

SD State Standards Disaggregated English Language Arts

Strand:	Reading for Informational Text	Anchor Standard:	Craft and Structure	Grade level:	7
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Standards Relating to Craft and Structure

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 specific word choice affects meaning and tone.

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.

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.

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>
<p>How do words and structure impact meaning in informational texts?</p> <p>How do words and structure impact an author's point of view or purpose?</p>	<p>Authors select specific words and phrases to reveal tone and shape our interpretation of a text.</p> <p>A text's form or structure contributes to the development of ideas.</p> <p>An author distinguishes his or her viewpoint from that of others.</p>

Learning Progression: Craft and Structure (7.RI.4 7.RI.5 7.RI.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	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 specific word choice affects meaning and tone.	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.
6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	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.	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.
6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	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.	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.

Rigor and Cognitive Complexity

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>7.RI.4</p> <ul style="list-style-type: none">Figurative language (e.g., metaphors, idioms, allusions)DenotationConnotationTechnical meanings (e.g., jargon, content-specific vocabulary, job-related vocabulary, etc.)Tone <p>7.RI.5</p> <ul style="list-style-type: none">Organizational text structures (e.g., cause-effect, problem-solution, chronological, etc.)Text features (e.g., headings, captions, graphs, etc.) <p>7.RI.6</p> <ul style="list-style-type: none">Author's point of viewPurpose	<p>7.RI.4</p> <p>Words and phrases have varying meanings and affect tone depending on how they are used.</p> <p>Words are powerful tools used by writers to inform or to make an argument.</p> <p>7.RI.5</p> <p>Knowing text structures helps readers identify key concepts and make meaning from complex texts.</p> <p>All parts contribute to the development of a text's ideas.</p> <p>Authors intentionally structure a text to communicate their ideas.</p> <p>7.RI.6</p> <p>Authors write for different purposes.</p> <p>Knowing the author's purpose and point of view allows the reader to formulate a more comprehensive understanding of the information.</p> <p>Effective writers use strategies to distinguish their position and point of view from others.</p>	<p>7.RI.4</p> <p>Determine the figurative, connotative, and technical meanings of words and phrases in a text.</p> <p>Analyze how author's word choice affects tone.</p> <p>7.RI.5</p> <p>Analyze how the text's parts contribute to its whole.</p> <p>Analyze how the author organizes the text and why the structure is effective in achieving the author's purpose.</p> <p>7.RI.6</p> <p>Determine the author's point of view or purpose.</p> <p>Analyze how the author develops and supports his or her position.</p> <p>Analyze how the author distinguishes his or her point of view from others.</p>

Student Friendly Language

7.RI.4

I can determine the meaning of words and phrases in a text.
I can determine the figurative, connotative, and technical meanings of words and phrases in a text.
I can analyze how word choice affects meaning and tone.

7.RI.5

I can analyze how the text's parts contribute to its whole.
I can analyze how the author organizes the text.
I can analyze why the structure is effective in achieving the author's purpose.

7.RI.6

I can determine the author's point of view or purpose.
I can analyze how the author develops and supports his or her position.

I can analyze how the author separates his or her point of view from others.

Key Vocabulary

7.RI.4

- Determine
- Analyze
- Figurative language (e.g., metaphors, idioms, allusions)
- Denotation
- Connotation
- Technical meanings (e.g., jargon, content-specific vocabulary, job-related vocabulary, etc.)
- Tone

7.RI.5

- Analyze
- Contribute
- Development
- Organizational text structures (e.g., cause-effect, problem-solution, chronological, etc.)
- Text features (e.g., headings, captions, graphs, etc.)

7.RI.6

- Determine
- Analyze
- Distinguish
- Author's point of view
- Purpose

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

When communicating, we need to select the appropriate words, form, and structure according to the task, audience, and purpose (e.g., emailing a boss v. texting a friend; speaking to the coach v. speaking to teammates).

We need to be critical consumers of information, understanding what the author's point of view or purpose is (e.g., news, advertising, propaganda).

Resources

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

Achievement Level Descriptors

Craft and Structure

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 specific word choice affects meaning and tone.

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.

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.

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"> Minimally identify few figurative, connotative and technical meanings of domain-specific and academic words with multiple meanings, based on context, word relationships, word structures, and differentiating vocabulary meanings. With significant support, minimally analyze how major sections of text are structured and presented to develop ideas, integrating few ideas and information; and determine an author's point of view or purpose and minimally analyze how the author distinguishes his/her own opinion from others'. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> Partially identify some figurative, connotative and technical meanings of domain-specific and academic words with multiple meanings, based on context, word relationships, word structures, and differentiating vocabulary meanings, indicating how word choice affects meaning and tone. With minimal support, partially analyze how major sections of text are structured and presented to develop ideas, integrating some ideas and information; and determine an author's point of view or purpose and partially analyze how the author distinguishes his/her own opinion from others'. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> Identify figurative, connotative and technical meanings of domain-specific and academic words with multiple meanings, based on context, word relationships, word structures, and differentiating vocabulary meanings, indicating how word choice affects meaning and tone. Analyze how major sections of text are structured and presented to develop ideas, integrating all ideas and information; and determine an author's point of view or purpose and analyze how the author distinguishes his/her own opinion from others'. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> Thoroughly identify figurative, connotative and technical meanings of domain-specific and academic words with multiple meanings, based on context, word relationships, word structures, and differentiating vocabulary meanings, indicating how word choice affects meaning and tone. Thoroughly analyze how major sections of text are structured and presented to develop ideas, integrating all ideas and information; and determine an author's point of view or purpose and analyze how the author distinguishes his/her own opinion from others'.