

SD State Standards Disaggregated English Language Arts

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	9-10
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Standards Relating to Craft and Structure

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).

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.

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.

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

<i>Essential Questions</i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i>Big Idea Statements</i> <i>(What students need to discover)</i>
How do authors’ choices regarding words, point of view, and structure impact the meaning and affect readers’ interpretation of the text?	<p>Awareness of the figurative and connotative meanings of words leads to deeper understanding of the text.</p> <p>The importance of word choice and tone impacts the analysis of the text.</p> <p>The author’s choices concerning text structure lends meaning and effects to the text.</p> <p>Point of view and author’s purpose allows for understanding diverse cultures.</p>

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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).	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.
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.	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 meaning as well as its aesthetic impact.
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.	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.

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>9-10.RL.4</p> <ul style="list-style-type: none"> • Word choice • Tone (formal, informal) • Figurative language • Connotation • Setting <p>9-10.RL.5</p> <ul style="list-style-type: none"> • Structures • Effects • Mood • Plot construction <p>9-10.RL.6</p> <ul style="list-style-type: none"> • Cultural experiences • World literature • Point of view • Purpose 	<p>9-10.RL.4 Word choice influences meaning, tone, and formality of the text.</p> <p>Use of figurative language affects meaning.</p> <p>The connotation of words affects meaning.</p> <p>Language establishes time and place.</p> <p>9-10.RL.5 An author's choice of tone, sequence, and transitions within text creates mystery, tension, or surprise.</p> <p>Multiple storylines (e.g., parallel plots, pacing, flashbacks) can occur at the same time to create effect in a piece of literature.</p> <p>An author has the power to affect the mood of the story by manipulating timing in the plot construction.</p> <p>9-10.RL.6 Works from other countries reflect the cultural influences of that country.</p> <p>Literature can help the reader build awareness of different cultural points</p>	<p>9-10.RL.4 Distinguish between the denotative and connotative meaning of words in a text.</p> <p>Analyze the effects of language on a text (e.g. figurative language: simile, metaphor, allusion, symbolism, etc.).</p> <p>Evaluate the formal or informal tone of a piece as it is indicated by word choice.</p> <p>Explain how the author uses word choice and language to develop time and place.</p> <p>9-10.RL.5 Discuss how the purpose of the overall understanding is impacted by the author's choice of words.</p> <p>Analyze a writing which demonstrates the use of tone, sequence, and transitions to create mystery, tension, or surprise.</p> <p>Identify the techniques the author uses to determine the mood and sequence of the story.</p> <p>Explain how the author's organization affects the outcome of the story.</p> <p>9-10.RL.6 Analyze culturally diverse literature for point of view and purpose.</p> <p>Make connections between the cultural experiences reflected in a</p>

	<p>of view.</p> <p>Literature can help the student understand or appreciate the differences and similarities between cultures.</p> <p>Cultural experiences impact creation of texts.</p> <p>Cultural analysis helps readers gain meaning from world literature.</p> <p>Point of view and purpose can be shaped by culture.</p>	<p>number of literary readings.</p>
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Student Friendly Language
<p>9-10.RL.4 I can determine dictionary, figurative, and implied meanings of words as they are used in the text. I can analyze and evaluate how word choice establishes and influences meaning and tone.</p> <p>9-10.RL.5 I can explain the author’s use of structure in a text, given the mood the author is trying to achieve. I can explain why the author used specific details and sequencing within the text. I can explain how the use of time and order can create mystery, tension, or surprise within text. I can discuss the word choice the author used to create the tone within the text. I can identify why the author ended the story at that point affecting the story’s resolution and impacting the reader. I can distinguish between two or more storylines, parallel plots, or time settings.</p> <p>9-10.RL.6 I can identify how point of view and purpose of a text from another country shapes the text. I can analyze a reading from another country to determine what the story is about, and how it relates to that country. I can interpret a reading from another country and learn about the culture of that country.</p>

Key Vocabulary		
<p>9-10.RL.4</p> <ul style="list-style-type: none"> ● Analyze ● Denotation ● Connotation ● Impact ● Figurative language ● Tone 	<p>9-10.RL.5</p> <ul style="list-style-type: none"> ● Analyze ● Structure ● Parallel plot ● Order ● Manipulate ● Sequence ● Transition ● Text structure ● Flashbacks 	<p>9-10.RL.6</p> <ul style="list-style-type: none"> ● Analyze ● Point of view ● Reflection ● Culturally diverse ● Purpose
<p>Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?</p>		
<p>We need to be able to interpret word choice in a variety of media in order to limit misunderstandings and fully comprehend what is being communicated to them by their peers, parents, and employers. For example, the formal or informal tone used by a boss in an email may affect the meaning of that message.</p>		

Word choice affects meaning, such as sending an email or text-messages. Contextual clues are important for understanding anything we read. It is important to be very careful when writing to make sure the reader (boss, employees, family members) is getting the message we are trying to convey.

The stories that we will encounter during life in books, movies, television shows, or conversation, are told in a variety of ways, not always in chronological order.

Sequencing and/or time order words are used to complete a job task, to follow directions and to understand instructions.

We are living in a multicultural world. It is necessary to function and communicate in a society where cultural influences impact our ways of thinking.

We may someday be working with others from a different culture and will need to collaborate with a peer whose cultural experiences cause him/her to have a different approach to a given task.

Resources

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

Achievement Level Descriptors

Craft and Structure:

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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.

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.

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"> • With significant support, analyze how an author's structure in text, order of events, and manipulation of time create an effect. • Minimally determine figurative or connotative meanings and the impact(s) of those word choices on meaning and tone. • Minimally determine few intended connotative and denotative meanings of academic and domain-specific words/phrases, using context and multiple-word analysis strategies or resources effectively. • With significant support, analyze how an author's point of view and purpose shapes the content and style of culturally diverse texts, including those from outside the United States. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> • With minimal support, analyze how an author's structure in text, order of events, and manipulation of time create an effect. • Partially determine figurative or connotative meanings and the impact(s) of those word choices on meaning and tone. • Partially determine some intended connotative and denotative meanings of academic and domain-specific words/phrases, using context and multiple-word analysis strategies or resources effectively. • With minimal support, analyze how an author's point of view and purpose shapes the content and style of culturally diverse texts, including those from outside the United States. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> • Analyze how an author's structure in text, order of events, and manipulation of time create such effects as mystery, tension, or surprise. • Adequately determine and analyze figurative or 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. • Analyze how an author's point of view and purpose shapes the content and style of culturally diverse texts, including those from outside the United States. 	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> • Thoroughly analyze how an author's structure in text, order of events, and manipulation of time create such effects as mystery, tension, or surprise. • Thoroughly determine and analyze figurative or connotative meanings and the impact(s) of those word choices on meaning and tone. • Thoroughly 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. • Thoroughly analyze how an author's point of view and purpose shapes the content and style of culturally diverse texts, including those from outside the United States.