

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Text types and purposes	Grade level:	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>9-10.W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>11-12.W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	

Student Friendly Language:
<p>I can defend a claim.</p> <p>I can search for useful research that supports the pros and cons of my topic.</p> <p>I can create my argument by using sufficient evidence.</p> <p>I can write a formal, objective paper using standard conventions appropriate to the writing assignment given.</p> <p>I can maintain a tone in my writing appropriate to the assignment given.</p> <p>I can formulate a conclusion that supports my research evidence.</p>

Know (Factual)	Understand (Conceptual) The students understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Writing process ● Research process ● Formal style ● Objective tone ● Logical conclusions ● Transitions ● Cohesion ● Argument ● Claims and counterclaims ● Appearance of bias ● Analysis of topic ● Substantive text ● Valid reasoning ● Relevant evidence ● Syntax ● Appropriate conventions 	<p>Good supportive evidence is relevant.</p> <p>It is important to recognize the importance of addressing valid opposing arguments with counter arguments.</p> <p>The reading audience has its own prior knowledge, concerns, values, and biases.</p> <p>Formal writing style requires attention to diction, syntax, conventions, organization, and objective tone.</p>	<p>Introduce precise, knowledgeable claim(s),</p> <p>Establish the significance of the claim(s),</p> <p>Distinguish the claim(s) from alternate or opposing claims</p> <p>Create organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly and thoroughly,</p> <ul style="list-style-type: none"> ● supply the most relevant evidence claim for each type of claim ● point out the strengths and limitations of both types of claim ● Complete all in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. <p>Use formal writing style with words, phrases, clauses, and varied syntax</p> <p>Link the major sections of the text.</p> <p>Create cohesion, and clarify the relationships between claim(s) and reasons, evidence, and claims and counterclaims.</p> <p>Establish and maintain a formal style and objective tone.</p> <p>Attend to the norms and conventions of the specific writing discipline.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>

Key Vocabulary:		
Syntax Conventions Thesis statement	Relevant evidence Bias Concluding statement	Argument Tone Claims and counterclaims
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”?		
Any time you have to present a grievance or explain yourself in formal setting these writing skills will be useful. For example, explaining why you deserve a raise, or writing a letter to the editor would require this type of reasoning.		

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<p>9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	

Student Friendly Language:
<p>I can clearly and accurately write to inform and explain complex ideas.</p> <p>I can organize content effectively.</p> <p>I can identify relevant content that has significance to the topic.</p> <p>I can use effective and relevant support in writing.</p> <p>I can use transitions to create greater cohesion and fluency.</p> <p>I can choose and maintain a tone that conveys my intended message.</p> <p>I can use appropriate figurative language to convey complex ideas.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Effective introduction, body, conclusion ● Concrete ideas including significant and relevant facts ● Syntax ● Literary devices ● Transitions ● Cohesion ● Domain specific vocabulary ● Formatting styles ● Objective tone ● Formal style ● Norms and conventions of the discipline ● Audience 	<p>Organization creates clarity and a unified whole.</p> <p>Significant and relevant facts are effective to the development of a piece.</p> <p>Good writers use precise language.</p> <p>Making comparisons enhances depth and clarity.</p> <p>Word choice and sentence structure varies depending on audience and purpose.</p>	<p>Write informative and explanatory compositions.</p> <p>Examine and convey complex ideas.</p> <p>Introduce a topic.</p> <p>Organize complex ideas.</p> <p>Use formatting, graphics, and multimedia to aid comprehension.</p> <p>Build on ideas to create a complex whole.</p> <p>Incorporate significant and relevant facts to develop the topic.</p> <p>Use transitions and syntax to create a cohesive whole.</p> <p>Use precise language, domain-specific vocabulary, and comparative techniques.</p> <p>Establish and maintain formal style and objective tone appropriate to the specific discipline.</p> <p>Establish and maintain norms and conventions appropriate to the specific discipline.</p> <p>Provide an effective conclusion.</p>

Key Vocabulary:

Thesis statement	Transitions	Syntax
Topic Sentence	Informative and/or explanatory text	Literary devices: metaphor, simile, and analogy
Domain- specific vocabulary	Conventions	Cohesion
Multimedia	Graphics	Formatting

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”?

Writing effectively is important for both personal and professional communication. Whether it is promoting oneself in a college essay or scholarship application, writing a sales report or bidding a job, effective writing skills can influence career advancement and opportunity.

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<p>11-12.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<p>11-12.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	

Student Friendly Language:
<p>I can write a story or create a description to develop real or imagined experiences or events.</p> <p>I can grab the attention of and involve the reader.</p> <p>I can use story-telling techniques, such as conversation, flow or timing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>I can use a variety of techniques or methods to order events and build toward a particular author's attitude and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>I can use clear words and phrases, telling details, and sensory language (describing what a person can taste, touch, feel, see, and hear) to convey a detailed picture of experiences, events, setting, and/or characters.</p> <p>I can provide an ending that completes the story.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Development of a narrative ● Plot development ● Narrative Techniques ● Sensory language (what a person can see, touch, taste, hear, and/or feel) ● Tone (author's attitude toward a subject or character) ● Conclusion 	<p>Narratives can be fiction, non-fiction, or a blend of the two.</p> <p>How to involve the audience</p> <p>Narrative events can unfold in various ways.</p> <p>Transitions move a piece of writing along smoothly.</p> <p>Conflict is an essential part of a narrative.</p> <p>Narratives can be written from a variety of viewpoints.</p> <p>Point-of-view impacts the tone and outcome of the story</p> <p>How to develop a smooth-flowing product with sequence</p> <p>How details help to tell the story.</p>	<p>Create an attention-grabber and involve the reader by setting out a problem, an example, or something witnessed and its importance, using one or multiple point(s) of view (1st person, 3rd person), and introducing a narrator and/or characters; create a smooth movement and development within the experiences or events.</p> <p>Develop storytelling techniques such as conversation, flow or timing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use a variety of techniques to order events, so they build on one another to create a coherent whole and build toward a particular author's attitude and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>Select clear words and phrases, telling details, and sensory language (describes what a person can touch, taste, feel, see, and hear) to convey a detailed picture of the experiences, events, setting, and/or characters.</p> <p>Provide an ending that follows from and reflects on what is experienced, observed, or solved over the course of the story or description.</p>

Key Vocabulary/Concepts: *The teacher should know*

Narrative	Writing process
Fiction and nonfiction	Plot structure
Sensory language	Conflict
Point of View	Transitions
Diction	Theme
Flashback	Irony
Characterization	

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"?

There exists a need to describe how complex plots can aid the student in developing the ability to provide descriptions in complex problem-solving situations. For example, providing point-by-point detailed information within a business situation (such as an auto mechanic) helps illuminate a situation and/or outcome.

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Strand:	Writing	Anchor Standard:	Production and Distribution of Writing	Grade level:	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	

Student Friendly Language:
<p>I can create an outline to organize drafts and final works.</p> <p>I can write a clear argument and defend it with specific and appropriate details.</p> <p>I can write an informative paper.</p> <p>I can write a narrative essay.</p> <p>I can write an appropriate thesis statement for the purpose of my paper.</p> <p>I can clearly organize my ideas in a logical format.</p> <p>I can write a variety of effective introductions.</p> <p>I can write a variety of effective conclusions.</p> <p>I can gear my writing to a specific audience.</p> <p>I can use appropriate voice for my audience.</p> <p>I can use proper syntax, specific vocabulary, and literary techniques in my writing.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Development ● Organization ● Style ● Task ● Purpose (to persuade, to inform, to entertain, to tell a story) ● Audience ● Thesis statement ● Conclusion ● Voice ● Syntax ● Figurative language 	<p>Writing must be geared to a specific audience.</p> <p>Organized writing is necessary to be effective.</p> <p>the author determines the purpose before completing the writing task.</p> <p>The task of the writing should match the purpose.</p> <p>Coherence is essential to the impact of the final product.</p>	<p>Determine the purpose of a writing task.</p> <p>Apply the steps of the writing process.</p> <p>Analyze the strengths and weaknesses in a written text.</p> <p>Revise for clarity and coherence.</p> <p>Produce writing for audiences beyond the classroom.</p>

Key Vocabulary:

Thesis Statement
Conclusion
Voice
Relevance
Figurative Language

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”?

Writing is thinking. Clear thinking and clear writing go hand-in-hand.

People must be able to produce clear and concise writing for a variety of situations and audiences in their lives (e-mails, memos, business letters, bids, letters to the editor, scholarship applications, college application, etc.).

In any post-secondary education, students must do academic writing specific to a task and audience (applications, letters, research papers, literary essays, etc.).

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Strand:	Writing	Anchor Standard:	Production and Distribution of Writing	Grade level:	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54.)	11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on page 54.)	

Student Friendly Language:
<p>I can use prewriting strategies appropriate to my purpose and audience.</p> <p>I can revise for ideas/content and organization using different approaches in my writing.</p> <p>I can proofread and edit my writing for grammar and syntax.</p> <p>I can identify a specific purpose and specific audience in my writing.</p> <p>I can write multiple drafts of a single piece of work to produce a “published” (final) draft.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Writing Process ● Prewriting Strategies ● Drafting ● Revising ● Editing ● Proofreading ● Purpose ● Audience ● Conventional Grammar ● Conventional Mechanics ● Organizational Strategies 	<p>Purpose and audience are driving factors in the writing process.</p> <p>Writing is a unique individual process with multiple steps.</p>	<p>Apply a variety of brainstorming activities.</p> <p>Identify audience and purpose.</p> <p>Compose multiple drafts.</p> <p>Revise for content.</p> <p>Proofread and edit for conventions.</p> <p>Create and submit a polished “published” (final) product.</p> <p>Analyze the choices the writer has made</p>

Key Vocabulary:
Brainstorming
<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>People write for a variety of purposes and audiences in school, work, job/school applications, and personal communication. Using the writing process improves the communication of ideas in education, in the workplace, and in the community.</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.W.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	11-12.W.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	

Student Friendly Language:
<p>I can use a variety of technology to create and to revise my writing (e.g. Microsoft Word, Google Docs, blogs, Wiki Spaces, etc.).</p> <p>I can revise, expand, or clarify the ideas in my writing based on feedback from my peers and/or teacher and based on new information about the topic.</p> <p>I can create writing on my own and as a member of a group.</p> <p>I can understand that writing is a process.</p> <p>I can participate appropriately in an evolving conversation using technology.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Use of available software ● Use of available technology ● Collaboration ● Revision ● Ongoing feedback 	<p>Giving, receiving, and using feedback is vital to the writing process.</p> <p>There are advantages and disadvantages to all of the different print and online options for publishing their ideas.</p> <p>Shared writing tasks require participants to be effective collaborators.</p> <p>When an author publishes, he/she takes part in a constantly evolving conversation.</p>	<p>Use available software and technology to produce, publish, and update individual writing.</p> <p>Collaborate to produce, publish, and update shared writing.</p> <p>Give and receive effective feedback.</p> <p>Evaluate feedback to make decisions about how to revise the writing.</p> <p>Respond critically and professionally to another's work.</p>

Key Vocabulary:
Critical analysis Flexibility Collaboration
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 learn how to:</p> <ul style="list-style-type: none"> ● be collaborative in order to interact productively with others in the classroom, workplace, or other settings. ● use feedback to evaluate the quality of their work in academic, career, or personal situations. ● make use of available technology to communicate for personal, professional, or academic purposes. <p>In the working world, individuals work collaboratively in-house or globally using a variety of technological tools. Individuals need to be aware of ongoing conversations: how to take part in them and how to use information gained by them to evaluate and/or modify their own ideas.</p>

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Strand:	Writing	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	11-12
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	

Student Friendly Language:
<p>I can develop a research project to answer a question or solve a problem. I can narrow or broaden my information for my research project. I can compile, evaluate, and combine the researched information from multiple sources into a final form.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Research project to answer a question or solve a problem Developing self-generated questions Synthesis of multiple sources 	<p>Research includes the process of gathering, broadening or narrowing, and synthesizing information from multiple sources to answer a question or solve a problem.</p>	<p>Generate solutions to an inquiry based on research</p> <p>Synthesize multiple sources to solve the inquiry</p> <p>Demonstrate mastery of the topic</p> <p>Prove solution answers the question or solves the problem</p>

Key Vocabulary:		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> sustained research project inquiry investigation </td> <td style="width: 50%; vertical-align: top;"> self-generated question synthesis compile </td> </tr> </table>	sustained research project inquiry investigation	self-generated question synthesis compile
sustained research project inquiry investigation	self-generated question synthesis compile	
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 will conduct the process of research to find answers and solve problems in everyday life regarding career and educational choices such as business presentations, postsecondary research papers, or personal health concerns. Mastering the standards will prepare students, whether in the workplace or college setting, to complete projects which require multiple steps over a sustained period of time. An architect will research and design a project from start to finish.</p>		

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9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.	

Student Friendly Language:
I can narrow a research topic. I can gather information from a variety of print and digital sources. I can evaluate information for credibility and relevance. I can weave my points with those of outside sources. I can summarize, paraphrase, and format citations correctly to avoid plagiarism.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● citation of sources ● plagiarism ● credible sources in multiple mediums ● relevance of information ● thesis ● MLA guidelines 	Evaluating sources for credibility and relevance is essential to the research process. Effective research incorporates personal perspective with information drawn from a number of sources to support the thesis. Correct use of summarizing, paraphrasing, and citing of sources is necessary to avoid plagiarism.	Analyze gathered sources for credibility and usefulness. Use formal standard English and an accepted formatting style. Cite correctly the source in a standard format. Demonstrate ability to support ideas with source material. Avoid plagiarism. Prove your understanding of the steps required to gather, assess, and integrate relevant information.

Key Vocabulary:
evaluate citation thesis plagiarism task purpose audience relevance authoritative integrate summarize paraphrase advanced searches (databases, Boolean search)
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 attending post-secondary education will be required to produce evidence of authentic research of varying lengths. As citizens and members of the work force, we must justify our position and provide support (i.e., Why do we need to add a position to our company? Why do you deserve a raise? Can we lower the deductible on our insurance?) Plagiarism is punishable by failure of class, expulsion from a university, lawsuits, and/or possible jail time.

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<p>9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “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]”).</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “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”).</p>	<p>11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “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”).</p> <p>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	

Student Friendly Language:
<p>I can read and comprehend literary and informational texts.</p> <p>I can analyze and reflect on literary and informational texts in written format.</p> <p>I can research important historical texts to support a thesis.</p> <p>I can write essays which use evidence from texts previously studied in class.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Literary texts ● Informational texts ● Historical texts ● Thesis ● Foundational works ● Delineate ● Seminal ● Constitutional principles ● Legal reasoning ● Majority opinions ● Dissents ● Public advocacy ● Premises 	<p>Evaluating literary and informational texts in written form will help individuals better understand the themes and topics that are prevalent throughout American history.</p>	<p>Support analysis, reflection, and research.</p> <p>Analyze specific claims that support the author's point-of-view.</p> <p>Synthesize evidence from multiple sources.</p> <p>Generate sources from both literary and informational texts to find useful evidence.</p> <p>Write analysis, reflection and research documents utilizing previously studied literary and informational texts.</p>

Key Vocabulary:

Literary texts
Informational texts
Historical texts
Thesis
Foundational works
Delineate
Seminal
Constitutional principles
Legal reasoning
Majority opinions
Dissents
Public advocacy
Premises

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”?

Analyzing informational documents will help individuals build skills that will aid them in understanding current legal matters.

Practicing the evaluation and analysis of informational texts will help individuals decipher or describe facts and events precisely.