

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	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
9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	

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

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● reliable evidence ● complex analysis ● inferences based on textual evidence 	<p>Thorough analysis of literature involves citing evidence from the text.</p> <p>The author might not explicitly state all that he/she wants readers to understand.</p> <p>Different interpretations may be supported by the same evidence.</p> <p>Some of an author’s message comes from inferences beyond the printed text.</p>	<p>Produce evidence to support one’s interpretation of a text.</p> <p>Compare and contrast evidence found within the text.</p> <p>Determine what is left for the reader to decide.</p>

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

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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.	

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

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

Key Vocabulary:
<p>analyze</p> <p>theme/central idea</p> <p>objective</p> <p>subjective</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>Theme recognition and integration is extended beyond literature. For example, on the job an individual may need to decipher patterns and trends. Citizens may need to identify themes within political speeches and understand how those themes are supposed to influence us personally. In daily conversations and debates, students need to understand that others won't always agree. Students need to respect that ideas may differ from their own.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.RL.3 Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	

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

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

Key Vocabulary:																
<table style="width: 100%; border: none;"> <tr> <td>Analyze</td> <td>Genre</td> <td>Evaluate</td> <td>Impact</td> </tr> <tr> <td>Develop</td> <td>Elements</td> <td>Author's choice(s)</td> <td>Style</td> </tr> <tr> <td>Voice</td> <td>Setting</td> <td>Characterization</td> <td>Theme or Motif</td> </tr> <tr> <td>Imagery</td> <td>Figurative Language</td> <td>Repetition and pattern in plot structure</td> <td></td> </tr> </table>	Analyze	Genre	Evaluate	Impact	Develop	Elements	Author's choice(s)	Style	Voice	Setting	Characterization	Theme or Motif	Imagery	Figurative Language	Repetition and pattern in plot structure	
Analyze	Genre	Evaluate	Impact													
Develop	Elements	Author's choice(s)	Style													
Voice	Setting	Characterization	Theme or Motif													
Imagery	Figurative Language	Repetition and pattern in plot structure														
<p>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>We cannot always know the consequences of our action nor can we always fairly evaluate the character of another person. Literature offers insight to social issues and to the human condition. For example, in a job situation, we may field complaints from a customer and must refrain from personal judgment in order to facilitate his/her needs. In college, we may need to use critical thinking skills in planning discussions and written work.</p>																

SD Common Core State Standards Disaggregated English Language Arts Template

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

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

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

Key Vocabulary:
context clues figurative connotation engaging nuance
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"?
Voters must be able to recognize the use of connotative language and tone used in issues presented on the ballot and in campaigns. Tone is important in dealing with day-to-day interaction with others in conversation or writing. For example, students will recognize underlying intentions or biases of a writer in social media .

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

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

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

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

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

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

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

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

Key Vocabulary/Concepts: <i>Teacher should be aware of...</i>
<p>textual evidence case implied meaning point-of-view</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>Throughout history, in addition to providing entertainment, literature has been written in order to make a point. Those points are not usually directly stated; rather, inferences are made. (e.g., advertising, political propaganda, music, video games, political cartoons, speeches, media, movies, etc.)</p> <ul style="list-style-type: none"> ● For example, within advertisements lies the message individuals can become something or someone beyond their present selves through the use of the product(s).

SD Common Core State Standards Disaggregated English Language Arts Template

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

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

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

Key Vocabulary:
<p>interpretation analyze source text adaptation genre</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>In an employment situation or college setting, students will be able to express and support detailed opinions with an understanding of multiple perspectives such as choosing among employment opportunities, media options, and colleges. I have to learn this to see how people may interpret events and situations in different ways, yet each perspective is no more "correct" than another.</p>

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

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

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

Key Vocabulary:
Foundational works Themes Genres Literary period
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>Like these authors, students may choose to write for different purposes.</p> <p>Being able to compare and contrast will help students develop effective decision-making skills.</p> <p>When students are looking at past occurrences in history, they can apply the generalizations to a current issue.</p> <p>I have to learn this to understand a variety of human experiences.</p>