

SD Common Core State Standards Disaggregated English Language Arts Template

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

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

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

Key Vocabulary:

Contested usage

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

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

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

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

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

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

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

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

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

Key Vocabulary:
<div style="display: flex; justify-content: space-around;"> <u>Hyphen</u> <u>Dash</u> </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”?
Students need to be able to use conventions of standard English (spelling, capitalization, and punctuation, including hyphens) in order to communicate effectively in a post-secondary setting and in the workplace. Clear use of formal standard English could result in securing a job or succeeding in college

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

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

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

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

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

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

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

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

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

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

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

Key Vocabulary:

Nuance
Hyperbole
Idiom
Euphemism
Oxymoron

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

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

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

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

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

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

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

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

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

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

Key Vocabulary:
<u>Domain specific</u>
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>Acquiring and using vocabulary is essential for college and career readiness because it will make the student an information-seeker.</p> <p>Students need to be able to independently learn new and unfamiliar vocabulary in order to comprehend college texts or job-related information. For example, when reading a memo or email from a superior, students will need to be able to comprehend the vocabulary.</p>