

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Text Types and Purposes	Grade level:	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>8.W.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows</p>	<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>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses 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>	<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</p>

Student Friendly Language:

- I can write to support my position with facts and examples in a piece of writing.
- I can organize the evidence, reasons, and claims to establish a clear relationship among them.
- I can consider the audience's concerns while developing claims and counterclaims.
- I can use transitions to line up evidence and make reasons clear.
- I can use professional writing appropriate to an argument.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Argument ● Claim and counterclaim ● Substantive topics ● Valid reasoning ● Know how to locate and evaluate appropriate sources/materials required by persuasive writing tasks and logical argumentation. ● Relevant and sufficient evidence ● Cohesion ● Concluding Statement ● Formal Style ● Objective Tone ● Target Audience 	<p>Arguing productively and factually requires supporting evidence and strength of claims and counterclaims.</p> <p>Structuring a claim and counterclaim need supporting evidence.</p> <p>Arguments need to be reasonable and relevant.</p> <p>The process of analysis is essential to an argument.</p> <p>Relevant and sufficient evidence is embedded in substantive topics.</p> <p>Arguments must be well thought-out, structured properly, well-supported by claims, and have consideration to the audience.</p>	<p>Write arguments to support claims in an analysis.</p> <p>Use valid reasoning to support claims and counterclaims.</p> <p>Choose relevant and sufficient evidence to support claims and counterclaims.</p> <p>Introduce claims and counterclaims.</p> <p>Create a thesis statement that clarifies your argument.</p> <p>Organize the essay to establish clear relationships.</p> <p>Develop claims and counter claims with evidence.</p> <p>Point out strengths and limitations of claims and counterclaims.</p> <p>Supply evidence while pointing out strengths and limitations.</p> <p>Anticipate audience's knowledge.</p> <p>Use words, phrases and clauses as transitions to link major sections.</p> <p>Clarify the relationships between claims and counterclaims.</p> <p>Establish and maintain a formal style.</p> <p>Establish and maintain an objective tone.</p> <p>Use norms and conventions appropriate to the writing arguments.</p> <p>Provide a concluding statement (section) supporting the argument.</p>

Key Vocabulary:

Thesis Statement Conclusion Claims and Counter Claims	Introduction Argument Logical Fallacies	Body Evidence
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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”?

Students use arguments to try to get what they want; therefore, learning to argue effectively may help them to achieve personal goals.

Students need to utilize arguments, evidence and facts, while marketing their business.

Students need to analyze problems and determine solutions each day of their lives.

Students needs to substantiate claims for belonging and promotion in the workplace.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>8.W.2. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<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 es or the significance of the topic)explanation presented (e.g., articulating implication</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:

- I can write an informative essay that is clear and accurate.
- I can choose and narrow the topic.
- I can organize the ideas in my essay.
- I can analyze ideas through my writing.
- I can use transitions that connect ideas and paragraphs to unify and clarify the information.
- I can use precise language and content-specific vocabulary to communicate the complexity of a topic.
- I can maintain a formal writing style and objective tone appropriate to the purpose.
- I can craft an effective concluding statement or paragraph that illustrates the importance of the topic.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Organization: <ul style="list-style-type: none"> ● Outline ● Introduction (thesis statement) ● Body Paragraphs ● Conclusion ● Narrowing a topic ● Relevant facts and details ● Target Audience ● Transitions ● Formatting styles ● Use of quotations ● Facts: relevant and precise ● Precise language ● Content-specific vocabulary 	<p>An introduction organizes complex concepts and provides a framework for developing those concepts.</p> <p>Expository writing needs to follow proper formatting style guidelines.</p> <p>Well-chosen specific details, facts and examples help develop complex ideas.</p> <p>Transitions unify ideas and paragraphs.</p> <p>Transitions clarify relationships between ideas.</p> <p>Word choice and content-specific vocabulary aid in clearly communicating complex concepts.</p> <p>The audience impacts the writer's purpose.</p> <p>A conclusion presents a summation of the most significant ideas in relation to the topic, and identifies the implications of those ideas for the audience.</p>	<p>Write an effective introduction.</p> <p>Organize and connect complex ideas and concepts through the use of formatting, graphics, and multimedia.</p> <p>Incorporate facts, vocabulary, specific details and quotations relevant to convey understanding.</p> <p>Use transitions in writing to link, unify, and clarify ideas and concepts.</p> <p>Communicate ideas by choosing content specific language and vocabulary.</p> <p>Demonstrate consistency in style and tone that is appropriate to a particular audience.</p> <p>Write a conclusion to reaffirm the material presented.</p>

Key Vocabulary:
Informative and explanatory texts Transitional devices Domain specific vocabulary Thesis statement Concluding Statement Tone
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 the real world in any job: police officers, caseworkers, teachers, managers, etc. write incident reports, evaluations, and reviews.</p> <p>Students write applications for employment, scholarships, grants; people write letters to friends, family, governmental agencies, businesses -- essentially any line of work may require some form of writing.</p> <p>Students may eventually write for fun to share their personal knowledge and experiences.</p>

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Strand:	Writing	Anchor Standard:	Text Types & Purposes	Grade level:	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>8.W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>9-10.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<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> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>

Student Friendly Language:
<p>I can write a story that captures and holds my reader's attention.</p> <p>I can establish conflict and determine the most effective point of view for my story.</p> <p>I can organize my story and incorporate transitions throughout.</p> <p>I can use storytelling techniques including dialogue, pacing, and multiple plot lines.</p> <p>I can develop both flat and round characters.</p> <p>I can develop a plot structure.</p> <p>I can create vivid pictures with my word choices.</p> <p>I can provide closure for my reader.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Narrative writing process ● The steps of the writing process: prewriting, drafting, revising/ editing, publishing ● Fiction vs. nonfiction ● Various plot structures ● Types of conflict ● Various points of view (1st person, 3rd person limited, and omniscient) ● Formatting and punctuating dialogue ● Controlling the tempo of a narrative ● Sensory language ● Effective closure ● Characterization ● Elements of short stories ● Literary devices ● Development of theme ● Appropriate Diction 	<p>Writing a narrative is a multi-step process.</p> <p>Narratives can be fiction, non-fiction, or a blend of the two (historical fiction).</p> <p>Narrative events can unfold in various ways.</p> <p>Transitions help a reader progress through a narrative.</p> <p>Conflict is an essential part of a narrative.</p> <p>Narratives can be written through a variety of viewpoints.</p> <p>Dialogue brings a narrative to life.</p> <p>Varying tempos can assist in sustaining a reader’s interest.</p> <p>Vivid diction builds an image and allows the reader to create pictures in his/her mind.</p> <p>Closure can come in many different forms.</p> <p>Elements enhance the effectiveness of the story.</p>	<p>Utilize the elements of a short story to create an original, engaging narrative.</p> <p>Participate in the four phases of the writing process.</p> <p>Choose an appropriate genre for a given narrative.</p> <p>Develop an appropriate plot structure for a given narrative.</p> <p>Incorporate transitions effectively into a given narrative.</p> <p>Establish a conflict that engages the reader as a foundation for a given narrative.</p> <p>Choose the most effective point of view for a given narrative.</p> <p>Utilize dialogue to add depth to a given narrative.</p> <p>Determine appropriate tempo for various parts of a narrative and implement them.</p> <p>Describe character, setting, plot, etc. by using precise and/or sensory language.</p> <p>Compose an appropriate conclusion that establishes meaning for a given narrative.</p> <p>Present narrator and/or characters.</p>

Key Vocabulary:		
Narrative	Writing process	Fiction & nonfiction
Plot structure	Sensory language	Conflict
Point of view (first person, third person limited, omniscient)		
Transitions	Dialogue	Diction
Sequence	Closure	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”?		
<p>Students will need to write narratives for many jobs, such as police reports, paramedic reports, and other medical reports.</p> <p>This knowledge will assist when retelling life-events or writing narratives for scholarships or job applications</p>		

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Production and Distribution	Grade level:	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.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.)	9-10.W.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	11-12.W.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Student Friendly Language:
I can write for a specific audience, task, and purpose.
I can adequately organize a paper to suit its purpose.
I can use evidence to support an informed opinion.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Audience ● Task ● Purpose ● Writing process ● Style ● Coherency ● Development ● Modes of discourse ● Credibility 	<p>Determining an audience is important when beginning the writing process.</p> <p>Different kinds of writing require specific organizational patterns.</p> <p>Personality within the context of one’s writing develops individual, formal style.</p>	<p>Produce a clear and coherent document using the writing process.</p> <p>Demonstrate the ability to develop a variety of writing styles.</p> <p>Demonstrate the ability to cite sources when appropriate to the writing process.</p>

Key Vocabulary:
Audience, Purpose, Task, Informal/Casual, Formal, Credibility
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”?
People produce a variety of writing in everyday life: holiday correspondence, emails, letters of recommendation, family histories, proposals (bids), job evaluations, self-expression, etc.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Production and Distribution of Writing	Grade level:	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52).	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 pre-writing and brainstorming strategies to plan a piece of writing.</p> <p>I can identify and apply the correct format, considering audience and purpose, for a specific piece of writing.</p> <p>I can use a variety of sentence structures to create a unique voice and style in my writing.</p> <p>I can clarify terms or jargon used in a piece of writing.</p> <p>I can use precise and appropriate language.</p> <p>I can use the appropriate format to cite evidence in the text (in-text citations).</p> <p>I can use appropriate proofreading strategies, like peer review, conferencing, self-evaluation, and proofreading programs, to improve my final draft.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Prewriting strategies ● Purpose ● Style guidelines (MLA, APA, etc.) ● Conventions ● Syntax ● Organization ● Audience ● Revision 	<p>There are steps in the writing process.</p> <p>The writing process is ongoing.</p> <p>There are appropriate ways to utilize and cite evidence and supporting statements.</p> <p>There are various strategies they can use to develop and strengthen writing.</p> <p>Knowing your audience will influence your approach to the writing.</p> <p>The purpose of the writing will shape how it is written.</p> <p>The effective use of language can appeal to audiences on multiple levels.</p> <p>Trying new approaches can enhance writing skills.</p>	<p>Plan a piece of writing using prewriting and brainstorming strategies.</p> <p>Revise and edit a piece of writing using various proofreading tools.</p> <p>Use precise language to add meaning to the work as a whole.</p> <p>Examine audience's relation to the purpose of the writing.</p> <p>Organize writing in a logical format.</p> <p>Apply new approaches and expand vocabulary to strengthen writing.</p> <p>Explain the choices the writer has made.</p>

Key Vocabulary:

Assignment Specific Vocabulary (such as for poetry: stanza and rhyme scheme; for research: concession and refutation; for business letter: technical writing and resume)

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 will need to write for a variety of purposes. For instance, in order to get a job, students will need to write a cover letter and resume.

Students will have to write for a variety of purposes in any secondary and post-secondary situation; examples can include AP/ACT testing, scholarship writing, standardized writing assessment, grant writing, essay writing, and business plans.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Production and Distribution of Writing	Grade level:	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
8.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting	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 the other information and to display information flexibly and dynamically.	11.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:
I can use technology to produce, publish, and update an individual or shared writing product. I can use technology to link, display, and present information to an individual or shared writing product in a variety of ways.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Technology use ● Individual and shared writing products ● Internet use ● Information display ● Publication 	Information, through the use of technology, can be shared in many forms.	Use technology to link information in a variety of ways. Generate dynamic products. Publish information in a variety of ways. Update information in a variety of ways. Share and display information.

Key Vocabulary:
Capacity Flexibility Technology
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"?
Information can be displayed using many different mediums. This is important because many situations in life or on the job require that presentations be generated, either individually or collaboratively, of information through a variety of ways (i.e. - presentation for a company, a church group, a family vacation).

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	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
CC.8.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.	CC.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.	CC.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 generate a research question.</p> <p>I can recognize the need to expand or limit my topic.</p> <p>I can find suitable and credible sources which address the research question.</p> <p>I can compile and synthesize information from several sources to demonstrate my understanding of the subject.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended)
<ul style="list-style-type: none"> ● research to answer a question ● suitable/credible sources for investigation ● primary/secondary sources for investigation ● synthesis of multiple sources 	<p>All writers research and compile a variety of suitable and credible information to answer an inquiry.</p> <p>Writers use appropriate methods for selective compilation of research materials.</p>	<p>Conduct an inquiry</p> <p>Find multiple sources to answer the inquiry</p> <p>Narrow or broaden the inquiry</p> <p>Analyze the suitability and credibility of source materials to solve the inquiry</p> <p>Synthesize compiled data</p>

Key Vocabulary:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">synthesize</td> <td style="width: 33%;">research project</td> <td style="width: 33%;">plagiarism</td> </tr> <tr> <td>credible source</td> <td>primary/secondary source</td> <td>narrow/broaden topic</td> </tr> </table>	synthesize	research project	plagiarism	credible source	primary/secondary source	narrow/broaden topic
synthesize	research project	plagiarism				
credible source	primary/secondary source	narrow/broaden topic				
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 life, one has to be able to pose an inquiry and find materials that will resolve a situation.</p> <p>Health problems affect everyone; research can improve not only understanding but also decisions made regarding physicians, treatments and other options.</p> <p>Before choosing a college/career, making major purchase, or voting for a candidate, a student should know how to compile a variety of research to make the best choice.</p>						

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Research to build and present knowledge	Grade level:	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>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.</p>	<p>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 citations.</p>

Student Friendly Language:
<p>I can distinguish between a quality source and a poor source, either printed or digital.</p> <p>I can find and use advanced search engines such as ProQuest and SIRS.</p> <p>I can sort and prioritize information based on usefulness and credibility.</p> <p>I can narrow my searches by using quotation marks or other narrowing techniques.</p> <p>I can use correct sentencing and paragraphing to maintain the flow of ideas.</p> <p>I can balance research and my words to convey the message.</p> <p>I can identify and avoid plagiarism.</p> <p>I can follow the rules of correct citation.</p> <p>I can paraphrase and use direct quotes when necessary.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● definition of <i>plagiarism</i> ● definition of authoritative source ● use of advanced search methods ● citation rules ● various citation formats exist, such as MLA and APA ● library skills and available resources ● website credibility ● paraphrasing ● research questions ● primary and secondary sources in digital media 	<p>The credibility of a source is influenced by sponsorship and security within the site.</p> <p>The concept of intellectual property (copyright laws) and the importance of working within the law are part of a code of ethics.</p> <p>Not all search engines are created equal in credibility and variety.</p> <p>Information must be sorted and prioritized to effectively support research questions.</p> <p>Citations of authoritative sources can strengthen the research question (thesis).</p> <p>The focus of the paper will affect the type of sources gathered.</p>	<p>Cite correctly the sources in a standard format.</p> <p>Operate search engines in an effective and efficient manner.</p> <p>Assess sources based on credibility and usefulness within the chosen topic.</p> <p>Integrate information to maintain the flow of ideas.</p> <p>Paraphrase properly to avoid plagiarism.</p> <p>Use library resources effectively.</p> <p>Sort and prioritize information based on usefulness and trustworthiness.</p> <p>Prove your understanding of the steps required to gather, assess, and integrate relevant information.</p>

Key Vocabulary:

relevant
authoritative
credible
integrate
plagiarism
citation
advanced search methods
assess
standard format
thesis
copyright
primary and secondary sources
integrity

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”?

Research is present in many careers, college, and life situations.

Determining the credibility of a source can help people become higher level thinkers while avoiding bias.

Understanding printed fact helps people sort out illegal and deceitful information. Administrators and managers will need to distinguish true information from deceitful information for the best interest of the company.

Acquiring knowledge helps people grow in the decision- making process.

Maintaining a code of ethics for “borrowing” word/s ideas is important for academic integrity of the work.

Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Research to build present knowledge	Grade level:	9-10
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., “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”).</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “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”).</p>	<p>9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards 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 grades 9–10 Reading standards 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 grades 11–12 Reading standards 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 grades 11–12 Reading standards 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., The Federalist, presidential addresses]”).</p>

Student Friendly Language:
<p>I can see how an author has used themes and topics from a previous author's work to shape their own.</p> <p>I can decide whether an argument or conclusion has been proven effectively.</p> <p>I can distinguish credible facts from false statements.</p> <p>I can allude to another source to enhance my writing.</p> <p>I can draw evidence from literary or informational text.</p> <p>I can support my writing through analysis, reflection, or research.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Alluded themes and ideas ● Biased information ● Credible information ● Informational/Literary texts ● Writing for reflective purposes 	<p>There is a difference between credible and biased information.</p> <p>To read for understanding means to question what is being read.</p> <p>Allusions are used to enhance an author's writing.</p>	<p>Students can allude to another source in their own writing.</p> <p>Collect evidence from literary or informational text.</p> <p>Support analysis, reflection, and research.</p> <p>Evaluate the argument in a text.</p> <p>Identify specific claims that support the author's point-of-view.</p> <p>Analyze fallacious reasoning.</p>

Key Vocabulary:

Theme
Credible
Relevant
Evidence
Fallacy
Biased
Allude
Analysis
Non-fiction
Literary
Informational texts
Reflection
Specific claims
Point-of-view

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”?

Drawing their own conclusions based on previous literature and text to support ideas will help students to enhance their own writing.

Make educated, informed decisions in real-life situations, such as voting.

Distinguish fact from fiction.

Be able to persuade in writing or verbal communication, using factual information to support your opinion, for example, trying to convince a supervisor that you deserve a raise.