SD State Standards Disaggregated English Language Arts

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	11-12

Standards Relating to Craft and Structure

11-12.RL.4   Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language.

11-12.RL.5   Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

11-12.RL.6   Analyze how point of view and/or author purpose requires distinguishing what is directly stated in text and what is implied.

Craft and Structure: Relevance and Essential Questions: What's the point?

Essential Questions *(Drive Intellectual Curiosity-The Hook)*	*Big Idea Statements* *(What students need to discover)*
How do an author's language choices impact meaning?	An author makes purposeful choices about language that impact interpretation of text.
How do an author's structural choices impact meaning?	An author makes purposeful choices about the structure of the writing that impact interpretation of text.
Why does a student need to look beyond what is directly stated in the text?	To determine an author's purpose, it is necessary to go beyond the literal meaning of the word and language choices in the text.

Learning Progression: Craft and Structure   (11-12.RL.4   11-12.RL.5   11-12.RL.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	**11-12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language.**	N/A
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.	**11-12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and**	N/A

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	meaning as well as its aesthetic impact.	
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.	**11-12.RL.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in text and what is implied.**	N/A

Rigor and Cognitive Complexity		
Know **(Factual)**	**Understand** **(Conceptual)** **The students will understand that:**	**Do** **(Procedural/ Application)**
11-12.RL.4 ● Appropriate sources for finding the meanings of unfamiliar words and phrases	**11-12.RL.4** Authors purposefully choose words and language. Figurative language is an important component of higher-level texts. Diction impacts meaning and tone. Language is dynamic when users recognize nuances in tone and meaning.	**11-12.RL.4** Provide examples of connotative meaning and figurative language. Analyze how word use impacts tone and/or meaning. Provide examples and analyze the use of words with multiple meanings.
11-12.RL.5 ● Structure ● Structural choices	**11-12.RL.5** Authors purposefully make structural choices when writing. Specific structural choices made by an author in a given text impact meaning. The author's choices may have aesthetic impact.	**11-12.RL.5** Analyze the textual structure examining author's choices in developing plot elements. Draw conclusions about how the structure contributes to aesthetic impact.
11-12.RL.6 ● Implied meaning	**11-12.RL.6** There is often a difference between stated and implied meaning in text.	**11-12.RL.6** Explain how the author's point of view is conveyed in the text. Determine the difference between what the author states and what is suggested in the text.

Student Friendly Language
11-12.RL.4 I can find the meaning of words/phrases I don't know. I can recognize and explain examples of figurative language and connotative meanings of words. I can analyze how word choice impacts tone or meaning. I can recognize when a word is used in a new or different way.

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11-12.RL.5
I can identify specific variances in literary and/or poetic structure.
I can explain why an author would begin a story in a specific place and/or time.
I can explain why an author would include specific details.
I can explain why the author chose to end the story in a specific way.
I can explain how my interpretation of the text is impacted by my background and emotions.
I can explain the aesthetic impact of a text.

11-12.RL.6
I can analyze the author's point of view.
I can determine what the text is stating and what the author implies.
I can compare and contrast what is said and meant in the text.

Key Vocabulary

11-12.RL.4	**11-12.RL.5**	**11-12.RL.6**

● Context clues
● Figurative language
● Connotation
● Denotation
● Diction
	● Aesthetics/aesthetic impact
	● Plot structure
	    ○ Exposition
	    ○ Inciting incident/conflict
	    ○ Rising action
	    ○ Climax
	    ○ Falling action
	    ○ Resolution
	● Diction
	● Genre
		● Textual evidence
		● Implied meaning
		    ○ Sarcasm
		    ○ Irony
		    ○ Ambiguity
		    ○ Satire
		    ○ Understatement
		    ○ Hyperbole
		    ○ Anecdote
		● Point of view/perspective
		● Author's purpose

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context?

Understanding the proper meaning and usage of words and language is an important communication skill. Tone is important in dealing with day-to-day interaction with others in conversation or writing.

Recognizing the elements of plot structure makes it easier to comprehend any storyline in books, movies, television shows, etc.

Often, ideas are not directly stated; rather, inferences are made, and greater understanding depends on being able to read between the lines.

Resources

https://doe.sd.gov/octe/ELA-resources.aspx

Achievement Level Descriptors

Craft and Structure:

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11-12.RL.6   Analyze how point of view and/or author purpose requires distinguishing what is directly stated in text and what is implied.

Level 1	Level 2	Level 3	Level 4
In grade-level texts, students should be able to • Provide minimal evidence that they can apply reasoning and limited range of textual evidence to justify simple inferences or judgements made regarding themes, characters, and point of view or discourse style on plot/subplot development. • Provide minimal evidence of analysis of interrelationships among literary elements or how a pair of texts addresses a topic or theme. • Provide minimal evidence that they can identify text structures, genre-specific features or formats and provide minimal explanation of the impact of those choices on meaning or presentation. • Minimally determine, with some guided support, some figurative or connotative meanings.	In grade-level texts, students should be able to • Provide partial evidence that they can apply reasoning and adequate range of textual evidence to justify inferences or judgements regarding themes, characters, and impact of point of view or discourse style on plot/subplot development. • Provide partial evidence of analysis of interrelationships among literary elements within a text or multiple texts with similar themes, topics, or source materials. • Provide partial evidence that they can describe and distinguish text structures, genre-specific features or formats and explain the obvious impact of those choices on meaning or presentation. • Partially determine, with some support, figurative or connotative meanings and the obvious impact of those	In grade-level texts, students should be able to • Provide adequate evidence that they can apply reasoning and a range of textual evidence to justify inferences or judgments regarding the development of universal themes, characters, and impact of point of view or discourse style on plot/subplot development. • Provide evidence of an adequate analysis of interrelationships among literary elements within a text or multiple texts or how different texts address topic, themes, or use source materials. • Provide adequate evidence that they can analyze text structures, genre-specific features or formats and explain the impact(s) of those choices on meaning and/or presentation. • Adequately determine and analyze figurative or	In grade-level and higher texts, students should be able to • Provide thorough evidence that they can apply insightful reasoning and a wide range of textual evidence to justify inferences or judgments regarding the development of universal themes, characters, and impact of point of view or discourse style on plot/subplot development. • Provide evidence of a thorough and insightful analysis of interrelationships among literary elements within a text and how different texts address topics, themes, or use source materials. • Provide thorough evidence that they can analyze text structures, genre-specific features or formats and critique the complex impact(s) of those choices on meaning and/or presentation.

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• Determine, with guided support, the intended connotative and denotative meanings of some academic and domain-specific words/phrases, using some context and limited strategies or resources primarily focusing on the academic vocabulary common to texts across disciplines.	word choices and/or tone. • Determine, with some support, the intended connotative and denotative meanings of academic and domain-specific words/phrases, using some word analysis strategies or resources primarily focusing on the academic vocabulary common to texts across disciplines.	connotative meanings and the impact(s) of those word choices on meaning and tone. • Adequately determine intended or precise connotative and denotative meanings of academic and domain-specific words/phrases, using context and multiple-word analysis strategies or resources effectively, primarily focusing on the academic vocabulary common to texts across disciplines.	• Thoroughly determine, analyze, and critique the use of figurative and connotative meanings and the impact(s) of those word choices on meaning and tone. • Thoroughly determine intended, precise, and nuanced connotative and denotative meanings of academic and domain-specific words/phrases, using multiple-word analysis strategies or resources thoroughly and accurately, primarily focusing on the academic vocabulary common to texts across disciplines.