SD State Standards Disaggregated English Language Arts

Strand:	Reading for Informational Text	Anchor Standard:	Craft and Structure	Grade level:	11-12

Standards Relating to Craft and Structure

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.

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 structure makes points clear, convincing, and engaging.

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.

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 an author's language choices impact meaning?	An author makes purposeful choices about language that impact the meaning of a text.
How do an author's structural choices impact meaning?	An author makes purposeful choices about the structure of the writing that may impact an argument, or reinforces a point.
Why is it necessary to analyze how style and content create effective rhetoric?	Understanding the effective use of rhetoric helps identify an author's point of view. Style and content also contribute to rhetorical effectiveness.

Learning Progression: Craft and Structure   (11-12.RI.4   11-12.RI.5   11-12.RI.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.**	N/A
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). 11-12.RI.5 Analyze and evaluate the	**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 structure makes points clear, convincing, and engaging.**	N/A

effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.		
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.**	N/A

Rigor and Cognitive Complexity		
Know **(Factual)**	**Understand** **(Conceptual)** **The students will understand that:**	**Do** **(Procedural/ Application)**
11-12.RI.4 ● Appropriate sources for finding the meanings of unfamiliar words and phrases	**11-12.RI.4** An author purposefully chooses words and language. Words have different levels of meaning. An author uses rhetorical techniques to affect meaning. Figurative language is a component of some informational texts.	**11-12.RI.4** Determine meanings of words and phrases using context clues. Analyze the author's purpose through word choice. Trace and interpret the use of a term throughout the text.
11-12.RI.5 ● Elements of structure	**11-12.RI.5** Structure of an author's exposition or argument impacts effectiveness of text.	**11-12.RI.5** Evaluate an author's organizational structure in order to determine coherence and unity. Analyze effectiveness of pieces of writing based on whether chosen structure makes author's points clear, convincing, and engaging.
11-12.RI.6 ● Rhetorical strategies ● Methods of persuasion ● Author's point of view	**11-12.RI.6** An author deliberately chooses a point of view from which to relate his message. An author's choice of point of view influences the tone of the message. An author's purpose influences the style with which a message is told. An author uses persuasive techniques to build an argument. An author's use of rhetoric influences the effectiveness of an argument.	**11-12.RI.6** Explain how the author's point of view is conveyed in the text. Explain how point of view influences the main argument (claim). Explain an author's purpose. Analyze the use of stylistic elements and persuasive methods.

Student Friendly Language

11-12.RI.4
I can find the meaning of words/phrases I don't know.
I can recognize and explain examples of figurative language, as well as connotative and technical meanings of words.
I can analyze how word choice impacts meaning.
I can recognize when a word is used in a new or different way.

11-12.RI.5
I can tell the difference between main ideas and details.
I can identify the structure of a piece of writing.
I can tell the difference between expository and persuasive writing.
I can critique how well an author organizes his/her ideas.
I can identify specific variances in structure.

11-12.RI.6
I can identify the purpose in a text.
I can identify the author's point of view in a text.
I can identify and understand an author's main argument and claims in a text.
I can identify stylistic elements (tone, figurative language, imagery, diction, etc.) used to build an argument.
I can identify rhetorical elements within a text.

Key Vocabulary		

11-12.RI.4	**11-12.RI.5**	**11-12.RI.6**

● Technical meaning
● Context clues
● Figurative language
● Connotation
	● Structure
	● Clarity
	● Expository structures
	● Argumentative structures
		● Rhetoric
		● Rhetorical devices
		   ○ Pathos
		   ○ Logos
		   ○ Ethos
		   ○ Rhetorical question
		   ○ Repetition
		   ○ Anecdote
		   ○ Anaphora
		   ○ Antithesis
		● Argument
		● Claim
		● Style
		● Point of view/perspective
		● Author's purpose

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

In day-to-day life, students will read a variety of online and printed informational texts. Understanding an author's language will allow students to recognize underlying intentions or biases of a writer in printed text as well as social media.

In order to differentiate between biased and objective arguments, students need to understand more than one style of organization.

A good reader is able to identify techniques being used by an author to manipulate and persuade. Good readers need to sort emotional from factual information.

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

Achievement Level Descriptors

Key Ideas & Details:

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.

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 structure makes points clear, convincing, and engaging.

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.

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; figurative and technical 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; figurative and technical meanings.	• Provide thorough evidence that they can determine most 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; figurative and technical meanings.
• Provide minimal evidence that they can apply little reasoning and a minimal range of textual evidence to justify analyses of author's presentation of information, analyzing the author's point of view.	• Provide partial evidence that they can apply some reasoning and a partial range of textual evidence to justify analyses of author's presentation of information, analyzing the author's point of view, purpose, and how style and content contribute to overall rhetorical effectiveness.	• Provide adequate evidence that they can apply reasoning and an adequate range of textual evidence to justify analyses of author's presentation of information, analyzing the author's point of view, purpose, and how style and content contribute to overall rhetorical effectiveness.	• Provide thorough evidence that they can apply reasoning and a thorough range of textual evidence to justify analyses of author's presentation of information, analyzing the author's point of view, purpose, and how style and content contribute to overall rhetorical effectiveness.
• Provide evidence of a minimal analysis of connections in the development of complex ideas or events or in development of topics, themes, or simple rhetorical features.	• Provide evidence of a partial analysis of connections in the development of complex	• Provide evidence of an adequate analysis of connections in the development of complex	• Provide evidence of a thorough analysis of connections in the development of complex

• Provide minimal evidence that they can identify few aspects of text structures or genre-specific features or formats.	ideas or events or in development of topics, themes, or simple rhetorical features. • Provide partial evidence that they can identify some aspects of text structures or genre-specific features or formats and indicate some relationships between text structures or text features, analyzing the structure of argument and including clear, convincing, and engaging points.	ideas or events or in development of topics, themes, or simple rhetorical features. • Provide adequate evidence that they can identify some aspects of text structures or genre-specific features or formats and indicate some relationships between text structures or text features, analyzing the structure of argument and including clear, convincing, and engaging points.	ideas or events or in development of topics, themes, or simple rhetorical features. • Provide thorough evidence that they can identify several aspects of text structures or genre-specific features or formats and indicate several relationships between text structures or text features, analyzing the structure of argument and including clear, convincing, and engaging points.

ideas or events or in development of topics, themes, or simple rhetorical features.