

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Informational text	Anchor Standard:	Key Ideas and Details	Grade level:	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"> Process of analyzing text for evidence How to cite appropriate information from the text 	<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: 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>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:
<p>I can figure out and express the main idea of the text.</p> <p>I can identify how the text is developed.</p> <p>I can summarize the text without giving my own opinion.</p>

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

Key Vocabulary:
<div style="display: flex; justify-content: space-between; padding: 5px;"> objective determine central idea summarize </div> <div style="display: flex; justify-content: space-between; padding: 5px;"> analyze refine evidence </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>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.</p> <p>This type of reading contributes to the process of becoming a life-long learner.</p>

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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"> Methods of framing a text Methods of organization of a text 	<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>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>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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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>

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Diction and tone vary as texts are used in different situations. ● It is important to recognize the difference between figurative and literal language in texts. ● Connotative meanings of words can influence texts. ● Technical meanings of words can influence texts. 	<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"> ● Supporting evidence used in a text proves the thesis or hypothesis of the text. ● Paragraph construction is based upon the organization of the evidence in a text. 	<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.	
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<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>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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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"> ● point of view ● purpose ● rhetoric ● analysis ● persuasive appeals ● audience ● style ● context ● annotate ● close reading 	<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:																														
<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">ethos</td> <td style="width: 20%;">pathos</td> <td style="width: 20%;">logos</td> <td style="width: 20%;">persuasiveness</td> <td style="width: 20%;">argumentation</td> </tr> <tr> <td>contradiction</td> <td>counterargument</td> <td>concession</td> <td>refutation</td> <td>controversial</td> </tr> <tr> <td>subjective</td> <td>objective</td> <td>fallacies</td> <td>provocative</td> <td>claim and premise</td> </tr> <tr> <td>bias</td> <td>credibility</td> <td>evidence</td> <td>organizational structure</td> <td>annotation (close reading)</td> </tr> <tr> <td>semantics</td> <td>critique</td> <td>historical context</td> <td>perspective</td> <td>social norms</td> </tr> <tr> <td>propaganda</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	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				
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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”?																														
<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>																														

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Strand:	Reading for Informational text	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	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"> ● compare and contrast various accounts of a subject. ● primary source ● secondary source ● point of view from various mediums ● different genres provide unique accounts 	<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>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>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"> logical fallacies structure of an argument source evaluation (e.g. web evaluation) primary and secondary sources delineate 	<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>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>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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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.

Student Friendly Language:
<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>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Historical events within the particular document Theme as a central idea of a work Time-relevant verbiage and vocabulary such as “fourscore and seven...” Purpose of the document at the time of its composition Significance of a document Theme, tone, mood, point of view, purpose of a specific US document 	<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>

Key Vocabulary:			
<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	
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>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>			