

Core Content Connectors (CCCs)

**Alternate Academic Achievement Standards
linked to the 2025 SD State Standards for English Language Arts**

English Language Arts

Grades 9-12

Updated July 2025

BACKGROUND on Core Content Connectors (CCCs)

To create tests appropriate for students with significant cognitive disabilities that are also aligned to the State Content Standards, South Dakota collaborated with the Multi-State Alternate Assessment (MSAA) to create a “bridge” of derived standards called the Core Content Connectors (CCCs). The CCCs were developed in English Language Arts (ELA) and Mathematics to provide guidance for state alternate assessment test item development.

OVERVIEW of Core Content Connectors (CCCs)

CCCs are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the [South Dakota State Standards](#) and the Learning Progression Framework (LPF). CCCs illustrate the necessary knowledge and skills to reach the learning targets within the LPF and the South Dakota State Standards, focus on the core content, knowledge, and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction and alternate assessment of students with significant disabilities.

Core Content Connectors in English Language Arts address the following strands at each grade level:

- Habits and Dispositions
- Reading at Word Level
- Reading Informational Text
- Reading Literary Text
- Literary Writing
- Informational Writing
- Persuasive Writing
- Writing Across All Types

IMPLEMENTATION of Core Content Connectors (CCCs)

Teachers and Individual Education Program (IEP) teams are encouraged to use the CCCs to guide the development of appropriate academic goals and short-term objectives that allow students the maximum engagement with the general curriculum and non-disabled peers as possible, with appropriate adaptations, simplifications, and modifications to grade-level materials and content.

When an IEP team chooses alternate assessment for a student and utilizes CCCs when developing IEP goals and short-term objectives, the IEP team should be aware of the following:

- Participation in the state alternate assessment and the use of CCCs for IEP goals affects the student’s potential to obtain a high school diploma.
- CCCs maintain the main goal of each state standard, but CCCs do not fully extend the skills or knowledge. Rather, the CCCs divide the state standards into smaller pieces.
- The state alternate assessment assesses students with significant cognitive disabilities on grade level content that has been reduced in complexity, breadth, and depth. It does not measure the full breadth of the state standards.

CCCs and Guidance Documents for Participation on the Alternate Assessment can be found at: <https://doe.sd.gov/assessment/alternate.aspx>

How To Identify/Select Core Content Connectors (CCCs)

1. Identify the grade level State Content Standard to guide the student's IEP goal and short-term objectives.

2.RF.3

2. Select which bolded Core Content Connector(s) to use for the student's IEP goal and short-term objectives.

| South Dakota's English Language Arts Standards and Core Content Connectors – 2 nd Grade | |
|--|--|
| Reading Standards: Foundational Skills | |
| Phonics and Word Recognition | |
| | Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Identify and apply all six syllable types to decode appropriate grade-level text. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. |
| | 2.RWL.b1 Produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.RWL.b2 Isolate and/or produce initial, medial vowel, and/or final sounds in consonant-vowel-consonant (CVC) words. 2.RWL.b3 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 2.RWL.c2 Identify long and short vowels in regularly spelled one-syllable words. 2.RWL.c3 Decode regularly spelled one-syllable words with long vowels. 2.RWL.c4 Decode regularly spelled two-syllable words with long vowels. 2.RWL.c5 Decode words with common prefixes and suffixes. 2.RWL.d1 Recognize and/or read grade appropriate irregularly spelled words. 2.RWL.c1 Read or identify frequently occurring root words with and without inflectional endings. |

Core Content Connectors (CCCs)

**Alternate Academic Achievement Standards
linked to the 2025 SD State Standards for English Language Arts**

English Language Arts

9th and 10th Grade

English Language Arts – 9th and 10th Grade Overview

Core Content Connectors (CCCs) are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the South Dakota State Standards and the Learning Progression Framework (LPF). CCCs illustrate the necessary knowledge and skills to reach the learning targets within the LPF and the South Dakota State Standards, focus on the core content, knowledge, and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction and alternate assessment of students with significant disabilities.

Reading Standards for Literature:

- Independently and proficiently read grade-appropriate and increasingly complex literature from a variety of genres
- Critically analyze elements of literature: plot, theme, characters, setting, figurative language, tone, conflicts, point of view, and author's purpose
- Use details to cite and analyze examples from the text
- Analyze how an author's choices about structure, order of events, or manipulation of time create such effects as mystery, tension, or surprise
- Analyze author's word choice and intent to examine impact on meaning and tone

Reading Standards for Informational:

- Analyze supporting details to infer meaning and determine main ideas and author's purpose
- Analyze and synthesize texts to determine how structure and organization impact the presentation of information and its effectiveness in conveying information and support claims
- Support their analysis with strong textual evidence

Language Standards:

- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Develop and utilize knowledge of Standard English conventions strategically in a variety of communication tasks for different purposes and audiences; Write and edit work so that it conforms to

the guidelines in a style manual

- Use parallel structure and various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations
- Determine the meanings of unknown words and figurative language using a variety of strategies

Writing Standards:

- Craft quality argumentative, informative, and narrative writing for a variety of tasks, purposes, and audiences, both formal and informal
- Integrate and synthesize information and evidence into the text selectively to maintain the flow of ideas, avoid plagiarism, and follow a standard format for citation appropriate for the task and audience
- Plan, draft, revise, and edit writing in an effective and strategic manner

Speaking and Listening Standards:

- Demonstrate collaborative discussion/listening skills in a variety of settings, both formal and informal
- Extend speaking and listening skills to include paraphrasing, summarizing, and directly citing information from a variety of sources
- Present information using various forms of multimedia technology appropriate to the task, purpose, and audience

South Dakota's English Language Arts Standards and Core Content Connectors – 9th and 10th Grade

Reading Standards for Literature

Key Ideas and Details

| | |
|-----------|---|
| 9-10.RL.1 | Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly and inferentially. 910.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose, or theme within a text. 910.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text. |
| 9-10.RL.2 | Determine a theme or central idea of a text. a. Analyze its development over the course of the text, including how it is introduced, built, and refined by specific details. b. Provide an objective summary of the text to support thematic analysis. 910.RL.c1 Determine the theme or central idea of an adapted grade appropriate text. 910.RL.c2 Determine how the theme develops. 910.RL.c3 Determine how key details support the development of the theme of an adapted grade appropriate text. |
| 9-10.RL.3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) and events develop over the course of a text, interact with others, and advance the plot or develop the theme. 910.RL.c4 Identify character with multiple or conflicting motivations(i.e., a complex character). 910.RL.c5 Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme. |

Craft and Structure

| | |
|-----------|---|
| 9-10.RL.4 | Analyze the impact of specific word choices and figurative language on meaning, mood, and tone (e.g., connotation, dialect, how the language evokes a sense of time and place; how it sets a formal or informal tone). 910.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings. |
| 9-10.RL.5 | Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. 910.RL.d1 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. |
| 9-10.RL.6 | Analyze how point of view and/or author purpose shapes the content and style of culturally diverse texts, including those from outside the United States. Reflect on how personal experiences impact interpretations of a text. 910.RL.e1 Compare and contrast works from different cultures with a common theme. |

Integration of Knowledge and Ideas

| | |
|-----------|---|
| 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. 910.RL.e2 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is absent in each treatment. |
|-----------|---|

| | |
|---|--|
| 9-10.RL.8 | Not applicable to literature |
| 9-10.RL.9 | Analyze a variety of related literary texts including how two or more texts from the same period treat similar themes or topics. Explain how an author draws upon or alludes to source material. 910.RL.f1 Analyze how an author draws on 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. |
| Range of Reading and Level of Text Complexity | |
| 9-10.RL.10 | By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 9 and 10. a. Demonstrate proficiency in reading and comprehending grade-appropriate texts. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints. 910.HD.a1 Read or be read to a variety of texts or adapted texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels. 910.RL.a1 Use strategies to derive meaning from a variety of texts and mediums. |
| Reading Standards for Informational Text | |
| Key Ideas and Details | |
| 9-10.RI.1 | Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly and inferentially. 910.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries. 910.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text. |
| 9-10.RI.2 | Determine a central idea of a text. a. Analyze its development over the course of the text, including how it is introduced, built, and refined by specific details. b. Provide an objective summary of the text to support analysis. 910.RI.b3 Determine the central idea of a text. 910.RI.b4 Determine how the central idea develops. 910.RI.b5 Determine how key details support the development of the central idea of a text. 910.RI.b6 Provide/create an objective summary of a text. |
| 9-10.RI.3 | Analyze a text to explain how specific individuals, ideas, or events interact and develop over the course of the text, including explicit and implicit connections. 910.RI.c1 Analyze key points throughout a text to determine the organizational pattern or text structure. 910.RI.c2 Identify connections between key points. |
| Craft and Structure | |
| 9-10.RI.4 | Distinguish among figurative, connotative, and technical meanings. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). 910.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) |

| | |
|---|--|
| | <p>and connotative meanings.</p> <p>910.RWL.d4 Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.</p> |
| 9-10.RI.5 | <p>Analyze in detail how an author's ideas or claims are developed and refined by particular text structures (e.g. sentences, paragraphs, or larger portions of a text).</p> <p>910.RI.c3 Analyze in detail how an author's ideas or claims are developed.</p> <p>910.RI.c4 Identify key sentences or paragraphs that support claims.</p> |
| 9-10.RI.6 | <p>Determine an author's point of view or purpose in a text.</p> <p>a. Analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>b. Evaluate a text for bias and/or fallacies.</p> <p>910.RI.c5 Determine the author's point of view or purpose in a text.</p> <p>910.RI.c6 Determine/identify the specific language/words that the author uses to advance the point of view or purpose.</p> <p>910.RWL.c3 Develop and explain ideas for why authors made specific word choices within text.</p> |
| Integration of Knowledge and Ideas | |
| 9-10.RI.7 | <p>Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>910.RI.e1 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> |
| 9-10.RI.8 | <p>Delineate and evaluate the argument and specific claims in a text.</p> <p>a. Assess whether the reasoning is valid, and the evidence is relevant and sufficient.</p> <p>b. Identify false statements and fallacious reasoning.</p> <p>910.RI.d1 Identify claims and arguments made by the author.</p> <p>910.RI.d2 Delineate/trace the authors argument and specific claims.</p> <p>910.RI.d3 Evaluate the argument/claims that the author makes to determine if the statements are true or false.</p> <p>910.RI.f1 Delineate the argument and specific claims in two or more texts on related topics.</p> <p>910.RI.f2 Assess the validity of the arguments across texts on related topics.</p> |
| 9-10.RI.9 | <p>Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. Compare the approaches of two or more authors.</p> <p>910.RI.e2 Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's —Letter from Birmingham Jail).</p> <p>910.RI.e3 Analyze how seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's —Letter from Birmingham Jail), address similar central ideas.</p> |
| Range of Reading and Level of Text Complexity | |

| | |
|---------------------------------|---|
| 9-10.RI.10 | <p>By the end of the year, independently read and comprehend literary nonfiction and informational texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 9 and 10.</p> <ul style="list-style-type: none"> a. Demonstrate proficiency in reading and comprehending grade-appropriate texts. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand diverse perspectives and viewpoints. <p>910.HD.a1 Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels.</p> <p>910.HD.e1 Read challenging grade appropriate texts.</p> <p>910.RI.a1 Use a variety of strategies to derive meaning from a variety print/non-print texts.</p> |
| Language Standards | |
| Conventions of Standard English | |
| 9-10.L.1 | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings, include a variety of sentence structures (syntax), and increase fluency in writing or presentations. <p>910.WA.4 Use parallel structure (e.g., when using gerunds [-ing], infinitives, or voice [active or passive]) within writing.</p> <p>910.WA.5 Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey meaning and add interest to writing.</p> |
| 9-10.L.2 | <p>Demonstrate command of standard English mechanics and conventions; consult references as needed.</p> <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses and to link complex lists. b. Use colons correctly. c. Use hyphens, dashes, and other punctuation correctly. d. Use standard English spelling and capitalization. <p>910.WA.6 Use a semicolon (i.e., link two or more related independent clauses) and/or colon (i.e., to introduce a list or quotation) appropriately in writing.</p> <p>910.WA.7 Spell correctly in writing.</p> |
| Knowledge of Language | |
| 9-10.L.3 | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.</p> <p>910.WA.8 Write and edit work to conform to guidelines in a style manual.</p> |
| Vocabulary Acquisition and Use | |

| | |
|--------------------------|--|
| 9-10.L.4 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) to determine the meaning of a word or phrase.</p> <p>b. Use morphology to indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>910.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.</p> <p>910.RWL.a2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</p> <p>910.RWL.a3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p> <p>910.RWL.a4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.</p> <p>910.RWL.a1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</p> |
| 9-10.L.5 | <p>Demonstrate understanding of semantics.</p> <p>a. Interpret figurative language (e.g., euphemism, oxymoron) in context and analyze its role in the text.</p> <p>b. Analyze word relationships (morphology, etymology, and linguistics) and their role in creating nuanced meaning.</p> <p>c. Analyze connotative meanings of words with similar denotations.</p> <p>910.RWL.d1 Identify an oxymoron in a text.</p> <p>910.RWL.c1 Identify the denotation for a known word.</p> <p>910.RL.d2 Interpret how literary devices advance the plot, affect the tone or pacing of a work.</p> <p>910.RWL.d2 Interpret figures of speech in context.</p> <p>910.RWL.c2 Explain differences or changes in the meaning of words with similar denotations.</p> |
| 9-10.L.6 | <p>Acquire and accurately use general academic and subject-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.</p> <p>a. Demonstrate independence in gathering a broad and precise vocabulary.</p> <p>b. Understand the importance of vocabulary knowledge in comprehension or expression.</p> <p>910.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.</p> <p>910.RWL.b2 Use newly acquired domain-specific words and phrases accurately.</p> |
| Writing Standards | |
| Text Types and Purposes | |

| | |
|----------|---|
| 9-10.W.1 | <p>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 valid and sufficient 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 appropriate and varied transitional 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 clear voice while attending to the norms and conventions of the discipline in which they are writing.</p> <p>d. Craft a concluding statement or section that follows from and supports the argument presented.</p> <p>910.WP.b3 Introduce claim(s) for an argument that reflects knowledge of the topic.</p> <p>910.WP.b4 Identify claim(s) from alternate or opposing claims(s) in writing.</p> <p>910.WP.b5 Create a writing organizational structure (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provides conclusion) developing relationships among claim(s), reason, and evidence.</p> <p>910.WP.b6 Identify evidence for claim(s) and counterclaim(s).</p> <p>910.WP.c1 Develop clear claim(s) with specific evidence for a topic or text.</p> <p>910.WP.c2 Use words, phrases, and clauses to create cohesion within writing.</p> <p>910.WP.c3 Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.</p> <p>910.WP.d1 Maintain a consistent style and voice throughout writing.</p> <p>910.WP.e1 Provide a concluding statement or section that supports the argument presented by stating the significance of the claim.</p> |
|----------|---|

| | |
|----------|---|
| 9-10.W.2 | <p>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 transitional words, phrases, and clauses 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 a clear voice.</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>910.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples), to support paragraph focus.</p> <p>910.WI.b3 Write an introduction that clearly previews information to follow.</p> <p>910.WI.b4 Select relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate for the audience.</p> <p>910.WI.c1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.</p> <p>910.WI.d1 Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>910.WI.d2 Maintain a consistent style and voice throughout writing.</p> <p>910.WI.e1 Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>910.WI.f3 Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, and descriptive details which support the main ideas.</p> |
| 9-10.W.3 | <p>Write narratives or other creative texts (e.g., poetry, digital composition, graphic stories, memoirs) to develop real or imagined experiences or events using effective technique and voice, 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 or literary techniques or poetic devices, such as dialogue, pacing, rhythm, 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 strong, effective word choice and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Establish a clear voice.</p> <p>f. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.</p> <p>910.WL.b1 Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view.</p> <p>910.WL.b2 Engage and orient the reader to the narrator and/or characters.</p> <p>910.WL.e1 Produce a narrative that includes dialogue that advances the plot of theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives).</p> |

| | |
|---|--|
| | <p>910.WL.c3 Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.</p> <p>910.WL.c2 Sequence events so that they build on one another to create a coherent whole.</p> <p>910.WL.c1 Create a smooth progression of experiences or events.</p> <p>910.WL.d1 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>910.WL.o1 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> |
| Production and Distribution of Writing | |
| 9-10.W.4 | <p>Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience. (Grade-band specific expectations for writing types are defined in standards 1–3 above.)</p> <p>910.WI.f1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).</p> <p>910.WL.p1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to entertain), or audience.</p> <p>9-10.WP.f1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), or audience.</p> |
| 9-10.W.5 | <p>Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience.</p> <p>Use guidance and support from peers, adults, and/or digital tools as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)</p> <p>910.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.</p> <p>910.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).</p> <p>910.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counter claim, conclude argument).</p> <p>910.WI.f2 Strengthen writing by revising and editing.</p> <p>910.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story).</p> <p>910.WP.f2 Strengthen writing by revising and editing.</p> |
| 9-10.W.6 | <p>Use technology to produce, revise, edit, and/or publish individual or shared writing products, and interact or collaborate with others, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>910.WA1 Use technology to produce and publish writing. (e.g., use internet to gather information, word processing to generate and collaborate on writing).</p> |
| Research to Build and Present Knowledge | |
| 9-10.W.7 | <p>Conduct short as well as more sustained research; narrow or broaden the inquiry when appropriate; demonstrate understanding of the subject under investigation using multiple sources.</p> <p>910.WI.a4 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).</p> |

| | |
|----------------------------------|--|
| 9-10.W.8 | <p>Gather relevant information from multiple sources.</p> <p>a. Use advanced searches effectively.</p> <p>b. Assess the relevance, accuracy, and credibility of each source.</p> <p>c. Fluently integrate information (e.g. paraphrases, summaries, direct quotations, elaborations, and attributions).</p> <p>d. Avoid plagiarism and follow a standard format for citation.</p> <p>910.WI.a1 Gather (e.g., highlight, quote, or paraphrase from source) relevant information about the topic from authoritative print and/or digital sources.</p> <p>910.WP.b1 Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.</p> <p>910.WI.a2 Integrate information presented by others into the writing product while avoiding plagiarism.</p> <p>910.WP.b7 Integrate information presented by others into the writing product while avoiding plagiarism.</p> <p>910.WI.a3 Use a standard format to write citations.</p> <p>910.WP.b8 Use a standard format to write citations.</p> |
| 9-10.W.9 | <p>Draw relevant evidence from literary or informational texts to support analysis, reflection, narrative and creative texts, and research, applying one or more grade 9-10 standards for Reading Literature or Reading Informational Text as needed.</p> <p>910.WA2 Provide evidence from literary or information texts to support analysis, reflection, and research.</p> <p>910.WP.a2 Evaluate an argument within a text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.</p> |
| Range of Writing | |
| 9-10.W.10 | <p>Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, academic tasks, and career readiness: cover letter, resume, letter of application, business letter.</p> <p>No CCC developed for this standard.</p> |
| Speaking and Listening Standards | |
| Comprehension and Collaboration | |
| 9-10.SL.1 | <p>Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Collaborate with peers to set norms for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>910.HD.h1 Work with peers to set rules for collegial discussions and decision-making.</p> <p>910.HD.h2 Actively seek the ideas or opinions of others in a discussion on a given topic or text.</p> |

| | |
|-------------------------------------|---|
| | 910.HD.h3 Engage appropriately in discussion with others who have a diverse or divergent perspective. 910.HD.b1 Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text. 910.HD.b2 Summarize points of agreement and disagreement within a discussion on a given topic or text. 910.HD.b3 Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding. |
| 9-10.SL.2 | Evaluate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally). Evaluate the credibility and accuracy of each source. Integrate multiple sources of information when presenting. 910.HD.c1 Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text. |
| 9-10.SL.3 | Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, identifying any faulty reasoning or exaggerated or distorted evidence. 910.RI.f3 Determine the speaker's point of view or purpose in a text. 910.RI.f4 Determine what arguments the speaker makes. 910.RI.f5 Evaluate the evidence used to make the argument. 910.WP.a1 Evaluate a speaker's point of view, reasoning, and use of evidence for false statements, faulty reasoning or exaggeration. |
| Presentation of Knowledge and Ideas | |
| 9-10.SL.4 | Present content appropriate to the audience, task, and purpose while respecting intellectual property. a. Demonstrate organization, development, substance, and style. b. Demonstrate effective nonverbal communication (eye contact, facial expressions, gestures, presence, and proximity). c. Demonstrate effective verbal communication (volume, pace, tone, enunciation). 910.WI.f3 Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, and descriptive details which support the main ideas. |
| 9-10.SL.5 | Integrate digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 910.WA.3 Include digital or multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. |
| 9-10.SL.6 | Adapt speech to a variety of contexts, audiences, and tasks. Use self-reflection and feedback from others. Demonstrate a command of standard English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.) No CCC developed for this standard. |

Core Content Connectors (CCCs)

**Alternate Academic Achievement Standards
linked to the 2025 SD State Standards for English Language Arts**

English Language Arts

11th and 12th Grade

English Language Arts – 11th and 12th Grade Overview

Core Content Connectors (CCCs) are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the South Dakota State Standards and the Learning Progression Framework (LPF). CCCs illustrate the necessary knowledge and skills to reach the learning targets within the LPF and the South Dakota State Standards, focus on the core content, knowledge, and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction and alternate assessment of students with significant disabilities.

Reading Standards for Literature:

- Independently and proficiently read grade-appropriate and increasingly complex literature from a variety of genres
- Critically analyze elements of literature: plot, theme, characters, setting, figurative language, tone, conflicts, point of view, and author's purpose
- Demonstrate complex and deep understanding of a text by supporting their inferences by citing specific and detailed examples
- Demonstrate understanding of author's purpose, meaning, and tone by analyzing word choice and intentional organizational structures
- Analyze how two or more texts from the same time period treat similar themes or topics

Reading Standards for Informational:

- Infer multiple meanings and determine main ideas, author's purpose, and the effectiveness of rhetorical devices and support those inference using detailed examples from the text
- Analyze and synthesize seminal U.S. and world texts to determine how structure, organization, and presentation helps organize ideas and details effectively
- Continue to cite strong evidence contextually to support their analysis and claims

Language Standards:

- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Develop and utilize knowledge of Standard English conventions

strategically in a variety of communication tasks for different purposes and audiences

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning and style, and to comprehend more fully when reading or listening; vary syntax for effect
- Determine the meanings of unknown words and figurative language using a variety of strategies

Writing Standards:

- Craft quality argumentative, informative, and narrative writing for a variety of tasks, purposes, and audiences, both formal and informal
- Integrate and synthesize information and evidence into the text selectively to maintain the flow of ideas, avoid plagiarism, and follow a standard format for citation appropriate for the task and audience
- Plan, draft, revise, and edit writing in an effective and strategic manner

Speaking and Listening Standards:

- Demonstrate collaborative discussion/listening skills in a variety of settings, both formal and informal
- Extend speaking and listening skills to include paraphrasing, summarizing, and directly citing information from a variety of sources
- Present information using various forms of multimedia technology appropriate to the task, purpose, and audience

South Dakota's English Language Arts Standards and Core Content Connectors – 11th and 12th Grade

Reading Standards for Literature

Key Ideas and Details

| | |
|------------|--|
| 11-12.RL.1 | <p>Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly and inferentially, including determining where the text is open for interpretation.</p> <p>1112.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text.</p> <p>1112.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.</p> <p>1112.RL.b3 Use evidence to support conclusions about ideas not explicitly stated in the text.</p> |
| 11-12.RL.2 | <p>Determine two or more themes or central ideas of a text.</p> <p>a. Analyze and evaluate their development over the course of the text, including how they interact and build on one another within a complex account.</p> <p>b. Provide an objective summary of the text to support thematic analysis.</p> <p>1112.RL.c1 Determine two or more themes or central ideas of an adapted grade appropriate text.</p> <p>1112.RL.c2 Determine how the theme develops.</p> <p>1112.RL.c3 Provide/create an objective summary of a text.</p> |
| 11-12.RL.3 | <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a text (e.g., context, setting, theme, plot events, structure, and character development).</p> <p>1112.RL.c4 Analyze the author's choices about what is developed and included in the text and what is not developed and included related to story elements.</p> <p>1112.RL.c5 Analyze author's choices about how to relate elements of the story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> |

Craft and Structure

| | |
|------------|---|
| 11-12.RL.4 | <p>Interpret the impact of specific word choices and figurative language on meaning, mood, and tone, including words with multiple meanings (e.g., connotation, jargon, allusions, colloquialisms).</p> <p>1112.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</p> |
| 11-12.RL.5 | <p>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.</p> <p>1112.RL.d1 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.</p> |
| 11-12.RL.6 | <p>Analyze how the author's background, point of view, and/or purpose shapes the content and style from diverse texts. Evaluate the author's choice of what is stated explicitly or implicitly. Reflect on how personal experiences impact interpretations of a text.</p> <p>1112.RL.d2 Define satire, sarcasm, irony.</p> <p>1112.RL.d3 Differentiate from what is directly stated in a text from what is meant.</p> |

| Integration of Knowledge and Ideas | |
|---|--|
| 11-12.RL.7 | Analyze multiple interpretations of a story, drama, or poem in different artistic mediums, evaluating how each version interprets the source text. 1112.RL.e1 Analyze multiple interpretations of a story drama, or poem (e.g., recorded or live productions of a play or recorded novel or poetry) evaluating how each version interprets the source text. |
| 11-12.RL.8 | Not applicable to literature |
| 11-12.RL.9 | Analyze a variety of foundational works of American, British or World literature, two or more texts from the same period. Evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text. 1112.RL.f1 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 (historical reflection, social, morals). |
| Range of Reading and Level of Text Complexity | |
| 11-12.RL.10 | By the end of the year, independently read and comprehend literary texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 11 and 12. a. Demonstrate proficiency in reading and comprehending grade-appropriate texts. b. Self-select texts for personal enjoyment, interest, and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints. 1112.HD.a1 Read or be read to a variety of texts or adapted texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels. 1112.HD.e1 Independently read challenging grade appropriate texts or grade appropriate adapted texts. 1112.RL.a1 Use a variety of strategies to derive meaning from a variety of texts. |
| Reading Standards for Informational Text | |
| Key Ideas and Details | |
| 11-12.RI.1 | Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly and inferentially, including determining where the text is open for interpretation. 1112.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries or text. 1112.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text. |
| 11-12.RI.2 | Determine two or more central ideas of a text. a. Analyze and evaluate their development over the course of the text, including how they interact and build on one another within a complex text. b. Provide an objective summary of the text to support analysis. 1112.RI.b3 Determine two or more central ideas of a text. 1112.RI.b4 Determine how the central ideas develop. 1112.RI.b5 Determine how key details support the development of the central idea of a text. 1112.RI.b6 Provide/create an objective summary of a text. |

| | |
|------------------------------------|---|
| 11-12.RI.3 | <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>1112.RI.c1 Analyze key points throughout a text to determine the organizational pattern or text structure.</p> <p>1112.RI.c2 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> |
| Craft and Structure | |
| 11-12.RI.4 | <p>Interpret figurative, connotative, and technical meanings. Analyze how an author uses and refines key term(s) as they shape meaning or tone.</p> <p>1112.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</p> |
| 11-12.RI.5 | <p>Analyze and evaluate the effectiveness of text structure in an exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>1112.RI.c3 Analyze the structure an author uses in his or her exposition or argument.</p> <p>1112.RI.c4 Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, to determine whether the structure makes points clear, convincing.</p> |
| 11-12.RI.6 | <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to its overall rhetorical effectiveness. Evaluate a text for bias, misinformation, propaganda, counter arguments, and/or fallacies.</p> <p>1112.RI.d1 Determine the author's point of view or purpose in a text.</p> <p>1112.RI.d2 Determine what arguments the author makes.</p> <p>1112.RI.d3 Determine/identify the specific language/words that the author uses that contribute to the power, persuasiveness, or beauty of the text.</p> <p>1112.RWL.c3 Develop and explain ideas for why authors made specific word choices within text.</p> |
| Integration of Knowledge and Ideas | |
| 11-12.RI.7 | <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, verbally, quantitatively) in order to address a question or solve a problem.</p> <p>1112.RI.e1 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> |
| 11-12.RI.8 | <p>Delineate and evaluate the reasoning in seminal U.S. and British/global texts, including the validity, relevancy, and sufficiency of founding principles, legal reasoning, and arguments.</p> <p>1112.RI.d4 Identify claims made by the author as being fact or opinion.</p> <p>1112.RI.d5 Distinguish reliable sources from non-reliable.</p> <p>1112.RI.d6 Evaluate the premises, purposes, argument that the author makes.</p> <p>1112.RI.f1 Delineate the premises, purposes, argument and specific claims in two or more texts on related topics.</p> <p>1112.RI.f2 Assess the validity of the premises, purposes, arguments across texts on related topics.</p> |

| | |
|---|---|
| 11-12.RI.9 | <p>Analyze foundational U.S. and British/global documents of historical and literary significance. Evaluate the approaches of two or more authors for their central ideas, purposes, and rhetorical features.</p> <p>1112.RI.e2 identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s Letter from Birmingham Jail).</p> <p>1112.RI.e3 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s Letter from Birmingham Jail), address similar central ideas.</p> |
| Range of Reading and Level of Text Complexity | |
| 11-12.RI.10 | <p>By the end of the year, independently read and comprehend literary nonfiction and informational texts representing a variety of genres, cultures, and perspectives that exhibit complexity appropriate for at least grade 11 and 12.</p> <p>a. Demonstrate proficiency in reading and comprehending grade-appropriate texts.</p> <p>b. Self-select texts for personal enjoyment, interest, and academic tasks.</p> <p>c. Read widely to understand diverse perspectives and viewpoints.</p> <p>1112.HD.a1 Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels.</p> <p>1112.HD.e1 Independently read challenging grade appropriate texts.</p> <p>1112.RI.a1 Use a variety of strategies to derive meaning from a variety of print/non-print texts.</p> |
| Language Standards | |
| Conventions of Standard English | |
| 11-12.L.1 | <p>Demonstrate command of standard English grammar and usage when writing or speaking. Consult references as needed.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time and within different contexts, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested grammar and usage.</p> <p>c. Understand the purpose or value of nonstandard English grammar and usage (e.g., artistic or stylistic choices, dialects, colloquialisms).</p> <p>No CCC developed for this standard.</p> |
| 11-12.L.2 | <p>Demonstrate command of the conventions of standard English grammar. Consult references as needed.</p> <p>a. Apply the understanding that mechanics are a matter of convention, can change over time and within different contexts, and are sometimes contested.</p> <p>b. Resolve issues of complex or contested mechanics and conventions.</p> <p>c. Understand the purpose or value of nonstandard English mechanics and conventions (e.g., artistic or stylistic choices in capitalization, punctuation, and spelling).</p> <p>1112.WA.4 Use hyphenation conventions.</p> <p>1112.WA.5 Spell correctly in writing.</p> |
| Knowledge of Language | |

| | |
|--------------------------------|--|
| 11-12.L.3 | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>1112.WA.7 Write and edit work to conform to guidelines in a style manual.</p> <p>1112.WA.6 Vary syntax within writing for effect.</p> |
| Vocabulary Acquisition and Use | |
| 11-12.L.4 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) to determine the meaning of a word or phrase.</p> <p>b. Analyze morphology to explore different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>c. Consult general and specialized reference materials to find the pronunciation of a word, explore its meaning, its part of speech, its etymology, or its standard usage.</p> <p>1112.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.</p> <p>1112.RWL.a2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</p> <p>1112.RWL.a3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p> <p>1112.RWL.a4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.</p> <p>1112.RWL.a1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</p> |
| 11-12.L.5 | <p>Demonstrate understanding of semantics.</p> <p>a. Analyze figurative language in context and its role in the text.</p> <p>b. Analyze word relationships (morphology, etymology, linguistics) and their role in creating nuanced meaning.</p> <p>c. Analyze connotative meanings of words with similar denotations.</p> <p>1112.RWL.d1 Identify hyperbole in a text.</p> <p>1112.RWL.c1 Identify the denotation for a known word.</p> <p>1112.RL.d4 Interpret how literary devices advance the plot, affect the tone or pacing of a work.</p> <p>1112.RWL.d2 Interpret figures of speech in context.</p> <p>1112.RWL.c2 Explain differences or changes in the meaning of words with similar denotations.</p> |
| 11-12.L.6 | <p>Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.</p> <p>a. Demonstrate independence in gathering a broad, deep, and precise vocabulary.</p> <p>b. Understand the importance of vocabulary knowledge in comprehension or expression.</p> <p>1112.WA.8 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.</p> <p>1112.RWL.b2 Use newly acquired domain-specific words and phrases accurately.</p> |

| Writing Standards | |
|-------------------------|--|
| Text Types and Purposes | |
| 11-12.W.1 | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> 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. 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. c. Use appropriate and varied transitions and syntax to fluently 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. d. Establish and maintain a formal style and clear, engaging voice while attending to the norms and conventions of the discipline in which they are writing. e. Craft an effective conclusion. <p>1112.WP.b3 Introduce claim(s) for an argument that reflects knowledge of the topic.</p> <p>1112.WP.b4 Use context or related text to establish the significance of the claim(s).</p> <p>1112.WP.b5 Identify claim(s) from alternate or opposing claims(s) in writing.</p> <p>1112.WP.b6 Create a writing organizational structure (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provides conclusion) logically sequencing claim(s), counterclaims, reason, and evidence.</p> <p>1112.WP.b7 Select the most relevant evidence for claim(s) and counterclaim(s) for use in writing.</p> <p>1112.WP.c1 Develop clear claim(s) with the most relevant evidence for a topic or text.</p> <p>1112.WP.c2 Use words, phrases, and clauses to create cohesion within writing.</p> <p>1112.WP.c3 Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.</p> <p>1112.WP.d1 Maintain a consistent style and voice throughout writing.</p> <p>1112.WP.e1 Provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to the topic.</p> |
| 11-12.W.2 | <p>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> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension. b. Elaborate on the topic thoroughly by selecting the most relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied syntax to fluently link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish a clear, engaging voice. f. Craft an effective conclusion. <p>1112.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast,</p> |

| | |
|--|---|
| | <p>descriptions and examples), to support paragraph focus.</p> <p>1112.WI.b3 Write an introduction that clearly previews information to follow.</p> <p>1112.WI.b4 Select the facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience.</p> <p>1112.WI.c1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.</p> <p>1112.WI.d1 Use precise language, domain-specific vocabulary to manage the complexity of the topic.</p> <p>1112.WI.d2 Maintain a consistent style and voice throughout writing.</p> <p>1112.WI.e1 Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>1112.WI.f3 Report on a topic using a logical sequence of ideas, appropriate facts, and relevant, and descriptive details which support the main ideas.</p> |
| 11-12.W.3 | <p>Write narratives or other creative texts (e.g., poetry, digital composition, graphic stories, memoirs) to develop real or imagined experiences or events using effective technique and established voice, 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 an intentional progression of experiences or events.</p> <p>b. Use a variety of literary or narrative techniques or poetic devices.</p> <p>c. Use a variety of techniques to sequence events to create a coherent whole and build toward a particular tone and outcome.</p> <p>d. Use strong, effective word choice and figurative language.</p> <p>e. Establish a clear, engaging voice.</p> <p>f. Craft an effective conclusion, when appropriate to the genre.</p> <p>1112.WL.b1 Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view.</p> <p>1112.WL.b2 Engage and orient the reader to the narrator and/or characters.</p> <p>1112.WL.e1 Produce a narrative that includes dialogue that advances the plot of theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives).</p> <p>1112.WL.c3 Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.</p> <p>1112.WL.c2 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>1112.WL.c1 Create a smooth progression of experiences or events.</p> <p>1112.WL.d1 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>1112.WL.o1 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> |
| Production and Distribution of Writing | |
| 11-12.W.4 | <p>Produce clear and coherent writing in which the development, organization, style, voice, and tone are appropriate to task, purpose, and audience. (Grade band specific expectations for writing types are defined in standards 1–3 above.)</p> <p>1112.WI.f1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).</p> |

| | |
|---|--|
| | <p>1112.WL.p1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to entertain), or audience.</p> <p>11-12.WP.f1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), or audience.</p> |
| 11-12.W.5 | <p>Use a writing process to 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. Use feedback from peers, adults, and/or digital tools, as appropriate. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p> <p>1112.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.</p> <p>1112.WL.a1 Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).</p> <p>1112.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counter claim, conclude argument).</p> <p>1112.WI.f2 Strengthen writing by revising and editing.</p> <p>1112.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story).</p> <p>1112.WP.f2 Strengthen writing by revising and editing.</p> |
| 11-12.W.6 | <p>Use technology to produce and publish writing and to interact and collaborate with others.</p> <p>1112.WA1 Use technology to produce and publish writing. (e.g., use internet to gather information, word processing to generate and collaborate on writing).</p> |
| Research to Build and Present Knowledge | |
| 11-12.W.7 | <p>Conduct short as well as more sustained, focused research. Use appropriate methodology to demonstrate a thorough understanding of the subject under investigation.</p> <p>1112.WI.a4 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).</p> |
| 11-12.W.8 | <p>Gather relevant information from multiple credible sources.</p> <p>a. Use advanced searches effectively.</p> <p>b. Assess the strengths and limitations of each source (e.g., relevance, accuracy, and credibility) in terms of the task, purpose, and audience.</p> <p>c. Fluently integrate information (e.g., paraphrases, summaries, direct quotations, elaborations, and attributions).</p> <p>d. Avoid plagiarism and overreliance on one source. Follow a standard format for citation.</p> <p>1112.WI.a1 Gather (e.g., highlight, quote, or paraphrase from source) relevant information about the topic or text from authoritative print and/or digital sources.</p> <p>1112.WP.b1 Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.</p> <p>1112.WI.a2 Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism.</p> <p>1112.WP.b8 Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism.</p> <p>1112.WI.a3 Use a standard format to write citations.</p> <p>1112.WP.b9 Use a standard format to write citations.</p> |

| | |
|----------------------------------|---|
| 11-12.W.9 | <p>Draw relevant evidence from literary or informational texts to support analysis, reflection, narrative and creative texts, and research, applying one or more grade 11-12 standards for Reading Literature or Reading Informational Text as needed.</p> <p>1112.WA2 Provide evidence from literary or information texts to support analysis, reflection, and research.</p> <p>1112.WP.a2 Evaluate an argument within a seminal text or adapted text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.</p> |
| Range of Writing | |
| 11-12.W.10 | <p>Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</p> <p>No CCC developed for this standard.</p> |
| Speaking and Listening Standards | |
| Comprehension and Collaboration | |
| 11-12.SL.1 | <p>Initiate and participate effectively in a range variety of collaborative discussions (one on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>1112.HD.h1 Work with peers to promote democratic discussions.</p> <p>1112.HD.h2 Actively seek the ideas or opinions of others in a discussion on a given topic or text.</p> <p>1112.HD.b1 Consider a full range of ideas or positions on a given topic or text when presented in a discussion.</p> <p>1112.HD.h3 Engage appropriately in discussion with others who have a diverse or divergent perspectives.</p> <p>1112.HD.b2 Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text</p> <p>1112.HD.b3 Summarize points of agreement and disagreement within a discussion on a given topic or text.</p> <p>1112.HD.b4 Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.</p> |
| 11-12.SL.2 | <p>Integrate multiple sources of information when presenting. Evaluate information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>1112.HD.c1 Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.</p> |

| | |
|-------------------------------------|---|
| 11-12.SL.3 | <p>Evaluate a speaker’s point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>1112.RI.f3 Determine the speaker's point of view or purpose in a text.</p> <p>1112.RI.f4 Determine what arguments the speaker makes.</p> <p>1112.RI.f5 Evaluate the evidence used to make the speaker's argument.</p> <p>1112.WP.a1 Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric for ideas, relationship between claims, reasoning, and evidence, and word choice.</p> |
| Presentation of Knowledge and Ideas | |
| 11-12.SL.4 | <p>Present content appropriate to the audience, task, and purpose while respecting intellectual property.</p> <p>a. Demonstrate organization, development, substance, and style.</p> <p>b. Demonstrate effective nonverbal communication (eye contact, facial expressions, gestures, presence, and proximity).</p> <p>c. Demonstrate effective verbal communication (volume, pace, tone, enunciation).</p> <p>1112.WI.f3 Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, and descriptive details which support the main ideas.</p> |
| 11-12.SL.5 | <p>Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>1112.WA.3 Include digital or multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> |
| 11-12.SL.6 | <p>Adapt speech and communication to a variety of contexts, audiences, tasks. Use self-reflection and feedback from others. Demonstrate a command of standard English conventions when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</p> <p>No CCC developed for this standard.</p> |