SD State Standards Disaggregated English Language Arts

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	8

Standards Relating to Craft and Structure

8.RL.4 Determine the meaning of words and phrases as they are used in a text, figurative and connotative meanings; analyze how specific word choices, including sound devices, analogies or allusions to other texts, affect meaning and tone.

8.RL.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

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 does the language and structure an author uses influence the meaning of the text?

How does the point of view of a story influence the audience's experience? | Word choice (including figurative language, word connotations, and sound devices) helps reveal the author's tone and shape our interpretation of a text.

Authors may choose from several different text forms and structures, and this choice can have a big impact on the way that readers respond to a text.

Differences in points of view of the characters and the audience create effects like suspense, humor, dramatic irony, etc. The point of view of the narrator can also influence the way a reader engages with a text (i.e. - can determine the characters that a reader trusts or sympathizes with). |

Learning Progression: Craft and Structure (8.RL.4   8.RL.5   8.RL.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
7.RL.4 Determine the meaning of words and phrases as they are used in a text, including how figurative and connotative meanings affect tone; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	**8.RL.4 Determine the meaning of words and phrases as they are used in a text, figurative and connotative meanings; analyze how specific word choices, including sound devices, analogies or allusions to other texts, affect meaning and tone.**	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).
7.RL.5 Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning.	**8.RL.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and**	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

	style.	as mystery, tension, or surprise.
7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	**8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.**	9-10.RL.6 Analyze how point of view and/or author purpose shapes the content and style of culturally diverse texts, including those from outside the United States.

Rigor and Cognitive Complexity		
Know **(Factual)**	**Understand** **(Conceptual)** **The students will understand that:**	**Do** **(Procedural/ Application)**
8.RL.4 ● Literary devices (i.e. imagery, flashback, foreshadowing, etc.) ● Figurative language (i.e. personification, allusion, puns, etc.) ● Analogy ● Word choice ● Connotation vs. denotation ● Tone and mood ● Sound devices	**8.RL.4** Words have varying levels of meaning (connotation), and this affects the mood and tone of a text. Seeking the meaning of figurative language (including allusions and analogies) deepens the understanding of literary texts.	**8.RL.4** Interpret connotation, figurative language, and literary devices in a text. Explain how an author uses language to influence the mood of a text. Analyze the impact of specific word choice on meaning and tone, including allusions and analogies.
8.RL.5 ● Compare and contrast ● Structures of prose (e.g., paragraphing, plot structure, dialogue, etc.) ● Structures of poetry (e.g., stanzas, rhyme, line breaks, etc.) ● Structures of drama (e.g., scenes, monologue, stage directions, etc.) ● Style ● Diction	**8.RL.5** Style is shaped by situation, purpose, sentence structure, and diction. Authors intentionally structure a text to support its meaning, style, and purpose. Knowing text structures helps readers make meaning from complex texts.	**8.RL.5** Compare and contrast the structure and style of two or more texts. Interpret the meaning and style of different texts.
8.RL.6 ● Point of view ● Dramatic irony ● Suspense ● Humor	**8.RL.6** The reader brings his or her own point of view to a story. Differences in point of view create suspense, humor, or irony in a story. The point of view from which a story is told can influence the reader's interpretation of the story.	**8.RL.6** Analyze differences in characters' points of view. Explain how differences in the points of view can create effects like suspense, humor, or irony.

Student Friendly Language

8.RL.4
I can recognize figurative language and explain what it means in the text.
I can understand the connotations of the words that an author uses.
I can identify an author's tone based on his or her word choice.

8.RL.5
I can compare and contrast the organization of two different texts.
I can explain how differences in the organization affects the meaning and style.

8.RL.6
I can understand how authors create irony, suspense, or humor.
I can explain how the character's point of view is different from mine.
I can understand how the point of view of a narrator influences the tone and mood of a story.

Key Vocabulary

8.RL.4
- Figurative language
- Allusion
- Connotation
- Denotation
- Analogy
- Pun
- Tone
- Mood
- Sound devices
- Literary devices

8.RL.5
- Compare
- Contrast
- Text structure
- Author's style
- Diction

8.RL.6
- Point of view
- Dramatic irony
- Suspense
- Narrator

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

Understanding figurative language and word connotations helps us better understand the viewpoints of others. Pop culture is full of figurative language and allusions to literature. When we can understand these, we can more fully appreciate movies, music, and TV. Our pop culture experiences are also enhanced when we use knowledge of text structures to make predictions about the characters and stories.

Being able to compare and contrast the structure of different texts helps us choose the text that best fits the situation or need. This also helps us choose the best text structure for the different types of writing we have to do.

Being able to understand the points of view of different characters helps us understand other perspectives and cultures, and it helps us relate to our family and friends. This will also help us become critical readers and listeners so that we can be active citizens and informed voters. Finally, studying the ways that authors create different effects will help us improve our own writing.

Resources

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

ELA Unpacked Standards 2018

Achievement Level Descriptors

Craft and Structure:

8.RL.4 Determine the meaning of words and phrases as they are used in a text, figurative and connotative meanings; analyze how specific word choices, including sound devices, analogies or allusions to other texts, affect meaning and tone.

8.RL.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Level 1	Level 2	Level 3	Level 4
In grade-level texts, students should be able to	In grade-level texts, students should be able to	In grade-level texts, students should be able to	In grade-level and higher texts, students should be able to
• Provide minimal evidence that they can determine few connotative and denotative meanings of academic and domain-specific words/phrases, with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings.	• Provide partial evidence that they can determine some connotative and denotative meanings of academic and domain-specific words/phrases, with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings.	• Provide adequate evidence that they can determine connotative and denotative meanings of academic and domain-specific words/phrases, with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings.	• Provide thorough evidence that they can determine connotative and denotative meanings of academic and domain-specific words/phrases, with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings.
• Provide Minimal evidence that they can minimally determine or interpret the impact or intent of literary devices including sound devices, analogies or allusions, and the impact of word choices on reader interpretation and tone.	• Provide partial evidence that they can partially determine or interpret the impact or intent of literary devices including sound devices, analogies or allusions, and the impact of word choices on reader interpretation and tone.	• Provide adequate evidence that they can determine or interpret the impact or intent of literary devices including sound devices, analogies or allusions, and the impact of word choices on reader interpretation and tone.	• Provide thorough evidence that they can determine or interpret the impact or intent of literary devices including sound devices, analogies or allusions, and the impact of word choices on reader interpretation and tone.
• Provide minimal evidence that they can compare and contrast two or more text structures and minimally analyze how the differing structure of each text contributes to the meaning and style.	• Provide partial evidence that they can compare and contrast two or more text structures and partially analyze how the differing structure of each text contributes to the meaning and style.	• Provide adequate evidence that they can compare and contrast two or more text structures and analyze how the differing structure of each text contributes to the meaning and style.	• Provide thorough evidence that they can compare and contrast two or more text structures and analyze how the differing structure of each text contributes to the meaning and style.
• Minimally analyze how differences in the points of view of the characters and	• Partially analyze how differences in the points of	• Analyze how differences in the points of view of the characters and the reader create suspense or humor.	• Thoroughly analyze how differences in the points of view of the characters and the reader create suspense

| the reader create suspense or humor. | view of the characters and the reader create suspense or humor. | | or humor. |