

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade level:</b>	8
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### Standards Relating to Craft and Structure

8.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 choices, including analogies or allusions to other texts affect meaning and tone.

8.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

8.RI.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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

<i><b>Essential Questions</b></i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i><b>Big Idea Statements</b></i> <i>(What students need to discover)</i>
<p>How does the language and structure an author uses influence the meaning of the text?</p> <p>How does an author's purpose and point of view influence the choices they make?</p>	<p>Word choice (including figurative language, word connotations, and technical jargon) help reveal the author's tone and shape our interpretation of a text.</p> <p>Authors may choose from several different text structures, and this choice can have a big impact on the way that readers respond to a text.</p> <p>Authors have opinions that may influence the choices they make in their writing.</p> <p>Authors cannot simply ignore evidence that doesn't support their viewpoint or opinion; they must find ways to address viewpoints that conflict with their own.</p>

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>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 a specific word choice affects meaning and tone.</p>	<p><b>8.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 choices, including analogies or allusions to other texts affect meaning and tone.</b></p>	<p>9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including</p> <ol style="list-style-type: none"> <li>a. Figurative, connotative, and technical meanings.</li> <li>b. 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).</li> </ol>

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.	<b>8.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</b>	9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
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.	<b>8.RI.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</b>	9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

<b>Rigor and Cognitive Complexity</b>		
<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural/ Application)</b>
<p><b>8.RI.4</b></p> <ul style="list-style-type: none"> <li>● Figurative language <ul style="list-style-type: none"> <li>○ Allusion</li> <li>○ Analogy</li> </ul> </li> <li>● Connotation vs denotation</li> <li>● Figurative vs literal meaning</li> <li>● Jargon and technical language</li> <li>● Tone</li> <li>● Diction</li> </ul> <p><b>8.RI.5</b></p> <ul style="list-style-type: none"> <li>● Nonfiction text structures (description, order and sequence, compare and contrast, problem and solution, cause and effect)</li> <li>● Text organization (introduction, body, conclusion)</li> <li>● Paragraph structure</li> <li>● Transition words and phrases</li> </ul> <p><b>8.RI.6</b></p> <ul style="list-style-type: none"> <li>● Point of view</li> <li>● Author's purpose</li> <li>● Claim and counterclaim</li> <li>● Rebuttal</li> </ul>	<p><b>8.RI.4</b></p> <p>Words have varying levels of meaning (connotation) and this affects the tone of a text.</p> <p>Authors choose specific words and phrases to create a certain tone in their writing.</p> <p>Seeking the meaning of figurative language (including allusions and analogies) and technical language (like jargon) deepens the understanding of informational texts.</p> <p><b>8.RI.5</b></p> <p>Sentences play different roles in paragraphs and texts (i.e. thesis, topic sentence, supporting details, transitions, conclusion).</p> <p>Authors intentionally structure a text to communicate their ideas.</p> <p>Knowing text structures helps readers identify key concepts and make meaning from complex texts.</p> <p><b>8.RI.6</b></p> <p>Authors write for specific purposes An author's point of view may be different from a reader's point of view.</p> <p>Authors sometimes have to address evidence that conflicts with their own viewpoint or opinion.</p> <p>Conflicting evidence and viewpoints invite readers to form their own opinions.</p>	<p><b>8.RI.4</b></p> <p>Identify and interpret connotation, figurative language, and technical language in a text.</p> <p>Compare technical meanings to connotative meanings.</p> <p>Analyze how word choice (including analogies and allusions) affects tone.</p> <p><b>8.RI.5</b></p> <p>Identify the structure of a paragraph or text.</p> <p>Analyze the structure of a paragraph or text.</p> <p>Explain how sentences develop and refine a key concept in a paragraph or text.</p> <p><b>8.RI.6</b></p> <p>Identify an author's point and view and purpose by considering evidence from the text.</p> <p>Analyze how an author addresses conflicting evidence and viewpoints in a text.</p>

## Student Friendly Language

### 8.RI.4

I can recognize figurative and technical 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.RI.5

I can identify the different text structures that authors use.  
I can explain how specific sentences develop important ideas in a text.

### 8.RI.6

I can identify an author's point of view and purpose.  
I can explain how authors acknowledge and respond to evidence and viewpoints that conflict with each other.

## Key Vocabulary

### 8.RI.4

- Figurative language
- Literal meaning
- Connotation
- Denotation
- Technical language
- Diction
- Jargon
- Analogy
- Allusion
- Tone

### 8.RI.5

- Analyze
- Text structure
- Develop
- Refine
- Topic sentence
- Thesis statement
- Transitional words
- Key concept
- Introduction
- Body
- Conclusion

### 8.RI.6

- Point of view
- Author's purpose
- Conflicting viewpoints
- Analyze
- Counterclaim
- Rebuttal
- Refute

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

Negative consequences can result if we do not understand words or misinterpret someone's tone in forms of communication including social media, work memos and emails, and text messages. Understanding the underlying meaning of words and phrases can reduce the chances of miscommunication and help avoid conflict at home or on the job.

Being able to compare and contrast the structure of different texts helps us choose the text that best fits the situation or need. For example, it can help us find the best source when we're trying to learn something new, whether it's a set of instructions or an explanation of the causes of a complex current event. This also helps us choose the best text structure for the different types of writing we have to do.

Understanding text structures helps us navigate important documents like contracts, warranties, and user manuals quickly and efficiently.

When we can analyze an author's point of view and purpose, we can make informed decisions, form our own opinions, and avoid being misled by advertising, faulty propaganda, and peers. We must weigh the claims of advertisers in order to make good choices about how to spend money, and we must evaluate the statements of political candidates to be informed voters.

## Resources

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

## Achievement Level Descriptors

### Craft and Structure:

8.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 choices, including analogies or allusions to other texts affect meaning and tone.

8.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

8.RI.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Level 1	Level 2	Level 3	Level 4
<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> <li>• Provide minimal evidence that they can analyze the structure of a specific paragraph in a text.</li> <li>• Provide minimal evidence that they can determine few connotative and denotative meanings of domain-specific and academic words with figurative, connotative, and technical meanings.</li> <li>• Provide minimal evidence that they can minimally analyze how the author's point of view or purpose acknowledges and responds to conflicting evidence or viewpoints.</li> </ul>	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> <li>• Provide partial evidence that they can analyze the structure of a specific paragraph in a text.</li> <li>• Provide partial evidence that they can determine some connotative and denotative meanings of domain-specific and academic words with figurative, connotative, and technical meanings, based on context, word relationships, word structures; and how the specific word choice, including analogies or allusions affect meaning and tone.</li> <li>• Provide partial evidence that they can partially analyze how the author's point of view or purpose acknowledges and responds to conflicting evidence or viewpoints.</li> </ul>	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> <li>• Provide adequate evidence that they can analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</li> <li>• Provide adequate evidence that they can determine connotative and denotative meanings of domain-specific and academic words with figurative, connotative, and technical meanings, based on context, word relationships, word structures; and how the specific word choice, including analogies or allusions affect meaning and tone.</li> <li>• Provide adequate evidence that they can analyze how the author's point of view or purpose acknowledges and responds to conflicting evidence or viewpoints.</li> </ul>	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> <li>• Provide thorough evidence that they can analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</li> <li>• Provide thorough evidence that they can determine most connotative and denotative meanings of domain-specific and academic words with figurative, connotative, and technical meanings, based on context, word relationships, word structures; and how the specific word choice, including analogies or allusions affect meaning and tone.</li> <li>• Provide thorough evidence that they can analyze how the author's point of view or purpose acknowledges and responds to conflicting evidence or viewpoints.</li> </ul>