SD State Standards Disaggregated English Language Arts

Strand:	Reading for Informational Text	Anchor Standard:	Craft and Structure	Grade level:	6

Standards Relating to Craft and Structure

6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

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 can students figure out the meaning of a word or phrase using the text?	Context clues help students discover what an unknown word or phrase means.
How does a section of text affect the overall structure of the text?	Determine how form relates to function and how a part relates to a whole in informational text.
How does an author's word choice impact the story's development?	Understand how the author develops a point of view of the speaker in the text.
	A section of text can impact how students view the selected text.

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	**6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.**	7.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how specific word choice affects meaning and tone.
5.RI.5 Compare and contrast the overall text structure and the presentation of events, ideas, concepts, or information in two or more texts (description, chronology, comparison, cause/effect, and problem/solution).	**6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.**	7.RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

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5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	7.RI.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her viewpoint from that of others.

Rigor and Cognitive Complexity

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
6.RI.4 ● Determining figurative meaning ● Deciphering connotative meaning ● Determine technical meaning ● Distinguishing between technical, connotative and denotative meanings.	**6.RI.4** Word choice has an impact on meaning.	**6.RI.4** Determine and interpret the meaning of unfamiliar words by using resources (dictionary, thesaurus, etc.). Interpret technical, connotative and figurative meaning. Manipulate word choice to impact meaning and tone.
6.RI.5 ● Identifying structural elements (sentence, paragraph, chapter, section) ● Development of text structure	**6.RI.5** Different structural elements of text impact understanding. Text design develops literary elements.	**6.RI.5** Analyze/Distinguish how a particular piece of a text impacts and contributes to the content. Develop the ability to recognize how form relates to function and how a part relates to a whole.
6.RI.6 ● Establishing point of view ● Author's point of view	**6.RI.6** An author has a purpose for writing. An author's point of view may be different than a reader's point of view. Different topics may have different points of view. All text has a point of view which the author uses express the concept.	**6.RI.6** Identify an author's point of view or purpose in a text. Explain or recognize how the author's purpose affects the interpretation of text.

Student Friendly Language

6.RI.4
I can figure out the meanings of words and phrases in a piece of nonfiction text.

6.RI.5
I can think about how various sections in a piece of nonfiction fit into the overall structure of a text and how that affects the development of the ideas in the text.

6.RI.6
I can determine an author's point of view in a text and explain how it is presented in the text.

Key Vocabulary		
6.RI.4 ● Technical meaning ● Connotative meaning ● Figurative meaning	**6.RI.5** ● Structure ● Development ● Analyze ● Text structure ● Section ● Paragraph	**6.RI.6** ● Author ● Point of view ● Develop ● Narrator ● Speaker in text

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

We need to know this in order to read research-based text to enhance learning.
We need to know this so we can understand academic writing.

Resources

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

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Achievement Level Descriptors

Craft and Structure:

6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

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 evidence that they can minimally identify few figurative, connotative and technical meanings of domain-specific and academic words with multiple meanings, based on context, word relationships, word structures, and differentiating vocabulary meanings.	• Provide evidence that they can partially identify some figurative, connotative and technical meanings of domain-specific and academic words with multiple meanings, based on context, word relationships, word structures, and differentiating vocabulary meanings.	• Provide adequate evidence that they can identify figurative, connotative and technical meanings of domain-specific and academic words with multiple meanings, based on context, word relationships, word structures, and differentiating vocabulary meanings.	• Provide evidence that they can identify most figurative, connotative and technical meanings of domain-specific and academic words with multiple meanings, based on context, word relationships, word structures, and differentiating vocabulary meanings.
• Provide evidence that they can, with significant support, minimally analyze how little information, including sentences, chapters, or sections, as well as the author's point of view or purpose in a text, is organized and presented to develop few ideas, integrating few ideas and information.	• Provide evidence that they can, with minimal support, partially analyze how some information, including sentences, chapters, or sections, as well as the author's point of view or purpose in a text, is organized and presented to develop ideas, integrating some ideas and information.	• Provide adequate evidence that they can analyze how information, including sentences, chapters, or sections, as well as the author's point of view or purpose in a text, is organized and presented to develop ideas, integrating all ideas and information.	• Provide evidence that they can thoroughly analyze how information, including sentences, chapters, or sections, as well as the author's point of view or purpose in a text, is organized and presented to develop ideas, integrating all ideas and information.

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