

## 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>	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	9-10.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.	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 understand the information in the text.</p> <p>I can analyze what the text is saying.</p> <p>I can draw deeper meaning from the text.</p> <p>I can share evidence found in the text.</p>

Know (Factual)	Understand (Conceptual) The students understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>Process of analyzing text for evidence</li> <li>How to cite appropriate information from the text</li> </ul>	<p>The author supports his/her ideas with explicit evidence.</p> <p>Inferences can be drawn through text analysis.</p>	<p>Analyze for deeper meaning in text.</p> <p>Support conclusions created in the analysis by citing text.</p> <p>Draw inferences from the text.</p> <p>Support evidence gathered from the essential ideas of the text.</p>

Key Vocabulary:
<p>Inferences                      explicit                      analyze                      cite textual                      analysis                      evidence</p>
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>Informed citizens search the media independently for meaningful and reflective discussions.</p> <p>In order to successfully navigate the wide range of available information, students need to analyze and draw inferences from text such as newspapers, book reviews, letters and editorials.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.RI.2 Determine a central idea of a text and analyze its development over the course of a text including its relationship to supporting details and provide an objective summary.	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:
I can figure out and express the main idea of the text. I can identify how the text is developed. I can summarize the text without giving my own opinion.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Objective summary</li> <li>● Recognition of specific detail</li> </ul>	Texts contain central ideas that change and develop.  Ideas can be summarized without bias.  The choice of style influences the development of the central idea.	Analyze the main idea of text.  Select evidence from text to support the central idea.  Categorize specific details.  Summarize text objectively.

Key Vocabulary:
objective                      determine                      central idea                      summarize analyze                          refine                              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”?
In a real-world situation, a person might analyze nutritional value of the food served or analyze the health benefits of the a product in order to relay this information to others.  This type of reading contributes to the process of becoming a life-long learner.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events, (eg - through comparisons, analogies, and categories)	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.	11-12.RI.3 Analyze a complex set of ideas or sequence or events and explain how specific individuals, ideas ,or events interact or develop over the course of the text.

Student Friendly Language:
<p>I can figure out how the author introduces ideas.</p> <p>I can explain how the author lays out the order of events to make his or her point.</p> <p>I can figure out how the author introduces ideas.</p> <p>I can evaluate the effectiveness of the author’s choice of details.</p> <p>I can explain how details are connected.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Methods of framing a text</li> <li>● Methods of organization of a text</li> </ul>	<p>The author has purpose in arranging and connecting the details in a text.</p>	<p>Explain how the author’s ideas are connected.</p> <p>Analyze how an author links ideas in a series.</p> <p>Demonstrate understanding of how the introduction of events or ideas can develop purpose throughout the text.</p>

Key Vocabulary:
<p>Analyze                      Unfold                      Sequence                      Connections</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>Understanding the concept of cause and effect will help with any aspect of life. For example, a critical reader can see through the author’s intentions to more clearly understand an issue.</p>

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<b>Strand:</b>	Informational Text	<b>Anchor Standard:</b>	Craft & Structure	<b>Grade level:</b>	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>8.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>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.)</p>	<p>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)</p>

Student Friendly Language:
<p>I can explain the meanings of the words I find in texts using context clues.</p> <p>I can explain the meanings of similes, metaphors, personification, etc.</p> <p>I can explain the emotions attached to words I read.</p> <p>I can explain the technical terms in a text.</p> <p>I can examine how the combination of words used in a text establishes what that text means.</p> <p>I can examine how the combination of words used in a text establishes a mood for that text.</p>

<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>● Diction and tone vary as texts are used in different situations.</li> <li>● It is important to recognize the difference between figurative and literal language in texts.</li> <li>● Connotative meanings of words can influence texts.</li> <li>● Technical meanings of words can influence texts.</li> </ul>	<p>Knowing dictionary/technical definitions enhances a reader's experience</p> <p>Every text has a tone that is developed by the author's diction</p> <p>An author's word choice may affect the reader's viewpoint.</p>	<p>Determine the meaning of words based on context</p> <p>Recognize occurrences of figurative language and differentiate between a word or a phrase's literal and figurative meaning</p> <p>Explain the emotion attached to a given word or phrase</p> <p>Provide a "traditional definition" of a given word or phrase</p> <p>Analyze the tone of a text using textual support</p> <p>Compare and contrast the unique diction and subsequent tone of two related texts</p> <p>Formulate my own view point based on the author's word choice.</p>

**Key Vocabulary:**

Context clues  
figurative language  
literal language  
connotation  
technical meanings  
tone  
diction  
viewpoint  
analyze  
cumulative impact  
comprehend

**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 determine the meanings of unfamiliar words to eliminate miscommunication, to make educated decisions, to be successful in a career or in post-secondary education, to be productive citizens, and simply to enjoy reading. Examples could include political decision-making and following written directions from an employer.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	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.

Student Friendly Language:
<p>I can analyze a topic sentence to determine the author’s main idea of a paragraph.</p> <p>I can identify supporting details in a given paragraph.</p> <p>I can identify the author’s organizational patterns.</p> <p>I can analyze the purpose of one paragraph and how it relates to the text as a whole.</p> <p>I can provide evidence of the author’s claim and/or ideas in the text.</p>

Know (Factual)	Understand (Conceptual) Students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Supporting evidence used in a text proves the thesis or hypothesis of the text.</li> <li>● Paragraph construction is based upon the organization of the evidence in a text.</li> </ul>	<p>Context clues shape vocabulary.</p> <p>Arrangement of the text can help to shape the author’s purpose.</p> <p>The author’s purpose reflects the credibility of the author.</p>	<p>Analyze thesis statement/claim/hypothesis.</p> <p>Use contextual evidence to prove understanding.</p> <p>Differentiate topic sentences from supporting details within a text.</p> <p>Analyze all data as to its specific relevance .</p> <p>Evaluate ideas presented by the author to reach your own conclusions.</p>

Key Vocabulary:															
<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">analyze</td> <td style="width: 20%;">describe</td> <td style="width: 20%;">argumentation</td> <td style="width: 20%;">arrangement</td> <td style="width: 20%;">jargon</td> </tr> <tr> <td>contextual evidence</td> <td>rhetorical analysis</td> <td>dichotomy</td> <td>sentence types</td> <td>point of view</td> </tr> <tr> <td>narrative voice</td> <td>transition</td> <td>charge words</td> <td>literary devices.</td> <td></td> </tr> </table>	analyze	describe	argumentation	arrangement	jargon	contextual evidence	rhetorical analysis	dichotomy	sentence types	point of view	narrative voice	transition	charge words	literary devices.	
analyze	describe	argumentation	arrangement	jargon											
contextual evidence	rhetorical analysis	dichotomy	sentence types	point of view											
narrative voice	transition	charge words	literary devices.												
<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>Students need to be able to analyze an author’s claim and ideas in order to form their own opinions about the topic and to become critical thinkers (e.g., deciding which college to attend, being a consumer, analyzing manuals, being an informed citizen, voting.)</p>															

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.RI.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	9-10.RI.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.RI.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.

Student Friendly Language:
<p>I can identify evidence in the text to determine an author's point of view or purpose within a text.</p> <p>I can analyze how the author uses persuasive techniques to develop that point of view or purpose.</p> <p>I can give evidence to support my analysis.</p> <p>I can do a close reading of a text that focuses on key details that advances point of view or purpose.</p>

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● point of view</li> <li>● purpose</li> <li>● rhetoric</li> <li>● analysis</li> <li>● persuasive appeals</li> <li>● audience</li> <li>● style</li> <li>● context</li> <li>● annotate</li> <li>● close reading</li> </ul>	<p>Every author has a purpose and point of view.</p> <p>Every piece of the text contributes to the whole.</p> <p>Authors can use many techniques to persuade an audience.</p> <p>Interpretation is subjective.</p> <p>Rhetoric refers to the use of language to further the argument.</p>	<p>Annotate a text focusing on rhetorical devices as applicable to an author's purpose/point of view.</p> <p>Analyze an informational text for rhetorical devices.</p> <p>Determine an author's point of view or purpose in a text</p> <p>Critique the author's use of rhetoric to advance his/her point of view or purpose.</p>

Key Vocabulary:				
ethos	pathos	logos	persuasiveness	argumentation
contradiction	counterargument	concession	refutation	controversial
subjective	objective	fallacies	provocative	claim and premise
bias	credibility	evidence	organizational structure	annotation (close reading)
semantics	critique	historical context	perspective	social norms
propaganda				

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>It is important to understand differing perspectives and points of view in order to relate to many different types of people on many different levels. Good interpersonal skills are necessary to work effectively in social situations, i.e. the workplace.</p> <p>Being able to use meaningful language allows an individual to communicate more effectively in diverse situations</p> <p>Various media give information on political issues. Students must recognize the point of view and purpose in order to make educated judgements about using the information.</p>

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

<b>Strand:</b>	Reading for Informational text	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade level:</b>	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.RI.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.	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.	11-12.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 find different accounts of a subject across a variety of sources.</p> <p>I can understand the differences in how the topic is presented.</p> <p>I can recognize which details are important for each account.</p> <p>I can explain how each account emphasizes different aspects of the topic.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● compare and contrast various accounts of a subject.</li> <li>● primary source</li> <li>● secondary source</li> <li>● point of view from various mediums</li> <li>● different genres provide unique accounts</li> </ul>	<p>Authors and artists make choices about what details to include in an account based on their purpose in writing.</p> <p>The manner in which details are presented reflects their relative importance.</p> <p>The choice of medium affects what details can be emphasized.</p>	<p>Examine details in different accounts of a subject.</p> <p>Compare the relative importance of details presented in different accounts.</p> <p>Analyze the effect different sources have in regards to an author's/artist's choice of details.</p>

Key Vocabulary:
<p>bias</p> <p>subjective</p> <p>objective</p> <p>accounts</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>Being able to understand how different details affect the understanding of a message is critical to effective communication. Understanding that authors and artists present accounts from differing perspectives is a key factor in being able to consume and respond to different media sources. Being able to identify the details through a closer examination of multiple accounts will lead to a deeper understanding of a subject. If ever on a jury, it will be important to analyze various witness accounts to understand the complete picture.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	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.	11-12.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 outline the argument the author makes.</p> <p>I can evaluate whether the author's support is reliable.</p> <p>I can evaluate whether the author's evidence is valid.</p> <p>I can identify whether the author uses misleading information.</p> <p>I can evaluate an author's argument.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>logical fallacies</li> <li>structure of an argument</li> <li>source evaluation (e.g. web evaluation)</li> <li>primary and secondary sources</li> <li>delineate</li> </ul>	<p>Claims can be valid or invalid.</p> <p>An author needs to use relevant information to support his/her claims.</p> <p>Some authors will use faulty reasoning and information.</p>	<p>assess validity of the author's reasoning</p> <p>evaluate evidence in reference to the claim</p> <p>analyze statements for fallacious reasoning</p> <p>evaluate the development of the author's argument</p>

Key Vocabulary:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">relevant</td> <td style="width: 33%;">sufficient</td> <td style="width: 33%;">fallacious</td> </tr> <tr> <td>valid</td> <td>assess</td> <td>evaluate</td> </tr> </table>	relevant	sufficient	fallacious	valid	assess	evaluate
relevant	sufficient	fallacious				
valid	assess	evaluate				
<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>An understanding of the standard will help students recognize the validity of information in their daily lives (e.g. media, gossip, etc.). Students will improve their ability to support their own argument and the ability to recognize faulty logic. It will help evaluate a colleague, employer, or client's arguments.</p>						

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topics and identify where the texts disagree on matters of fact or interpretation.	9-10.RI.9 Analyze seminal US documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedom speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	11-12.RI.9 Analyze 17th-, 18th- and 19th-century foundational US 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.

<b>Student Friendly Language:</b>
<p>I can make connections between several historical documents.</p> <p>I can communicate the important lessons learned from American documents and texts.</p> <p>I can evaluate the impact of the document on our history.</p> <p>I can predict how this document will shape or influence other relevant documents.</p> <p>I can connect the written word of the document and actions taken in real life.</p> <p>I can identify the author’s use of literary devices and word choice in historical documents.</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>Historical events within the particular document</li> <li>Theme as a central idea of a work</li> <li>Time-relevant verbiage and vocabulary such as “fourscore and seven...”</li> <li>Purpose of the document at the time of its composition</li> <li>Significance of a document</li> <li>Theme, tone, mood, point of view, purpose of a specific US document</li> </ul>	<p>US documents can exhibit rhetorical devices.</p> <p>Documents show connections between the wording within the document and real life intentions.</p> <p>Documents shape the outcome of future as well as the time of the original writing.</p> <p>Documents are written to convey messages of insight and understanding.</p> <p>Common themes can be found across documents from varying eras and cultures.</p>	<p>Compare and contrast thematic and conceptual connections among several documents</p> <p>Formulate predictions based on the events noted in document</p> <p>Evaluate historical/literary significance of document</p> <p>Identify a theme(s) for the document</p> <p>Break down the document and paraphrase.</p>

<b>Key Vocabulary:</b>			
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">seminal address rhetorical devices</td> <td style="width: 33%;">theme and concept document</td> <td style="width: 33%;">historical and literary significance analyze</td> </tr> </table>	seminal address rhetorical devices	theme and concept document	historical and literary significance analyze
seminal address rhetorical devices	theme and concept document	historical and literary significance analyze	
<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>By reading and understanding US documents, students can better see the relevance to an era and to the real world along with its impact on current history and future generations. Students will carry on intellectual conversations about this. Students can see how history tends to repeat itself. Understanding the theme of the document may help the future generations progress instead of regress. One example is the Bill of Rights and how it protects basic freedoms.</p>			

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<b>Correlating Standard in Previous Year</b>	<b>Number Sequence &amp; Standard</b>	<b>Correlating Standard in Following Year</b>
8.R.L.1 Cite the textual evidence that most strongly supports an analysis of what the text says	9-10.R.L.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.R.L.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.

<b>Student Friendly Language:</b>
I can cite exact examples from the text to support what I infer about the material.
I can explain what the author expects me to know.
I can examine what the text says.

<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>How to cite appropriate information from the text (close reading and annotation)</li> <li>Process of analyzing text for audience (close reading and annotation)</li> </ul>	<p>The author supports his/her ideas with evidence.</p> <p>Sometimes what the author means is not directly stated in the text.</p>	<p>Analyze the meaning of the text.</p> <p>Explain how evidence supports ideas.</p> <p>Support ideas using evidence from the text.</p> <p>Discuss and use inference to discover deeper meanings in the text.</p>

<b>Key Vocabulary:</b>
Evidence Inference Stylistic analysis Argument
<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 anIn social and workplace situations, when defending a position or structuring an argument, you need to use the most reliable evidence at hand.
In social and workplace situations, defending a position or structuring an argument, you need to use the most reliable evidence at hand.

## 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>	9
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	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 a theme or message in the story.</p> <p>I can cite evidence from the story to show how the author developed the theme.</p> <p>I can explain how the author intentionally shaped specific details to reveal the theme.</p> <p>I can summarize the story 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>● theme/central idea</li> <li>● objective summary</li> </ul>	<p>The reader demonstrates comprehension through summarization of details.</p> <p>The author intentionally uses story elements and specific detail to develop and reveal the theme as it develops throughout the text.</p>	<p>Write an objective summary of a text.</p> <p>Identify and then analyze the theme of a text.</p> <p>Explain how the author uses the story elements and specific details to develop theme.</p> <p>Evaluate how the theme relates to real life experiences.</p>

<b>Key Vocabulary:</b>
<p>theme objective summary</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>Students need to read for the deeper meaning of a text to reach an understanding of the common experiences people have across time, culture, language, and socioeconomic differences. When they understand the way writers use tools to share their experiences, students will then be able to connect and share their own experiences with the world.</p> <p>Understanding themes helps us to recognize that all humans share common experiences.</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>	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	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 identify complex characters in a story.</p> <p>I can find examples of how characters change.</p> <p>I can explain how a character's interaction with another affects his or her development.</p> <p>I can chart a character's growth over the course of a story.</p> <p>I can explain how a character's choices affect the plot.</p> <p>I can express how a character's choices develop a theme.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● characterization</li> <li>● plot development</li> <li>● thematic development</li> </ul>	<p>Characters can have multiple or conflicting motivations for the decisions and actions they take.</p> <p>Characters' experiences and reactions influence the development of a text.</p> <p>Characters reveal their complexity during the course of the text.</p>	<p>Examine a character's growth throughout the story/play.</p> <p>Evaluate how the decisions and actions characters make affect the plot and theme.</p> <p>Predict how different decisions would have changed the plot and theme.</p> <p>Explain how a character's personality drives his/her decisions.</p> <p>Analyze a character's motivations.</p>

Key Vocabulary:
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>motivation</p> <p>plot elements</p> </div> <div style="width: 45%;"> <p>characterization</p> <p>theme</p> </div> </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>The characters encountered in fiction are models of the people and relationships people have in real life.</p> <p>Knowing how a character's traits and actions affect change in a story leads to a broader understanding of the universality of a story's themes.</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>	9-10
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Correlating Standard in Previous Year	Sequence & Standard	Correlating Standard in Following Year
8.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	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).

<b>Student Friendly Language:</b>
<p>I can determine dictionary meaning, figurative meaning, and implied meaning of words as they are used in the text.</p> <p>I can investigate how word choice influences meaning and tone.</p> <p>I can evaluate how word choices build upon one another to establish meaning.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Word choice impacts tone.</li> <li>● Use of figurative language affects meaning.</li> <li>● The connotation of words affects meaning.</li> <li>● Word choice can establish a formal or informal tone.</li> <li>● Language establishes time and place.</li> </ul>	<p>Word choice (e.g. the use of figurative language) influences meaning of the text.</p> <p>Word choice reflects tone of the text.</p> <p>Word choices indicate the formality of the text and vice versa.</p>	<p>Distinguish between the connotative meaning and denotative meaning of words in a text</p> <p>Analyze the effects of language on a text (e.g. figurative language).</p> <p>Evaluate the formal or informal tone of a piece as it is indicated by word choice.</p> <p>Explain how word choice and language are used to develop time and place.</p>

<b>Key Vocabulary:</b>
<p>analyze denotation connotation cumulative impact</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>Students need to be able to interpret word choice in a variety of media in order to limit misunderstandings and fully comprehend what is being communicated to them by their peers, parents, and employers. For example, the formal or informal tone used by a boss in an e-mail may affect the meaning of that message.</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>	9
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.RL.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	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 RL.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 explain the author's use of structure in a text, given the mood the author is trying to achieve.</p> <p>I can explain why the author used specific details and sequencing within the text.</p> <p>I can explain how the use of time and order can create mystery, tension or surprise within text.</p> <p>I can discuss the word choice the author used to create the tone within the text.</p> <p>I can distinguish between flashback and present.</p> <p>I can identify the purpose of a flashback in a given text.</p> <p>I can identify where the author ended the story and what effects this has on the story's resolution and the impact on the reader.</p> <p>I can distinguish between two or more story lines or time settings.</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>● The mood of a text is created by decisions made by the author.</li> <li>● Sequential vocabulary such as then, later, finally, before is used to structure a text.</li> <li>● The author makes many choices during plot construction.</li> </ul>	<p>An author's choice of tone, sequence and transitions within text creates mystery, tension or surprise.</p> <p>The author may use a flashback to explain how a character is affected by past experiences.</p> <p>Multiple story lines can occur at the same time to create effect in a piece of literature.</p> <p>An author has the power to affect the mood of the story by manipulating timing in the plot.</p>	<p>Discuss how the purpose of the overall understanding is impacted by the author's choice of words.</p> <p>Compare and contrast the mood of the text.</p> <p>Change the purpose of an author's writing by changing the tone, sequence and transition of a short writing.</p> <p>Analyze a short writing which demonstrates the use of tone, sequence and transitions to create mystery, tension, or surprise</p> <p>Identify the techniques the author used to determine the mood and sequence of the story.</p> <p>Describe and analyze the relationships between the parallel plots.</p> <p>Explain how the author's organization affects the outcome of the story.</p>

**Key Vocabulary:**

analyze  
structure  
parallel plot  
order  
manipulate  
sequence  
transition  
text structure  
flashbacks

**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”?

Word choice affects meaning, such as sending an email or text-messages. Clues are important for understanding anything you read. It is important to be very careful when writing to make sure the reader (boss, employees, family members) is getting the message you are trying to convey.

The stories that students will encounter during life in books, movies, television shows, or conversation, are told in a variety of ways, not always in chronological order.

Sequencing and/or time order words are used to complete a job task, to follow directions and to understand instructions.

## 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>	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	9-10.RL.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.	11-12.R.L.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).

<b>Student Friendly Language:</b>
I can analyze a reading from another country to determine what the story is about and how it relates to that country. I can interpret a reading from another country and learn about the culture of that country.

<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>• Cultural experiences impact creation of texts.</li> <li>• Cultural analysis helps readers gain meaning from world literature.</li> </ul>	<p>Works from other countries reflect the cultural influences of that country.</p> <p>Literature can help the reader see things from a different cultural point of view.</p> <p>Literature can help the student understand or appreciate the differences and similarities between cultures.</p>	<p>Analyze a number of world literature readings for point of view.</p> <p>Make connections between the cultural experiences reflected in a number of world literature readings.</p>

<b>Key Vocabulary:</b>
analyze                      reflection point of view                global
<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 are living in a multicultural/global world. It is necessary to function and communicate in a society where cultural influences impact ways of thinking.</p> <p>Students may someday be working with someone from a different country and will need to collaborate with a peer whose cultural experiences cause him/her to have a different approach to a given task.</p> <p>Students may engage in international transactions such as purchasing and selling in a foreign market.</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>	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.RL.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	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 poem “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>
I can study two artists’ responses toward a common subject or key scene.
I can recognize and explain what the artists highlight and what might be missing.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Artistic medium</li> <li>● Key scene or a subject</li> <li>● Author’s word choice</li> </ul>	Artists use various mediums to express their perspectives on common subjects and key scenes.	Analyze and compare two common-themed artistic pieces.  Interpret the similarities and differences of the two artistic mediums.

<b>Key Vocabulary:</b>
treatment representation key scene emphasis theme absent
<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”?
I have to learn this to understand that each individual interprets an event or subject differently.
Being able to respect differing viewpoints stemming from race, cultural aspects, climate, geography, gender, and background experience is important in becoming a balanced individual.

## 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>	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.RL.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	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:
<p>I can identify information an author pulls from source material (i.e. older (classic) works, historical documentation) to develop his/her own work.</p> <p>I can recognize how an author develops a theme or topic based on source material.</p> <p>I can explain how the author changed the original material to develop his/her own purpose.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>• compare and contrast texts</li> <li>• author intent</li> <li>• classic literature</li> </ul>	<p>Historical literature influences and shapes writers of later generations.</p> <p>Universal themes transcend time and culture.</p>	<p>Identify and demonstrate an understanding of the original source material</p> <p>Draw correlations between theme/topic in the source material and the specific work</p> <p>Compare and contrast author intent and purpose in using classic material</p> <p>Draw conclusions about author's intent</p>

Key Vocabulary:									
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">author intent</td> <td style="width: 33%;">author purpose</td> <td style="width: 33%;">point of view</td> </tr> <tr> <td>universal themes</td> <td>allusion</td> <td>classic literature</td> </tr> <tr> <td>transforms</td> <td></td> <td></td> </tr> </table>	author intent	author purpose	point of view	universal themes	allusion	classic literature	transforms		
author intent	author purpose	point of view							
universal themes	allusion	classic literature							
transforms									
<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>The media which surrounds our students is embedded with allusions to historical and classical literature. The ability to analyze these allusions and understand for what purpose the author has used them will help students to be more literate consumers of the texts with which they interact daily.</p> <p>The universal themes expressed in <i>Romeo and Juliet</i> should be recognized in the many forms of contemporary media.</p> <p>Material can be traced from the <i>Odyssey</i> to modern media. I have to learn this to recognize commonalities among different forms of genre, for example, repeated themes. Another example would be the sirens seen in <i>The Little Mermaid</i>, <i>Pirates of the Caribbean</i>, and <i>O Brother, Where Art Thou</i>.</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>	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>8.W.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows</p>	<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>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</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>	<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</p>

### Student Friendly Language:

- I can write to support my position with facts and examples in a piece of writing.
- I can organize the evidence, reasons, and claims to establish a clear relationship among them.
- I can consider the audience's concerns while developing claims and counterclaims.
- I can use transitions to line up evidence and make reasons clear.
- I can use professional writing appropriate to an argument.

<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>● Argument</li> <li>● Claim and counterclaim</li> <li>● Substantive topics</li> <li>● Valid reasoning</li> <li>● Know how to locate and evaluate appropriate sources/materials required by persuasive writing tasks and logical argumentation.</li> <li>● Relevant and sufficient evidence</li> <li>● Cohesion</li> <li>● Concluding Statement</li> <li>● Formal Style</li> <li>● Objective Tone</li> <li>● Target Audience</li> </ul>	<p>Arguing productively and factually requires supporting evidence and strength of claims and counterclaims.</p> <p>Structuring a claim and counterclaim need supporting evidence.</p> <p>Arguments need to be reasonable and relevant.</p> <p>The process of analysis is essential to an argument.</p> <p>Relevant and sufficient evidence is embedded in substantive topics.</p> <p>Arguments must be well thought-out, structured properly, well-supported by claims, and have consideration to the audience.</p>	<p>Write arguments to support claims in an analysis.</p> <p>Use valid reasoning to support claims and counterclaims.</p> <p>Choose relevant and sufficient evidence to support claims and counterclaims.</p> <p>Introduce claims and counterclaims.</p> <p>Create a thesis statement that clarifies your argument.</p> <p>Organize the essay to establish clear relationships.</p> <p>Develop claims and counter claims with evidence.</p> <p>Point out strengths and limitations of claims and counterclaims.</p> <p>Supply evidence while pointing out strengths and limitations.</p> <p>Anticipate audience's knowledge.</p> <p>Use words, phrases and clauses as transitions to link major sections.</p> <p>Clarify the relationships between claims and counterclaims.</p> <p>Establish and maintain a formal style.</p> <p>Establish and maintain an objective tone.</p> <p>Use norms and conventions appropriate to the writing arguments.</p> <p>Provide a concluding statement (section) supporting the argument.</p>

**Key Vocabulary:**

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

Students use arguments to try to get what they want; therefore, learning to argue effectively may help them to achieve personal goals.

Students need to utilize arguments, evidence and facts, while marketing their business.

Students need to analyze problems and determine solutions each day of their lives.

Students needs to substantiate claims for belonging and promotion in the workplace.

## 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>	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>8.W.2. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<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 es or the significance of the topic)explanation presented (e.g., articulating implication</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:

- I can write an informative essay that is clear and accurate.
- I can choose and narrow the topic.
- I can organize the ideas in my essay.
- I can analyze ideas through my writing.
- I can use transitions that connect ideas and paragraphs to unify and clarify the information.
- I can use precise language and content-specific vocabulary to communicate the complexity of a topic.
- I can maintain a formal writing style and objective tone appropriate to the purpose.
- I can craft an effective concluding statement or paragraph that illustrates the importance of the topic.

<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>● Organization:               <ul style="list-style-type: none"> <li>● Outline</li> <li>● Introduction (thesis statement)</li> <li>● Body Paragraphs</li> <li>● Conclusion</li> </ul> </li> <li>● Narrowing a topic</li> <li>● Relevant facts and details</li> <li>● Target Audience</li> <li>● Transitions</li> <li>● Formatting styles</li> <li>● Use of quotations</li> <li>● Facts: relevant and precise</li> <li>● Precise language</li> <li>● Content-specific vocabulary</li> </ul>	<p>An introduction organizes complex concepts and provides a framework for developing those concepts.</p> <p>Expository writing needs to follow proper formatting style guidelines.</p> <p>Well-chosen specific details, facts and examples help develop complex ideas.</p> <p>Transitions unify ideas and paragraphs.</p> <p>Transitions clarify relationships between ideas.</p> <p>Word choice and content-specific vocabulary aid in clearly communicating complex concepts.</p> <p>The audience impacts the writer's purpose.</p> <p>A conclusion presents a summation of the most significant ideas in relation to the topic, and identifies the implications of those ideas for the audience.</p>	<p>Write an effective introduction.</p> <p>Organize and connect complex ideas and concepts through the use of formatting, graphics, and multimedia.</p> <p>Incorporate facts, vocabulary, specific details and quotations relevant to convey understanding.</p> <p>Use transitions in writing to link, unify, and clarify ideas and concepts.</p> <p>Communicate ideas by choosing content specific language and vocabulary.</p> <p>Demonstrate consistency in style and tone that is appropriate to a particular audience.</p> <p>Write a conclusion to reaffirm the material presented.</p>

<b>Key Vocabulary:</b>
<p>Informative and explanatory texts            Transitional devices            Domain specific vocabulary            Thesis statement            Concluding Statement            Tone</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 real world in any job: police officers, caseworkers, teachers, managers, etc. write incident reports, evaluations, and reviews.</p> <p>Students write applications for employment, scholarships, grants; people write letters to friends, family, governmental agencies, businesses -- essentially any line of work may require some form of writing.</p> <p>Students may eventually write for fun to share their personal knowledge and experiences.</p>

## 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>	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>8.W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>9-10.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<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> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>

Student Friendly Language:
<p>I can write a story that captures and holds my reader's attention.</p> <p>I can establish conflict and determine the most effective point of view for my story.</p> <p>I can organize my story and incorporate transitions throughout.</p> <p>I can use storytelling techniques including dialogue, pacing, and multiple plot lines.</p> <p>I can develop both flat and round characters.</p> <p>I can develop a plot structure.</p> <p>I can create vivid pictures with my word choices.</p> <p>I can provide closure for my reader.</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>● Narrative writing process</li> <li>● The steps of the writing process: prewriting, drafting, revising/ editing, publishing</li> <li>● Fiction vs. nonfiction</li> <li>● Various plot structures</li> <li>● Types of conflict</li> <li>● Various points of view (1st person, 3rd person limited, and omniscient)</li> <li>● Formatting and punctuating dialogue</li> <li>● Controlling the tempo of a narrative</li> <li>● Sensory language</li> <li>● Effective closure</li> <li>● Characterization</li> <li>● Elements of short stories</li> <li>● Literary devices</li> <li>● Development of theme</li> <li>● Appropriate Diction</li> </ul>	<p>Writing a narrative is a multi-step process.</p> <p>Narratives can be fiction, non-fiction, or a blend of the two (historical fiction).</p> <p>Narrative events can unfold in various ways.</p> <p>Transitions help a reader progress through a narrative.</p> <p>Conflict is an essential part of a narrative.</p> <p>Narratives can be written through a variety of viewpoints.</p> <p>Dialogue brings a narrative to life.</p> <p>Varying tempos can assist in sustaining a reader’s interest.</p> <p>Vivid diction builds an image and allows the reader to create pictures in his/her mind.</p> <p>Closure can come in many different forms.</p> <p>Elements enhance the effectiveness of the story.</p>	<p>Utilize the elements of a short story to create an original, engaging narrative.</p> <p>Participate in the four phases of the writing process.</p> <p>Choose an appropriate genre for a given narrative.</p> <p>Develop an appropriate plot structure for a given narrative.</p> <p>Incorporate transitions effectively into a given narrative.</p> <p>Establish a conflict that engages the reader as a foundation for a given narrative.</p> <p>Choose the most effective point of view for a given narrative.</p> <p>Utilize dialogue to add depth to a given narrative.</p> <p>Determine appropriate tempo for various parts of a narrative and implement them.</p> <p>Describe character, setting, plot, etc. by using precise and/or sensory language.</p> <p>Compose an appropriate conclusion that establishes meaning for a given narrative.</p> <p>Present narrator and/or characters.</p>

<b>Key Vocabulary:</b>		
Narrative	Writing process	Fiction & nonfiction
Plot structure	Sensory language	Conflict
Point of view (first person, third person limited, omniscient)		
Transitions	Dialogue	Diction
Sequence	Closure	Theme
Flashback	Irony	Characterization
<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 need to write narratives for many jobs, such as police reports, paramedic reports, and other medical reports.</p> <p>This knowledge will assist when retelling life-events or writing narratives for scholarships or job applications</p>		

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

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Production and Distribution	<b>Grade level:</b>	9-10
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<b>Correlating Standard in Previous Year</b>	<b>Number Sequence &amp; Standard</b>	<b>Correlating Standard in Following Year</b>
8.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.)	9-10.W.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	11-12.W.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

<b>Student Friendly Language:</b>
I can write for a specific audience, task, and purpose.
I can adequately organize a paper to suit its purpose.
I can use evidence to support an informed opinion.

<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>● Audience</li> <li>● Task</li> <li>● Purpose</li> <li>● Writing process</li> <li>● Style</li> <li>● Coherency</li> <li>● Development</li> <li>● Modes of discourse</li> <li>● Credibility</li> </ul>	<p>Determining an audience is important when beginning the writing process.</p> <p>Different kinds of writing require specific organizational patterns.</p> <p>Personality within the context of one’s writing develops individual, formal style.</p>	<p>Produce a clear and coherent document using the writing process.</p> <p>Demonstrate the ability to develop a variety of writing styles.</p> <p>Demonstrate the ability to cite sources when appropriate to the writing process.</p>

<b>Key Vocabulary:</b>
Audience, Purpose, Task, Informal/Casual, Formal, Credibility
<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”?
People produce a variety of writing in everyday life: holiday correspondence, emails, letters of recommendation, family histories, proposals (bids), job evaluations, self-expression, 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>	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52).	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 pre-writing and brainstorming strategies to plan a piece of writing.</p> <p>I can identify and apply the correct format, considering audience and purpose, for a specific piece of writing.</p> <p>I can use a variety of sentence structures to create a unique voice and style in my writing.</p> <p>I can clarify terms or jargon used in a piece of writing.</p> <p>I can use precise and appropriate language.</p> <p>I can use the appropriate format to cite evidence in the text (in-text citations).</p> <p>I can use appropriate proofreading strategies, like peer review, conferencing, self-evaluation, and proofreading programs, to improve my final draft.</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>● Prewriting strategies</li> <li>● Purpose</li> <li>● Style guidelines (MLA, APA, etc.)</li> <li>● Conventions</li> <li>● Syntax</li> <li>● Organization</li> <li>● Audience</li> <li>● Revision</li> </ul>	<p>There are steps in the writing process.</p> <p>The writing process is ongoing.</p> <p>There are appropriate ways to utilize and cite evidence and supporting statements.</p> <p>There are various strategies they can use to develop and strengthen writing.</p> <p>Knowing your audience will influence your approach to the writing.</p> <p>The purpose of the writing will shape how it is written.</p> <p>The effective use of language can appeal to audiences on multiple levels.</p> <p>Trying new approaches can enhance writing skills.</p>	<p>Plan a piece of writing using prewriting and brainstorming strategies.</p> <p>Revise and edit a piece of writing using various proofreading tools.</p> <p>Use precise language to add meaning to the work as a whole.</p> <p>Examine audience's relation to the purpose of the writing.</p> <p>Organize writing in a logical format.</p> <p>Apply new approaches and expand vocabulary to strengthen writing.</p> <p>Explain the choices the writer has made.</p>

**Key Vocabulary:**

Assignment Specific Vocabulary (such as for poetry: stanza and rhyme scheme; for research: concession and refutation; for business letter: technical writing and resume)

**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 will need to write for a variety of purposes. For instance, in order to get a job, students will need to write a cover letter and resume.

Students will have to write for a variety of purposes in any secondary and post-secondary situation; examples can include AP/ACT testing, scholarship writing, standardized writing assessment, grant writing, essay writing, and business plans.

**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>	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting	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 the other information and to display information flexibly and dynamically.	11.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.

<b>Student Friendly Language:</b>
I can use technology to produce, publish, and update an individual or shared writing product. I can use technology to link, display, and present information to an individual or shared writing product in a variety of ways.

<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>● Technology use</li> <li>● Individual and shared writing products</li> <li>● Internet use</li> <li>● Information display</li> <li>● Publication</li> </ul>	Information, through the use of technology, can be shared in many forms.	Use technology to link information in a variety of ways.  Generate dynamic products.  Publish information in a variety of ways.  Update information in a variety of ways.  Share and display information.

<b>Key Vocabulary:</b>
Capacity Flexibility Technology
<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"?
Information can be displayed using many different mediums. This is important because many situations in life or on the job require that presentations be generated, either individually or collaboratively, of information through a variety of ways (i.e. - presentation for a company, a church group, a family vacation).

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

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Integration of Knowledge and Ideas	<b>Grade level:</b>	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>CC.8.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.</p>	<p>CC.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.</p>	<p>CC.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.</p>

<b>Student Friendly Language:</b>
<p>I can generate a research question.          I can recognize the need to expand or limit my topic.          I can find suitable and credible sources which address the research question.          I can compile and synthesize information from several sources to demonstrate my understanding of the subject.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural, Application, Extended)</b>
<ul style="list-style-type: none"> <li>● research to answer a question</li> <li>● suitable/credible sources for investigation</li> <li>● primary/secondary sources for investigation</li> <li>● synthesis of multiple sources</li> </ul>	<p>All writers research and compile a variety of suitable and credible information to answer an inquiry.</p> <p>Writers use appropriate methods for selective compilation of research materials.</p>	<p>Conduct an inquiry</p> <p>Find multiple sources to answer the inquiry</p> <p>Narrow or broaden the inquiry</p> <p>Analyze the suitability and credibility of source materials to solve the inquiry</p> <p>Synthesize compiled data</p>

<b>Key Vocabulary:</b>						
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">synthesize</td> <td style="width: 33%;">research project</td> <td style="width: 33%;">plagiarism</td> </tr> <tr> <td>credible source</td> <td>primary/secondary source</td> <td>narrow/broaden topic</td> </tr> </table>	synthesize	research project	plagiarism	credible source	primary/secondary source	narrow/broaden topic
synthesize	research project	plagiarism				
credible source	primary/secondary source	narrow/broaden topic				
<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 life, one has to be able to pose an inquiry and find materials that will resolve a situation.</p> <p>Health problems affect everyone; research can improve not only understanding but also decisions made regarding physicians, treatments and other options.</p> <p>Before choosing a college/career, making major purchase, or voting for a candidate, a student should know how to compile a variety of research to make the best choice.</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>	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>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.</p>	<p>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 citations.</p>

Student Friendly Language:
<p>I can distinguish between a quality source and a poor source, either printed or digital.</p> <p>I can find and use advanced search engines such as ProQuest and SIRS.</p> <p>I can sort and prioritize information based on usefulness and credibility.</p> <p>I can narrow my searches by using quotation marks or other narrowing techniques.</p> <p>I can use correct sentencing and paragraphing to maintain the flow of ideas.</p> <p>I can balance research and my words to convey the message.</p> <p>I can identify and avoid plagiarism.</p> <p>I can follow the rules of correct citation.</p> <p>I can paraphrase and use direct quotes when necessary.</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>● definition of <i>plagiarism</i></li> <li>● definition of authoritative source</li> <li>● use of advanced search methods</li> <li>● citation rules</li> <li>● various citation formats exist, such as MLA and APA</li> <li>● library skills and available resources</li> <li>● website credibility</li> <li>● paraphrasing</li> <li>● research questions</li> <li>● primary and secondary sources in digital media</li> </ul>	<p>The credibility of a source is influenced by sponsorship and security within the site.</p> <p>The concept of intellectual property (copyright laws) and the importance of working within the law are part of a code of ethics.</p> <p>Not all search engines are created equal in credibility and variety.</p> <p>Information must be sorted and prioritized to effectively support research questions.</p> <p>Citations of authoritative sources can strengthen the research question (thesis).</p> <p>The focus of the paper will affect the type of sources gathered.</p>	<p>Cite correctly the sources in a standard format.</p> <p>Operate search engines in an effective and efficient manner.</p> <p>Assess sources based on credibility and usefulness within the chosen topic.</p> <p>Integrate information to maintain the flow of ideas.</p> <p>Paraphrase properly to avoid plagiarism.</p> <p>Use library resources effectively.</p> <p>Sort and prioritize information based on usefulness and trustworthiness.</p> <p>Prove your understanding of the steps required to gather, assess, and integrate relevant information.</p>

**Key Vocabulary:**

relevant  
authoritative  
credible  
integrate  
plagiarism  
citation  
advanced search methods  
assess  
standard format  
thesis  
copyright  
primary and secondary sources  
integrity

**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”?

Research is present in many careers, college, and life situations.

Determining the credibility of a source can help people become higher level thinkers while avoiding bias.

Understanding printed fact helps people sort out illegal and deceitful information. Administrators and managers will need to distinguish true information from deceitful information for the best interest of the company.

Acquiring knowledge helps people grow in the decision- making process.

Maintaining a code of ethics for “borrowing” word/s ideas is important for academic integrity of the work.

## Common Core State Standards Disaggregated English Language Arts Template

<b>Strand:</b>	Writing	<b>Anchor Standard:</b>	Research to build present knowledge	<b>Grade level:</b>	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<p>9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards 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 grades 9–10 Reading standards 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 or support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards 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 grades 11–12 Reading standards 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., The Federalist, presidential addresses]”).</p>

Student Friendly Language:
<p>I can see how an author has used themes and topics from a previous author's work to shape their own.</p> <p>I can decide whether an argument or conclusion has been proven effectively.</p> <p>I can distinguish credible facts from false statements.</p> <p>I can allude to another source to enhance my writing.</p> <p>I can draw evidence from literary or informational text.</p> <p>I can support my writing through analysis, reflection, or research.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Alluded themes and ideas</li> <li>● Biased information</li> <li>● Credible information</li> <li>● Informational/Literary texts</li> <li>● Writing for reflective purposes</li> </ul>	<p>There is a difference between credible and biased information.</p> <p>To read for understanding means to question what is being read.</p> <p>Allusions are used to enhance an author's writing.</p>	<p>Students can allude to another source in their own writing.</p> <p>Collect evidence from literary or informational text.</p> <p>Support analysis, reflection, and research.</p> <p>Evaluate the argument in a text.</p> <p>Identify specific claims that support the author's point-of-view.</p> <p>Analyze fallacious reasoning.</p>

**Key Vocabulary:**

Theme  
Credible  
Relevant  
Evidence  
Fallacy  
Biased  
Allude  
Analysis  
Non-fiction  
Literary  
Informational texts  
Reflection  
Specific claims  
Point-of-view

**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”?

Drawing their own conclusions based on previous literature and text to support ideas will help students to enhance their own writing.

Make educated, informed decisions in real-life situations, such as voting.

Distinguish fact from fiction.

Be able to persuade in writing or verbal communication, using factual information to support your opinion, for example, trying to convince a supervisor that you deserve a raise.

## 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>	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.	9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* 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 interest to writing or presentations.	11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i> ) as needed.

Student Friendly Language:
I can determine the difference between a clause and a phrase. I can create prepositional, appositive, gerund, participle, and infinitive phrases. I can use prepositional, appositive, and participle phrases to enhance my writing. I can explain the difference between independent, subordinate, adjective, adverb, and noun clauses. I can use parallel structure in my writing.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Phrase</li> <li>● Clause</li> <li>● Preposition</li> <li>● Appositive</li> <li>● Gerund</li> <li>● Participle</li> <li>● Infinitive</li> <li>● Parallelism (parallel structure)</li> <li>● Independent Clause</li> <li>● Subordinate Clause</li> <li>● Correct punctuation of each</li> <li>● Grammatical patterns</li> <li>● Sentence variety</li> </ul>	<p>There is a difference between a phrase and clause.</p> <p>There are differences between gerunds, participles, and infinitives.</p> <p>Phrases, clauses, and parallelism are used to enhance writing.</p> <p>Sentence variety is needed to enhance fluency.</p>	<p>Use a variety of phrases to embellish writing.</p> <p>Use both independent and subordinate clauses in writing.</p> <p>Use parallelism for proper effect when writing.</p> <p>Use sentence variety.</p> <p>Recognize parallelism, phrases, and clauses used for effect by writers.</p> <p>Punctuate correctly.</p>

**Key Vocabulary:**

Appositive phrase  
Gerund phrase  
Participial phrase  
Infinitive phrase  
Independent clause  
Subordinate clause  
Adjective clause  
Adverb clause  
Noun clause

**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 in order to write at a post-high school academic level.

I have to learn this in order to communicate effectively.

I have to learn this in order to be articulate..

Professionals use these skills in research, memos, presentations, briefs, magazine or journal articles, and nearly any and all professional communication.

## 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>	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.	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.

<b>Student Friendly Language:</b>
I can capitalize, punctuate, and spell correctly when writing. I can use a semicolon to connect two or more independent clauses. I can use a colon when listing and quoting.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Independent clause</li> <li>● Dependent clause</li> <li>● Semicolon</li> <li>● Colon</li> <li>● Conventions of standard English</li> <li>● Capitalization</li> <li>● Punctuation</li> <li>● Spelling</li> <li>● Quotation</li> </ul>	<p>Proper capitalization, punctuation, and spelling are crucial to effective writing.</p> <p>A semicolon links closely related independent clauses.</p> <p>A conjunctive adverb could be used in a compound sentence.</p> <p>A colon can introduce a list or quotation.</p> <p>Correct spelling is important for clear communication.</p>	<p>Demonstrate proper capitalization, punctuation, and spelling when writing.</p> <p>Link independent clauses with a semicolon (possibly with a conjunctive adverb).</p> <p>Introduce a list or quotation with a colon.</p> <p>Spell correctly.</p>

<b>Key Vocabulary:</b>
<span style="margin-right: 100px;"><u>Conjunctive adverb</u></span> <span style="margin-right: 100px;"><u>Independent clause</u></span> <span><u>Dependent clause</u></span>
<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 need to be able to use conventions of standard English (punctuation, spelling, capitalization) in order to communicate effectively in a post-secondary setting and in the workplace.</p> <p>Lack of clear communication could lead to misunderstanding or possibly loss of a job. For example, when applying for a job, misuse of standard English conventions could result in not being hired.</p>

## 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>	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<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., MLA Handbook, Turabian’s Manual for Writers) 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., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>

Student Friendly Language:
<p>I can understand how language works in many different contexts.</p> <p>I can understand that word choice and context have an impact on both written and spoken language.</p> <p>I can follow the guidelines of a style manual for both writing and editing written works.</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>● Syntax</li> <li>● APA Style Manual</li> <li>● MLA Style Manual</li> <li>● Chicago Style</li> </ul>	<p>Depending on the context in which a word is used, it can have different meanings.</p> <p>Different styles of writing have different rules and guidelines.</p>	<p>Create a piece of written work that conforms to a specific style guideline.</p> <p>Use words in their proper context.</p> <p>Edit a written work following a style guideline.</p>

Key Vocabulary:
<p><u>Syntax</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>To successfully communicate with people, and to understand the world around us, it is important that we understand what people are trying to tell us. If we do not understand what someone is saying we often become lost or confused.</p> <p>Because words often have multiple meanings, it is important to consider the context, so that we can fully understand the message that is being delivered.</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>	9-10
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<b>Correlating Standard in Previous Year</b>	<b>Number Sequence &amp; Standard</b>	<b>Correlating Standard in Following Year</b>
<p>8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</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 or its part of speech.</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>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>

<b>Student Friendly Language:</b>
<p>I can use various print sources (such as a dictionary, a thesaurus, or a glossary) to determine the meaning and pronunciation of an unknown word.</p> <p>I can use dictionary.com, or a similar digital tool, to aid in determining pronunciation, part of speech, and history of a word.</p> <p>I can use context clues to determine the meaning of an unknown word.</p> <p>I can use context clues to determine which definition is correct.</p>

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> <b>The students will understand that...</b>	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● Definition</li> <li>● Contextual evidence</li> <li>● Context clues</li> <li>● Dictionary</li> <li>● Thesaurus</li> <li>● Glossary</li> <li>● Dictionary.com</li> <li>● Precise meaning</li> <li>● Footnotes</li> <li>● Parts of speech</li> <li>● Etymology</li> <li>● Root words</li> <li>● Suffixes</li> <li>● Prefixes</li> </ul>	<p>Footnotes can help to determine the definition of an unknown word.</p> <p>In order to understand the text's true meaning, all vocabulary must be correctly determined.</p> <p>A word's meaning can change depending on how it is used within a sentence.</p> <p>Knowing the origin of a word can aid in understanding other textual devices (such as allusions, figures of speech, etc.).</p> <p>There are multiple ways to determine a word's precise meaning, part of speech, or its etymology (such as checking for context clues or dictionary definition).</p>	<p>Use context clues to aid in determining the meaning of a word.</p> <p>Consult various reference materials to confirm the precise meaning of a word.</p> <p>Choose the correct definition for a word with multiple meanings based on the way it is used in the context of the writing.</p>

**Key Vocabulary:**

Etymology  
Contextual evidence  
Context clues

**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 will be required to read directions for a job, a task they must complete, or even an instruction manual.

Students will need to use precise language in everyday writing tasks, such as an email to a co-worker or their superior.

No matter what field they go into, they must still be able to communicate clearly.

## 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>	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>	<p>9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>

Student Friendly Language:
<p>I can explain figurative language's impact on a piece of writing.</p> <p>I can explain how word relationships impact a piece of writing.</p> <p>I can use words in context to figure out unknown words.</p> <p>I can explain the difference between connotative nuances and denotative definitions of words.</p>

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Figurative language</li> <li>● Simile</li> <li>● Metaphor</li> <li>● Personification</li> <li>● Symbol</li> <li>● Paradox</li> <li>● Oxymoron</li> <li>● Euphemism</li> <li>● Connotation</li> <li>● Denotation</li> <li>● Nuance</li> </ul>	<p>There is a difference between connotative vs. denotative meanings of words.</p> <p>Interpreting figurative language is important to understanding overall meaning.</p> <p>Figurative language has an effect on writing.</p> <p>There are many nuances of language.</p>	<p>Analyze the effect of figurative language in pieces of literature or nonfiction.</p> <p>Analyze symbols and their meanings within a text.</p> <p>Explain the nuances of language in a piece of writing.</p> <p>Use similes and metaphors in speaking and writing.</p>

Key Vocabulary:										
<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">Simile</td> <td style="width: 20%;">Metaphor</td> <td style="width: 20%;">Personification</td> <td style="width: 20%;">Symbol</td> <td style="width: 20%;"><u>Paradox</u></td> </tr> <tr> <td><u>Oxymoron</u></td> <td><u>Euphemism</u></td> <td>Connotation</td> <td>Denotation</td> <td>Nuance</td> </tr> </table>	Simile	Metaphor	Personification	Symbol	<u>Paradox</u>	<u>Oxymoron</u>	<u>Euphemism</u>	Connotation	Denotation	Nuance
Simile	Metaphor	Personification	Symbol	<u>Paradox</u>						
<u>Oxymoron</u>	<u>Euphemism</u>	Connotation	Denotation	Nuance						
<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>I need to learn this in order to understand the finer aspects of good writing.</p> <p>I need to learn this in order to understand references and allusions in modern culture.</p> <p>I need to learn this in order to understand high-level comedy and entertainment.</p> <p>I need to learn this in order to be successful in comprehending post high school reading.</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>	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	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>
I can properly find and use formal language and classroom vocabulary so I'm ready for college or my career. I can figure out unfamiliar vocabulary terms on my own in order to understand what I'm reading.

<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>● Academic words and phrases</li> <li>● Domain-specific words and phrase</li> <li>● College and career readiness</li> <li>● Vocabulary knowledge</li> <li>● Comprehension</li> <li>● Diction</li> <li>● Jargon</li> </ul>	<p>Each subject area has vocabulary specific to its discipline.</p> <p>Words in one subject area may mean something else in another subject area.</p> <p>Accurate vocabulary use is important for reading, writing, speaking, and listening skills.</p> <p>They need to draw on prior knowledge to comprehend unfamiliar material.</p> <p>Formal (academic) language differs from spoken (social) language.</p>	<p>Acquire and use general academic and domain-specific vocabulary.</p> <p>Develop vocabulary to obtain reading, writing, speaking, and listening skills for college and career readiness.</p> <p>Demonstrate the use of vocabulary comprehension skills when considering an unfamiliar word or phrase.</p>

<b>Key Vocabulary:</b>
<u>Formal language</u> <u>Diction</u> <u>Jargon</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"?
Students need to acquire vocabulary knowledge for college and career readiness. Students need to be able to independently figure out 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.

## 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>	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>8.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<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 set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</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>

### Student Friendly Language:

- I can clearly state my position in a discussion.
- I can expand upon others' ideas.
- I can effectively use research to support my position.
- I can work with fellow students to establish goals and deadlines for group projects.
- I can enhance a discussion by incorporating other students.
- I can summarize points of view that may differ from my own.
- I can use different viewpoints to qualify or justify my argument.

<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>● Discussion initiation</li> <li>● Peer participation</li> <li>● Prepared discussion</li> <li>● Friendly rules for discussion</li> <li>● Active conversations that cover a variety of topics</li> <li>● Tolerant viewpoints</li> </ul>	<p>Discussion is a good way to talk over ideas with peers, even in a situation where viewpoints may differ from one another.</p> <p>It is important to set deadlines and establish roles when working in collaboration with peers.</p>	<p>Start discussions.</p> <p>Participate in conversations with peers.</p> <p>Collaborate on ideas.</p> <p>Present new ideas.</p> <p>Make prepared decisions, based on reading completed and research done.</p> <p>Use evidence from the text to discuss and make decisions.</p> <p>Make discussion rules with peers.</p> <p>Create goals and deadlines for work completed.</p> <p>Move conversations through the use of questions and responses.</p> <p>Include others in discussion.</p> <p>Ask questions about conclusions drawn.</p> <p>Respond to varying viewpoints.</p> <p>Justify their viewpoints.</p> <p>Use evidence presented to make new discoveries.</p>

<b>Key Vocabulary:</b>			
Collaborative discussions	Persuasion	Evidence	Collegial
<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>Being able to discuss is important because discussions happen all the time between people and can be negative or positive. 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 collaborative group work in school, workplace, and in discussion on many given committees within a 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>	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.SL.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	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:

I can use sources that are presented in diverse media (internet, video, print, verbal, etc.) or formats to support an argument.  
 I can evaluate the credibility of any source.  
 I can present proof for an idea discussed in class using contextual evidence.

<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The student will understand that:	<b>Do (Procedural, Application, Extended Thinking)</b>
<ul style="list-style-type: none"> <li>● Credibility</li> <li>● Accurate evidence</li> <li>● Integration</li> <li>● Synthesis</li> <li>● Diverse media</li> <li>● How to analyze a source</li> <li>● How to use contextual evidence</li> <li>● Annotation</li> <li>● Quantitative and qualitative evidence</li> </ul>	<p>Information is only reliable if it comes from a credible source.</p> <p>Just because something is in print, on the radio, on television, or online, etc., it is not necessarily credible.</p> <p>To fully understand a topic, more than one source of proof is needed.</p> <p>Credible sources can be found in diverse media and formats.</p> <p>That an opinion must be supported by evidence in order to be valid.</p>	<p>Use credible sources to support an assertion.</p> <p>Evaluate sources to verify credibility.</p> <p>Consult various reference materials to confirm the precise meaning of information presented by instructor.</p> <p>Integrate various media or formats to support an assertion.</p>

### Key Vocabulary:

Sources, Media sources, Quantitative and qualitative evidence

**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 must be able to collaborate with peers in any setting. Students must be able determine the validity of information presented to them.

Whether they are considering the nutritional value of a cereal or who to vote in the next election, students must be able to decide what information is valid or believable. Students must be able to use proof when presenting information to an authority figure (work, school, or even to their parents).

## 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>	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.SL.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	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.

<b>Student Friendly Language:</b>
<p>I can evaluate the speaker’s evidence to support his/her point of view.</p> <p>I can evaluate the credibility of the speaker’s evidence.</p> <p>I can decipher if the evidence is exaggerated or distorted.</p> <p>I can identify the types of rhetorical devices used. (Examples: allusion, alliteration, oxymoron, simile, parallelism, etc.)</p>

Know (Factual)	Understand (Conceptual)	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> <li>● Rhetorical devices</li> <li>● Logical fallacies</li> <li>● Point of View</li> <li>● Types of Evidence</li> </ul>	<p>Reasoning and relevant evidence are used to support and defend ideas.</p> <p>Not all evidence is credible or viable.</p> <p>Effective evidence can be derived from multiple sources.</p> <p>Rhetorical devices can be used to enhance and support evidence.</p>	<p>Identify distorted evidence and misleading or flawed reasoning.</p> <p>Use a variety of rhetorical devices effectively.</p> <p>Consider the narrator’s point of view and purpose.</p> <p>Evaluate the credibility of the evidence used in the text.</p>

<b>Key Vocabulary:</b>									
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Evaluate</td> <td style="width: 33%;">Point of view</td> <td style="width: 33%;">Fallacy</td> </tr> <tr> <td>Credible</td> <td>Evidence</td> <td>Exaggeration</td> </tr> <tr> <td>Rhetorical devices</td> <td></td> <td></td> </tr> </table>	Evaluate	Point of view	Fallacy	Credible	Evidence	Exaggeration	Rhetorical devices		
Evaluate	Point of view	Fallacy							
Credible	Evidence	Exaggeration							
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”?									
Evaluating information effectively will help me maneuver in the world. Being able to identify fallacies will help me be a better consumer, worker, and citizen. Being able to present credible evidence will also help me be more persuasive in the workplace and in personal life.									

**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>	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	9-10.SL.4 Present information, findings, 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 arrange or formal and informal tasks.

<b>Student Friendly Language:</b>
<p>I can present information clearly.</p> <p>I can present information that is backed up by research.</p> <p>I can present information in a way that allows my listeners to understand what I'm saying.</p> <p>I can present information for a specific purpose, audience, and task.</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>● Findings</li> <li>● Supporting Evidence</li> <li>● Concise</li> <li>● Logical</li> <li>● Line of Reasoning</li> <li>● Development</li> <li>● Organization</li> <li>● Substance</li> <li>● Style</li> <li>● Purpose</li> <li>● Audience</li> <li>● Task</li> </ul>	<p>Information must have findings or supporting evidence.</p> <p>Information must be clear, logical, and concise in order for the audience to understand the presentation.</p> <p>Listeners need to be able to follow the presenter's line of reasoning.</p> <p>Purpose, audience, and task determine organization, development, substance, and style.</p> <p>Information can be presented in a variety of ways depending on audience.</p>	<p>Present information logically, clearly, and concisely.</p> <p>Research information for supporting evidence.</p> <p>Organize information.</p> <p>Develop presentation.</p> <p>Demonstrate a clear line of reasoning.</p> <p>Create a presentation for a specific audience, purpose, and task.</p>

<b>Key Vocabulary:</b>
Supporting Evidence, Line of Reasoning
<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 need to be able to present in a variety of situations in order to meet the needs of different purposes, audiences, and tasks. For example, in job situations they will be called upon to defend their work to supervisors or coworkers. Students also need to be able to support their ideas with research-based findings in these types of situations, either on the job or in a college class.

**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>	9-10
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<b>Correlating Standard in Previous Year</b>	<b>Number Sequence &amp; Standard</b>	<b>Correlating Standard in Following Year</b>
8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	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>
I can use many different technologies in presentations to help demonstrate understanding.
I can use a variety of technology in presentations to help me reason.
I can use many different technologies in presentations to find and use evidence.
I can use technology to make presentations more interesting.

<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>• Strategic Use of Digital Media</li> <li>• Interactive Elements of Media</li> <li>• Graphical Media</li> <li>• Textual Media</li> <li>• Use of Evidence</li> </ul>	<p>Digital media can be used to help make many kinds of presentations more understandable, interesting, and dynamic.</p> <p>Digital media can enhance findings and reasonings.</p>	<p>Make use of digital media.</p> <p>Prove understanding of research findings.</p> <p>Enhance reasoning.</p> <p>Use digital media to improve evidence.</p> <p>Add interest to presentations.</p>

<b>Key Vocabulary:</b>
Strategic Use, Digital Media, Enhance, Graphical Media, Textual Media
<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 will understand that using digital media can enhance not only the content of a presentation, through its use in showing understanding of the findings of a topic, reasoning through problems, and improving evidence, but also through adding appeal to the presentation. This is important because many students will give a variety of presentations throughout life for a variety of purposes, including school, work-oriented, church, and/or community purposes, and knowing how to boost interest while conveying important facts and messages will be a lifelong skill.

**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>	9-10
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<b>Correlating Standard in Previous Year</b>	<b>Number Sequence &amp; Standard</b>	<b>Correlating Standard in Following Year</b>
8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)	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.)

<b>Student Friendly Language:</b>
<p>I can form a grammatically correct sentence to portray my ideas.</p> <p>I can speak in an appropriate way when presenting my ideas to the class as a whole.</p> <p>I can adapt my language for an appropriate audience.</p> <p>I can choose the way I speak to show a command of formal English.</p> <p>I can show a command of conventions in my speech.</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>● Jargon</li> <li>● Conventions</li> <li>● Formal English</li> <li>● Informal/Casual English</li> <li>● Audience</li> <li>● Purpose</li> <li>● Formal Situations</li> <li>● Informal Situations</li> </ul>	<p>Whom they are speaking to will have an effect on how they speak.</p> <p>Sentence structure and conventions are not only important in writing, but in speaking as well.</p> <p>Using informal/casual language is only appropriate in certain contexts.</p> <p>The way they speak can have an effect on people's perceptions of them.</p> <p>Speech should be purposefully constructed.</p>	<p>Adapt speech to the audience, context, and task.</p> <p>Apply command of formal English in any formal setting.</p> <p>Use proper sentence structure and conventions when speaking.</p>

<b>Key Vocabulary:</b>
Jargon, Formal Situations, Informal Situations
<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 will need to adapt their communications throughout their lives. Many of these interactions will be in a formal setting, such as a job interview, seminar, or work meetings. Communication with a variety of people, such as a boss, peers, and customers will occur in many situations. .