

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational text	Anchor Standard:	Key Ideas and Details	Grade level:	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9.R.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	

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

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

Key Vocabulary:
inference, analysis, explicit language, citation
Relevance and Applications:
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 value evidence in support of text. Problem-solvers in any profession need to make accurate inferences about text including evaluations, contracts, diagnostic reports, and other informational processes and procedures.

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9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	

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

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

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

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CC.9-10.RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	CC.11-12.RI.3 <u>Analyze</u> a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	

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

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

Key Vocabulary:
<p>analyze complex sequence of events interact develop flashback foreshadowing</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>Individuals and ideas change over time in the political arena, so in order to be a good citizen, one needs to understand why those changes occur. Reading for key ideas and details is important to understand magazine and newspaper articles, as well as instructions on how to build or make something. Being able to follow the sequence of events is important when reading biographies, autobiographies, and memoirs, as well as anything related to history.</p>

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

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

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

Key Vocabulary:									
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">figurative language</td> <td style="width: 33%;">connotation</td> <td style="width: 33%;">technical meaning</td> </tr> <tr> <td>analyze</td> <td>interpret</td> <td>identify</td> </tr> <tr> <td>trace</td> <td></td> <td></td> </tr> </table>	figurative language	connotation	technical meaning	analyze	interpret	identify	trace		
figurative language	connotation	technical meaning							
analyze	interpret	identify							
trace									
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"?									
Throughout life, students will read a variety of online and printed texts including newspapers, magazines, documents/ manuals, creative literary pieces, and textbooks. Understanding an author's language will allow students to recognize underlying intentions or biases of a writer in printed text as well as social media									

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

Student Friendly Language:

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

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

Key Vocabulary:

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

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

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

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

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

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

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

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

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

Student Friendly Language:

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

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

Key Vocabulary:

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

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

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

SD Common Core State Standards Disaggregated English Language Arts Template

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

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

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

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

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

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

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

Key Vocabulary:

premise
seminal documents
fallacious
delineate
dissect

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

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

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

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

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

Key Vocabulary/Concepts: “Things the teacher should know”			
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;">17th, 18th, and 19th century literary pieces</td> <td style="width: 33%; border: none; text-align: center;">author’s purpose</td> <td style="width: 34%; border: none; text-align: right;">rhetorical devices</td> </tr> </table>	17th, 18th, and 19th century literary pieces	author’s purpose	rhetorical devices
17th, 18th, and 19th century literary pieces	author’s purpose	rhetorical devices	
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>Historical documents and literature influence the social structure of the people and the ever-changing impact of politics in our city, state, country, and global communities, which are becoming more and more interconnected as technology evolves. It is important as people look to documents such as the Bill of Rights and how that affects their inalienable rights.</p>			