SD State Standards Disaggregated English Language Arts

Strand:	Reading for Informational Text	Anchor Standard:	Craft and Structure	Grade level:	9-10

Standards Relating to Craft and Structure

9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including
   a. Figurative, connotative, and technical meanings.
   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).

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).

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.

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 authors' choices regarding words, point of view, structure, and use of rhetoric advance the author's purpose and affect readers' ability to comprehend the text?	Awareness of the figurative, connotative, and technical meanings of words leads to deeper understanding of the text. The importance of word choice and tone impacts the analysis of the text. The author's choices concerning text structure lends meaning and effects to the text. Author's use of point of view and rhetoric advance his or her purpose.

Learning Progression: Craft and Structure   (9-10.RI.4   9-10.RI.5   9-10.RI.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year

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 on affect meaning and tone.	**9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including**
	    a. Figurative, connotative, and technical meanings.
	    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).
		11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

8.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in	**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**	11-12.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the

developing and refining a key concept.	(e.g., a section or chapter).	structure makes points clear, convincing, and engaging.
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.	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.	11-12.RI.6 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.

Rigor and Cognitive Complexity		
Know **(Factual)**	**Understand** **(Conceptual)** **The students will understand that:**	**Do** **(Procedural/ Application)**
9-10.RI.4 ● Word choice ● Tone (formal, informal) ● Figurative language ● Connotation ● Diction ● Technical meaning	**9-10.RI.4** Knowing dictionary and technical definitions enhances a reader's experience. Every text has a tone that is developed by the author's diction. An author's word choice may affect the reader's viewpoint. Diction and tone vary as texts are used in different situations. Recognize the difference between figurative and literal language in texts. Connotative meanings of words can influence texts.	**9-10.RI.4** Determine the meaning of words based on context. Recognize occurrences of figurative language and differentiate between a word or a phrases' literal and figurative meaning. Explain the emotion attached to a given word or phrase. Provide a "traditional definition" of a given word or phrase. Analyze the tone of a text using textual support. Compare and contrast the unique diction and subsequent tone of two related texts. Formulate a viewpoint based on the author's word choice.
9-10.RI.5 ● Structures ● Effects ● Mood ● Organization	**9-10.RI.5** Arrangement of the text can help to shape the author's purpose. The author's purpose reflects the credibility of the author. Supporting evidence used in a text proves the thesis or hypothesis of the text. Paragraph construction is based upon the organization of the evidence in a text.	**9-10.RI.5** Analyze thesis statement/claim/hypothesis. Use contextual evidence to prove understanding. Differentiate topic sentences from supporting details within a text. Analyze all data as to its specific relevance. Evaluate ideas presented by the author to reach your own conclusions.

ELA Unpacked Standards 2018

9-10.RI.6	9-10.RI.6	9-10.RI.6

● Point of view
● Purpose
● Rhetoric
● Analysis
● Persuasive appeals
   ○ Ethos
   ○ Pathos
   ○ Logos
● Audience
	Every author has a purpose and point of view.
	
	Authors can use many techniques to persuade an audience.
	
	Interpretation is subjective.
	
	Rhetoric refers to the use of language to further the argument.
		Annotate a text focusing on rhetorical devices as applicable to an author's purpose/point of view.
		
		Analyze an informational text for rhetorical devices.
		
		Determine an author's point of view or purpose in a text.
		
		Critique the author's use of rhetoric to advance his or her point of view or purpose.

Student Friendly Language

9-10.RI.4
I can explain the meanings of the words I find in texts using context clues.
I can explain the meanings of similes, metaphors, personification, etc.
I can explain the emotions attached to words I read.
I can identify the technical terms in a text.
I can examine how the combination of words used in a text establishes meaning and a mood for that text.

9-10.RI.5
I can analyze a topic sentence to determine the author's main idea of a paragraph.
I can identify supporting details in a given paragraph.
I can identify the author's organizational patterns.
I can analyze the purpose of one paragraph and how it relates to the text as a whole.
I can provide evidence of the author's claim and/or ideas in the text.

9-10.RI.6
I can identify evidence in the text to determine an author's point of view or purpose within a text.
I can analyze how the author uses persuasive techniques to develop that point of view or purpose.
I can give evidence to support my analysis.
I can do a close reading of a text that focuses on key details that advances point of view or purpose.

Key Vocabulary

9-10.RI.4	9-10.RI.5	9-10.RI.6
● Context clues ● Figurative language ● Literal language ● Connotation ● Technical meanings ● Tone ● Diction ● Viewpoint ● Analyze ● Cumulative impact ● Comprehend	● Analyze ● Describe ● Argumentation ● Arrangement ● Jargon ● Contextual evidence ● Rhetorical analysis ● Dichotomy ● Point of view ● Narrative voice ● Transition ● Charge words ● Literary devices	● Ethos, pathos, logos ● Persuasiveness ● Argumentation ● Contradiction ● Counter argument ● Concession ● Refutation ● Controversial ● Subjective ● Objective ● Fallacies ● Provocative ● Claim and premise ● Bias ● Credibility

		• Evidence • Organizational structure • Annotation (close reading) • Semantics • Critique • Historical context • Perspective • Social norms • Propaganda

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 determine the meanings of unfamiliar words to eliminate miscommunication, to make educated decisions, to be successful in a career or in post-secondary education, to be productive citizens, and simply to enjoy reading. Examples could include political decision-making and following written directions from an employer.

We need to be able to analyze an author's claim and ideas in order to form our own opinions about the topic and to become critical thinkers (e.g., deciding which college to attend, being a consumer, analyzing manuals, being an informed citizen, voting).

It is important to understand differing perspectives and points of view in order to relate to many different types of people on many different levels. Good interpersonal skills are necessary to work effectively in social situations, like the workplace.

Being able to use meaningful language allows us to communicate more effectively in diverse situations.

Various media give information on political issues. We must recognize the point of view and purpose in order to make educated judgements about using the information.

Resources

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

Achievement Level Descriptors

Craft and Structure:

9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including
   a. Figurative, connotative, and technical meanings.
   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).

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).

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.

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
• Minimally determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that view or purpose.	• Partially determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that view or purpose.	• Adequately determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that view or purpose.	• Thoroughly determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that view or purpose.
• Use minimal supporting evidence to analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	• Use some supporting evidence to analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	• Use relevant supporting evidence to analyze, in detail, how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	• Use several strong, relevant supporting evidence to analyze, in detail, how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
• MInimally determine few connotative and denotative meanings of domain-specific and academic words with multiple meanings, based on context, word relationships, word structures, and differentiating vocabulary meanings.	• Partially determine some connotative and denotative meanings of domain-specific and academic words with multiple meanings, based on context, word relationships, word structures, and differentiating vocabulary meanings.	• Adequately determine connotative and denotative meanings of domain-specific and academic words with multiple meanings, based on context, word relationships, word structures, and differentiating vocabulary meanings.	• Thoroughly determine most connotative and denotative meanings of domain-specific and academic words with multiple meanings, based on context, word relationships, word structures, and differentiating vocabulary meanings.
• Minimally determine few figurative and technical meanings.	• Partially determine some figurative and technical meanings, analyzing the cumulative impact of specific word choices on meaning and tone.	• Adequately determine figurative and technical meanings, analyzing the cumulative impact of specific word choices on meaning and tone.	• Thoroughly determine figurative and technical meanings, analyzing the cumulative impact of specific word choices on meaning and tone.

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