>Use a dictionary (online or text) to find meaning, part of speech, etymology, and standard usage.</p> <p>Use a dictionary to verify inferred meanings of unknown words.</p>

<b>Key Vocabulary:</b>
<u>Inference</u>
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>True comprehension requires an appreciation of the ways in which the words in the English language can be manipulated for purpose, intention, and audience. For example, a politician may use the word “liberal” or “conservative” to attack someone with an opposing point of view.</p> <p>Students are constantly exposed to media information and will encounter unfamiliar words therein.</p> <p>The ability to make an on-the-spot inference of meaning will be necessary throughout life. For example, the boss is explaining a new contract and uses an unfamiliar word. The employee quickly makes a judgment of the word's meaning as s/he listens. Later, the employee consults dictionary.com to be sure s/he understood the boss's instructions</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	LANGUAGE	<b>Anchor Standard:</b>	VOCABULARY ACQUISITION AND USE	<b>Grade level:</b>	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	

Student Friendly Language:
I can use figurative language to achieve artistic vision and originality.  I can interpret figurative speech within text.  I can use figurative language in my writing to add meaning, style as a way to demonstrate artistic vision and originality.  I can explain subtle differences in word meanings.  I can understand nuances--slight difference and subtle meaning.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Hyperbole</li> <li>● Onomatopoeia</li> <li>● Simile</li> <li>● Metaphor</li> <li>● Personification</li> <li>● Idiom</li> <li>● Euphemism</li> <li>● Nuance</li> <li>● Oxymoron</li> <li>● Analyze</li> <li>● Interpret</li> </ul>	<p>Figurative language, word relationships, and nuances convey meaning and maintain reader interest.</p> <p>One must take the initiative to accumulate vocabulary in order to maximize comprehension while reading, speaking, and listening.</p> <p>Figurative language is not intended to be interpreted in a literal sense.</p> <p>An author's choice of words affects the meaning of text.</p>	<p>Analyze figurative language within the context of professional, peer, personal writing, and speech.</p> <p>Analyze the effect of nuances in writing and speech.</p> <p>Determine differences among idioms, metaphors, similes, etc. in prose and poetry.</p> <p>Synthesize multiple meanings.</p> <p>Use a variety of techniques to create pictures (simile, metaphor, personification), sound (alliteration, rhyme, onomatopoeia), and or emotion.</p>

**Key Vocabulary:**

Nuance  
Hyperbole  
Idiom  
Euphemism  
Oxymoron

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Use of figurative language appeals to the imagination and therefore provides new ways of looking at the world.

College-ready students need to have the skills (e. g., context clues) to identify word meaning and usage in text.

In order to form clear and convincing arguments, students need to choose their words carefully.

A person may choose to communicate through the use of storytelling and use figurative language to draw his reader or listener into the story and keep him interested and/or listening.

Figurative language or speech contains images for effect, interest and clarity.

*I have to learn this because...* it makes me think, and I can reach my audience more effectively

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Vocabulary Acquisition and Use	<b>Grade level:</b>	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.L.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	11-12.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

<b>Student Friendly Language:</b>
<p>I can acquire, use, and extend words specific to a given content in my reading, writing, speaking, and listening.</p> <p>I can use a dictionary, thesaurus, and grammar handbook.</p> <p>I can demonstrate my ability to use a textbook glossary and other references, such as those found online.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Definition and purpose of a thesaurus, dictionary, and glossary</li> <li>● How to properly read a dictionary, thesaurus, and glossary</li> </ul>	<p>Different content areas contain specific vocabulary words and terminology.</p> <p>Using a dictionary, thesaurus, and glossary will improve reading comprehension, writing ability, speaking quality, and listening skills.</p> <p>Extending vocabulary will help in understanding subject matter and expressing ideas.</p> <p>Identifying essential vocabulary is crucial for success in the workforce and college setting.</p> <p>Acquiring new and pertinent vocabulary will invariably improve reading, writing, speaking, and listening skills.</p>	<p>Define and analyze key terms for a given subject matter (such as grammar, algebra, biology, art, music, etc.).</p> <p>Identify and assess all essential vocabulary for a given field of study (such as algebra, biology, music, etc.).</p> <p>Use dictionary, thesaurus, and glossary to identify meanings, origins, and relationships of unfamiliar words.</p>

<b>Key Vocabulary:</b>
<u>Domain specific</u>
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Acquiring and using vocabulary is essential for college and career readiness because it will make the student an information-seeker.</p> <p>Students need to be able to independently learn new and unfamiliar vocabulary in order to comprehend college texts or job-related information. For example, when reading a memo or email from a superior, students will need to be able to comprehend the vocabulary.</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Speaking and Listening	<b>Anchor Standard:</b>	Comprehension and Collaboration	<b>Grade level:</b>	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>9-10.SL.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>11-12.SL.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	

<b>Student Friendly Language:</b>
I can come prepared to participate and contribute in one-to-one, group, and teacher-led discussions.
I can research the topic, texts, and issues to support my views.
I can be an active participant to ensure that the goals set reflect the group's decisions.
I can promote civil discussions within the group guidelines.
I can be respectful of the diverse cultures represented in my group.
I can encourage members to provide new ideas and perspectives in a safe, non-threatening group environment.
I can respect the values of others while helping the group agree upon a solution.
I can assess what additional evidence is needed to support the solution.
I can promote constructive conflict and avoid destructive conflict.
I can provide evidence of thoughtful and well-reasoned ideas.
I can synthesize comments, claims, and evidence made on all sides of an issue.

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> <b>The student will understand that:</b>	<b>Do</b> <b>(Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● Collaborative Discussions</li> <li>● Research Evidence</li> <li>● Diverse perspective</li> <li>● Civil discourse</li> </ul>	<p>Collaborative discussions require the active and well-reasoned participation of all members of a group.</p> <p>Working with diverse partners requires acceptance of others' views, values, and cultures.</p> <p>Expressing their own ideas can be solidified with research and evidence.</p> <p>Setting goals and deadlines are important facets of effective communication and creative solutions.</p> <p>Being empathetic toward diverse perspectives can be beneficial to achieving a single goal.</p> <p>Working constructively with conflict will help resolve contradictions.</p> <p>Further research may be required to make the solution practical.</p> <p>Understand constructive versus destructive conflict.</p>	<p>Participate in collaborative discussions.</p> <p>Research the topic.</p> <p>Come prepared to the discussions.</p> <p>Set goals and deadlines.</p> <p>Listen to other points-of-view.</p> <p>Express ideas clearly.</p> <p>Be empathetic toward others.</p> <p>Compile more research as needed.</p>

<b>Key Vocabulary:</b>
<p>Collaborative discussions  Evidence  Constructive conflict  Destructive conflict  Diverse</p>
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>Discussions happen all the time between people and can be negative or positive discussions. Knowing how to present information, move the conversation along, and state facts and opinions, all while respecting another individual is a lifelong skill. These skills will be used in school, the workplace, and the community.</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Speaking and Listening	<b>Anchor Standard:</b>	Comprehension and Collaboration	<b>Grade level:</b>	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.SL.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	11-12.SL.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	

Student Friendly Language:
<p>I can find information using a variety of sources.</p> <p>I can select the sources most appropriate for my audience and purpose.</p> <p>I can combine this information to make a decision or to solve a problem.</p> <p>I can evaluate the accuracy and reliability of the information I find.</p> <p>I can identify differences found in the information.</p>

Know (Factual)	Understand (Conceptual) The student will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Multiple sources of information</li> <li>● Diverse media</li> <li>● Discrepancies of data</li> <li>● Credibility</li> <li>● Accuracy of information</li> </ul>	<p>All information is credible.</p> <p>Differences may be found between two pieces of information on the same topic.</p> <p>Information may be found using a variety of different formats.</p> <p>Information may be found using a variety of media.</p> <p>It is beneficial to use a variety of sources for support when making a point or arguing a topic.</p>	<p>Evaluate a source to identify its usefulness and credibility when making a point or an argument.</p> <p>Integrate multiple sources from diverse formats and media to make a point or an argument.</p> <p>Articulate a coherent point or argument supported with information from a variety of sources.</p>

Key Vocabulary:
Sources                      Media
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p> <p>In the business world, professionals constantly evaluate sources of information to prepare presentations for a variety of purposes including sales, marketing, and finance.</p> <p>On a simpler level, we sift through a variety of information to make informed decisions about purchases we make or entertainment we pursue. With more and more emphasis being placed on the internet as a source of information, it is vital that users be able to verify the credibility of the information before using it in any situation. Being able to articulate logical reasons for these choices depends in part on our ability to integrate real-world research we do in preparation for these decisions.</p>

## SD Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Speaking and Listening	<b>Anchor Standard:</b>	Comprehension and Collaboration	<b>Grade level:</b>	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.SL. 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	11-12.SL.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	

Student Friendly Language:
<p>I can determine a speaker’s point of view on his/her subject.</p> <p>I can outline speaker’s reasons for that perspective</p> <p>I can determine and evaluate speaker’s opinion or stand on an issue.</p> <p>I can judge the basis of the speaker’s reasoning.</p> <p>I can list the speaker’s most important ideas and explain how they are connected.</p> <p>I can determine the speaker’s tone.</p> <p>I can evaluate the speaker’s choice of words, and identify the effect of those words on the audience</p> <p>I can evaluate the speaker’s choice of delivery (i.e., live presentations, presentations delivered through various media).</p> <p>I can judge the speaker’s use of sources.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Point of view</li> <li>● Use of evidence</li> <li>● Rhetoric assessment</li> <li>● Organizational patterns</li> <li>● Transitions</li> <li>● Tone</li> <li>● Media</li> <li>● Stance or premise of an argument</li> </ul>	<p>A speaker uses tools of oration to reach the audience.</p> <p>A speaker’s word choice and tone affects the speaker’s message.</p> <p>A speaker uses tools of rhetoric to appeal to the audience.</p> <p>Effective speakers organize their presentations for audience appeal.</p>	<p>Identify the main points in a presentation, whether live or delivered through the media.</p> <p>Identify the speaker’s rhetorical choices, including persuasive techniques and rhetorical devices.</p> <p>Explain how the speaker’s point of view compares or contrasts with the audience’s point of view.</p> <p>Evaluate how the speaker’s word choice, point of view, delivery, and tone affects the audience on intellectual and emotional level.</p>

Key Vocabulary:			
Evidence Point of view	Tone Premise	Media Transitions	Rhetoric Inductive and deductive reasoning

Relevance and Applications:
<p>How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p> <p>The speaking-listening triangle is composed of the speaker, the listener, and the message. To understand the full meaning of any message, good listeners must listen with intention. For example, a grandparent’s story of his or her youth is often both entertaining and informative, as well as morally instructive. In the same manner, a politician or salesman may use various speaking strategies to get you to purchase, perform, vote, or align your sentiments with his or her sales “pitch.” In addition, when you speak as an employee to your colleagues or to your supervisors, you will want to craft your requests and ideas with intentional strategies to appeal to that audience.</p>

**SD Common Core State Standards Disaggregated English Language Arts Template**

<b>Strand:</b>	Speaking and Listening	<b>Anchor Standard:</b>	Presentation of Knowledge and Ideas	<b>Grade level:</b>	11-12
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<b>Correlating Standard in Previous Year</b>	<b>Number Sequence &amp; Standard</b>	<b>Correlating Standard in Following Year</b>
9-10.SL.4 Present information, findings, and supporting evidence clearly, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	11-12.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.	

<b>Student Friendly Language:</b>
<p>I can present information, findings, and supporting evidence clearly.</p> <p>I can speak using different organizational structures to supplement my purpose.</p> <p>I can speak in formal and informal situations.</p> <p>I can organize information and findings in such a way that listeners can follow my reasoning.</p> <p>I can speak clearly and to the point to articulate my thoughts effectively.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● Organizational Structure of a Speech</li> <li>● Attention-grabbing Techniques</li> <li>● Transitions</li> <li>● Logical structure</li> <li>● Distinct perspective</li> <li>● Substance</li> </ul>	<p>Students should understand that one can tailor speech to an intended audience, for a specific purpose, etc.</p> <p>Students should understand the importance of speaking clearly and logically.</p> <p>The ability to express ideas clearly and persuasively is, along with listening, a part of effective communication.</p>	<p>Conduct research.</p> <p>Gather evidence.</p> <p>Generate an effective presentation for a variety of audiences including: introduction with attention-getter (e.g. statistic, quote, story etc.); body; and conclusion.</p> <p>Analyze when to change style, delivery method, argument as conversations evolve.</p> <p>Provide oral responses.</p> <p>Engage in collaborative discussions for well-reasoned exchanges of ideas.</p> <p>Organize formal presentations that exhibit logical structure, smooth transitions, accurate evidence, well-chosen details, and include rhetorical devices.</p> <p>Present formal and informal speeches that demonstrate effective delivery: volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p>

**Key Vocabulary:**

Alternative and Opposing Perspectives  
Audience  
Introduction  
Conclusion, Transitions

**Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

In order to communicate effectively, one needs to be able to present information in a variety of ways.

Students must have the ability to tailor presentation style for a specific audience.

Students must learn to communicate well in order to succeed in social, academic, or professional settings.

Effective communication, including the ability to express ideas clearly and persuasively, listening to concepts and information contained within readings, lectures, and class discussions will be required for success in college.

**SD Common Core State Standards Disaggregated English Language Arts Template**

<b>Strand:</b>	Speaking and Listening	<b>Anchor Standard:</b>	Presentation of Knowledge and Ideas	<b>Grade level:</b>	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	11-12.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest	

<b>Student Friendly Language:</b>
<p>I can use digital media.</p> <p>I can make a presentation more interesting, more informative, and clearer by using digital media.</p> <p>I can use digital media to provide proof of statements used in a presentation.</p> <p>I can determine when and what digital media is relative to my topic.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● Digital Media</li> <li>● Textual Elements</li> <li>● Graphic Elements</li> <li>● Audio Elements</li> <li>● Visual Elements</li> <li>● Interactive Elements</li> </ul>	<p>Interest is created through the use of digital media.</p> <p>Digital media includes the use of textual elements, graphic elements, audio elements, visual elements, and interactive elements.</p> <p>A message has more impact if it is enhanced with multiple digital elements.</p>	<p>Evaluate a digital source of information for its usefulness in making a point.</p> <p>Present an argument or make a point using a variety of digital media to support it.</p> <p>Use digital media to enhance evidence and understanding.</p>

<b>Key Vocabulary:</b>
Reasoning Evidence
<b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
When making a formal or informal speech, it is typically preferable to incorporate a variety of media to enhance the overall effect of the presentation. This skill is useful in the world of business, education, and finance. For example, an entrepreneur hoping to secure financing for an idea may want to provide his potential backers with not only his physical presence at the meeting, but also with visual impact in the form of digital media to clarify and enhance his idea(s).

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)	11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	

Student Friendly Language:
<p>I can deliver a speech using correct grammar.</p> <p>I can use language in my speaking that is appropriate for audience, topic, and context.</p> <p>I can choose language to use in my speeches based on my desired impact on that audience.</p> <p>I can prepare and deliver a variety of speeches in both formal and informal situations.</p> <p>I can consult references to check my usage and develop variety in my syntax before speaking.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>Context</li> <li>Audience Analysis</li> <li>Formal/Informal English</li> <li>Syntax</li> <li>Formal/Informal Situations</li> </ul>	<p>Successful speakers make deliberate choices in topic, content, language, and style, depending on the audience’s needs and background.</p> <p>Successful speakers adapt the language in their speeches to achieve a desired effect dependent on the audience, topic, and context.</p>	<p>Analyze audience before preparing a speech.</p> <p>Create an outline.</p> <p>Prepare and deliver a variety of speeches (informative, demonstration, persuasive, etc.).</p> <p>Choose specific language and syntax in writing speeches which is appropriate to audience, topic, and context.</p> <p>Maintain poise and project confidence when delivering speeches in formal occasions.</p>

Key Vocabulary:
Context      Loaded Language      Connotation      Denotation      Syntax
<p><b>Relevance and Applications:</b> How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p> <p>In the workplace, employees must often deliver their ideas to others. The ability to analyze an audience’s needs and to adapt a speech or discussion to the listening needs of a boss, as opposed to the listening needs of a co-worker, are essential to successful communication.</p> <p>In everyday life, we often wish to persuade or dissuade others for a specific purpose. A teenager will often craft an argument to convince a parent to allow or support a personal request. Or a young adult may need to advocate for extra time on a project, convince co-workers to join a collaborative effort, or spend resources in innovative ways. Skills of persuasion help individuals to negotiate and to work effectively with others.</p>