

SD State Standards Disaggregated English Language Arts

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	6
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Standards Relating to Craft and Structure

6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.

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 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 an author's word choice impact the story's development and tone?	Words impact the people and environment around the reader. Words can influence the tone of text such as in a poetry selection, short story, novel, play, etc.
How does a section of text affect the overall structure of a story?	A section of text can impact how students view the selected literary piece.
How does an author develop point of view in a story?	Authors make choices about point of view to control the development or pace of the story (e.g., plot, characters, themes, etc.). Authors sometimes use more than one point of view to tell a story.

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings.	6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	7.RL.4 Determine the meaning of words and phrases as they are used in a text, including how figurative and connotative meanings affect tone; analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme,	7.RL.5 Analyze how the overall form or structure of a text (e.g. drama, poetry, narrative, short story) contributes to its meaning.

	setting, or plot.	
5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.	6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.	7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>6.RL.4</p> <ul style="list-style-type: none"> Determining figurative meaning (e.g., The dog ate my homework.) Deciphering connotative meaning (e.g., There's no place like home.) <p>6.RL.5</p> <ul style="list-style-type: none"> Identifying structural elements (sentence, chapter, scene, stanza) Development of text structure Identifying theme Analyzing setting Developing plot Identifying story elements <p>6.RL.6</p> <ul style="list-style-type: none"> Establishing point of view Narrator's point of view Speaker's (character's) point of view 	<p>6.RL.4 Figurative language (e.g., metaphors, idioms, personification, etc.) and connotative word choices add meaning and tone to text.</p> <p>6.RL.5 Different structural elements of text impact the theme, setting, or plot. Text design develops literary elements.</p> <p>6.RL.6 An author has a purpose for writing. An author's point of view may be different than a reader's point of view. Multiple characters may have different points of view. All text has a point of view which the author uses to develop meaning.</p>	<p>6.RL.4 Use resources (e.g., dictionary, thesaurus, etc.) to find word meanings. Analyze word choice to determine meaning. Interpret connotative and figurative meaning. Manipulate word choice to impact meaning and tone.</p> <p>6.RL.5 Analyze/Distinguish how a particular piece of a text impacts and contributes to the overall theme, setting, and plot of the text.</p> <p>6.RL.6 Identify an author's point of view or purpose in a text. Explain how the author develops the narrator's or character's point of view. Explain or recognize how the author's purpose affects the interpretation of a reading selection.</p>

Student Friendly Language

6.RL.4

I can figure out the meanings of words and phrases in a story and think about how they are used to illustrate the author's meaning.

6.RL.5

I can think about how parts of a story, play or poem fit into the overall text and affect its meaning.

6.RL.6

I can explain how an author develops the point of view of the narrator or speaker in a text.

Key Vocabulary

6.RL.4

- Figurative meaning
- Connotative
- Tone
- Analyze

6.RL.5

- Figurative language
- Stanzas
- Theme
- Setting
- Plot
- Scene

6.RL.6

- Point of View
 - First Person Point of View
 - Third Person Point of View

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 be able to do this in order to read at a critical level that allows us to comprehend and enjoy text in newspapers, magazines, websites, etc.

We need to be able to understand that words and phrases in written documents can impact how others perceive text.

We need to be able to do this so we can analyze the intent of the author's message and understand how the message impacts response. A scene or stanza in a written work can enhance the author's theme, setting, or plot. "Don't be afraid of death; be afraid of an unlived life. You don't have to live forever, you just have to live." *Tuck Everlasting*

We need to learn this because in today's world of instant personal communication, the importance of a message may be shown by the use of capital letters. For instance, a text message in all capital letters may show the sender to be shouting, upset, or excited.

Resources

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

Achievement Level Descriptors

Craft and Structure:

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6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.

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"> • Provide minimal evidence that they can identify and interpret some figurative language, literary devices, or few connotative meanings of words and phrases used in context and their impact on reader interpretation. • 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. • With significant support, use textual evidence to minimally justify analyses or judgements made about intended effects of sentences, chapters, scenes, or stanzas and analyze how information is presented within or across texts, showing relationships. • Minimally explain how the author develops the point of view of the narrator/speaker. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> • Provide partial evidence that they can identify and interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and their impact on reader interpretation. • 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. • With minimal support, use textual evidence to partially justify analyses or judgements made about intended effects of sentences, chapters, scenes, or stanzas and analyze how information is presented within or across texts, showing relationships. • Explain how the author develops the point of view of 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> • Provide adequate evidence that they can identify and interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and their impact on reader interpretation. • 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. • Use adequate textual evidence to justify analyses or judgements made about intended effects of sentences, chapters, scenes, or stanzas and analyze how information is presented within or across texts, showing relationships. • Explain how the author develops the point of view of the narrator/speaker. 	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> • Provide thorough evidence that they can identify and interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and their impact on reader interpretation. • 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. • Use thorough textual evidence to justify thorough analyses or judgements made about intended effects of sentences, chapters, scenes, or stanzas and analyze how information is presented within or across texts, showing relationships. • Explain how the author develops the point of view of the narrator/speaker.

	the narrator/speaker.		
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