

SD Common Core State Standards Disaggregated English Language Arts Template

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

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

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> How to cite appropriate information from the text (close reading and annotation) Process of analyzing text for audience (close reading and annotation) 	<p>The author supports his/her ideas with evidence.</p> <p>Sometimes what the author means is not directly stated in the text.</p>	<p>Analyze the meaning of the text.</p> <p>Explain how evidence supports ideas.</p> <p>Support ideas using evidence from the text.</p> <p>Discuss and use inference to discover deeper meanings in the text.</p>

Key Vocabulary:
Evidence Inference Stylistic analysis Argument
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 anIn social and workplace situations, when defending a position or structuring an argument, you need to use the most reliable evidence at hand.
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Student Friendly Language:
<p>I can identify a theme or message in the story.</p> <p>I can cite evidence from the story to show how the author developed the theme.</p> <p>I can explain how the author intentionally shaped specific details to reveal the theme.</p> <p>I can summarize the story without including personal opinions.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● theme/central idea ● objective summary 	<p>The reader demonstrates comprehension through summarization of details.</p> <p>The author intentionally uses story elements and specific detail to develop and reveal the theme as it develops throughout the text.</p>	<p>Write an objective summary of a text.</p> <p>Identify and then analyze the theme of a text.</p> <p>Explain how the author uses the story elements and specific details to develop theme.</p> <p>Evaluate how the theme relates to real life experiences.</p>

Key Vocabulary:
<p>theme objective summary</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>Students need to read for the deeper meaning of a text to reach an understanding of the common experiences people have across time, culture, language, and socioeconomic differences. When they understand the way writers use tools to share their experiences, students will then be able to connect and share their own experiences with the world.</p> <p>Understanding themes helps us to recognize that all humans share common experiences.</p>

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8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Student Friendly Language:
<p>I can identify complex characters in a story.</p> <p>I can find examples of how characters change.</p> <p>I can explain how a character's interaction with another affects his or her development.</p> <p>I can chart a character's growth over the course of a story.</p> <p>I can explain how a character's choices affect the plot.</p> <p>I can express how a character's choices develop a theme.</p>

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

Key Vocabulary:
<p style="display: flex; justify-content: space-between;"> motivation characterization </p> <p style="display: flex; justify-content: space-between;"> plot elements theme </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>The characters encountered in fiction are models of the people and relationships people have in real life.</p> <p>Knowing how a character's traits and actions affect change in a story leads to a broader understanding of the universality of a story's themes.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

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

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

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

Key Vocabulary:
<p>analyze denotation connotation cumulative impact</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>Students need to be able to interpret word choice in a variety of media in order to limit misunderstandings and fully comprehend what is being communicated to them by their peers, parents, and employers. For example, the formal or informal tone used by a boss in an e-mail may affect the meaning of that message.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	9
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.RL.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	11-12 RL.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g. The choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Student Friendly Language:
<p>I can explain the author's use of structure in a text, given the mood the author is trying to achieve.</p> <p>I can explain why the author used specific details and sequencing within the text.</p> <p>I can explain how the use of time and order can create mystery, tension or surprise within text.</p> <p>I can discuss the word choice the author used to create the tone within the text.</p> <p>I can distinguish between flashback and present.</p> <p>I can identify the purpose of a flashback in a given text.</p> <p>I can identify where the author ended the story and what effects this has on the story's resolution and the impact on the reader.</p> <p>I can distinguish between two or more story lines or time settings.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> The mood of a text is created by decisions made by the author. Sequential vocabulary such as then, later, finally, before is used to structure a text. The author makes many choices during plot construction. 	<p>An author's choice of tone, sequence and transitions within text creates mystery, tension or surprise.</p> <p>The author may use a flashback to explain how a character is affected by past experiences.</p> <p>Multiple story lines can occur at the same time to create effect in a piece of literature.</p> <p>An author has the power to affect the mood of the story by manipulating timing in the plot.</p>	<p>Discuss how the purpose of the overall understanding is impacted by the author's choice of words.</p> <p>Compare and contrast the mood of the text.</p> <p>Change the purpose of an author's writing by changing the tone, sequence and transition of a short writing.</p> <p>Analyze a short writing which demonstrates the use of tone, sequence and transitions to create mystery, tension, or surprise</p> <p>Identify the techniques the author used to determine the mood and sequence of the story.</p> <p>Describe and analyze the relationships between the parallel plots.</p> <p>Explain how the author's organization affects the outcome of the story.</p>

Key Vocabulary:

analyze
structure
parallel plot
order
manipulate
sequence
transition
text structure
flashbacks

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

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

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

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

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8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	9-10.RL.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	11-12.R.L.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Cultural experiences impact creation of texts. • Cultural analysis helps readers gain meaning from world literature. 	<p>Works from other countries reflect the cultural influences of that country.</p> <p>Literature can help the reader see things from a different cultural point of view.</p> <p>Literature can help the student understand or appreciate the differences and similarities between cultures.</p>	<p>Analyze a number of world literature readings for point of view.</p> <p>Make connections between the cultural experiences reflected in a number of world literature readings.</p>

Key Vocabulary:
analyze reflection point of view global
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>Students are living in a multicultural/global world. It is necessary to function and communicate in a society where cultural influences impact ways of thinking.</p> <p>Students may someday be working with someone from a different country and will need to collaborate with a peer whose cultural experiences cause him/her to have a different approach to a given task.</p> <p>Students may engage in international transactions such as purchasing and selling in a foreign market.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

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

Student Friendly Language:
I can study two artists’ responses toward a common subject or key scene.
I can recognize and explain what the artists highlight and what might be missing.

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

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

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

Student Friendly Language:
<p>I can identify information an author pulls from source material (i.e. older (classic) works, historical documentation) to develop his/her own work.</p> <p>I can recognize how an author develops a theme or topic based on source material.</p> <p>I can explain how the author changed the original material to develop his/her own purpose.</p>

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

Key Vocabulary:									
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">author intent</td> <td style="width: 33%;">author purpose</td> <td style="width: 33%;">point of view</td> </tr> <tr> <td>universal themes</td> <td>allusion</td> <td>classic literature</td> </tr> <tr> <td>transforms</td> <td></td> <td></td> </tr> </table>	author intent	author purpose	point of view	universal themes	allusion	classic literature	transforms		
author intent	author purpose	point of view							
universal themes	allusion	classic literature							
transforms									
<p>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>The media which surrounds our students is embedded with allusions to historical and classical literature. The ability to analyze these allusions and understand for what purpose the author has used them will help students to be more literate consumers of the texts with which they interact daily.</p> <p>The universal themes expressed in <i>Romeo and Juliet</i> should be recognized in the many forms of contemporary media.</p> <p>Material can be traced from the <i>Odyssey</i> to modern media. I have to learn this to recognize commonalities among different forms of genre, for example, repeated themes. Another example would be the sirens seen in <i>The Little Mermaid</i>, <i>Pirates of the Caribbean</i>, and <i>O Brother, Where Art Thou</i>.</p>									