

SD State Standards Disaggregated English Language Arts

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	5
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Standards Relating to Craft and Structure

5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings.

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.

5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.

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 readers try to understand unknown words?</p> <p>Why do stories, poems, and plays look different?</p> <p>How do different points of view change a story?</p>	<p>English words and phrases often have deeper meanings than their dictionary definitions.</p> <p>Words contain feelings.</p> <p>Words have literal and figurative meanings.</p> <p>Context clues, examples and text features assist readers in determining word meanings.</p> <p>Genres of literature have different organizational structures.</p> <p>Readers get information about the events of a story based on the point of view from which the story is being told.</p>

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
4.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	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.
4.RL.5 Explain major differences between stories, dramas, and	5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to	6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza

poems, and refer to the structural elements of poems (e.g., verse, stanza, rhythm, meter) and dramas (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	provide the overall structure of a particular story, drama, or poem.	fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	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.

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
5.RL.4 Figurative Language Connotation Context	5.RL.4 Context clues provide meaning to the words and phrases in the text. Figurative language effects the meaning of the text. Connotation is a suggested feeling a word gives beyond its definition.	5.RL.4 Use strategies to understand the meaning of vocabulary words. Determine the meanings of figurative language in context. Derive word meanings from context clues. Use resources to find word meanings (dictionary, thesaurus, etc.). Determine the feeling that specific word choices create in a text.
5.RL.5 Chapters Scenes Stanzas Story Drama Poem Text structure	5.RL.5 Text structure affects the story, drama, or poem. Text structure is purposeful. Authors choose to structure and organize text in a specific way to enhance the message.	5.RL.5 Explain how parts of a text fit together to make the whole text. Identify the text structure. Explain why the author wrote the chapter/scene/stanza in the order of the text.
5.RL.6 Multiply points of view Inference Influence	5.RL.6 Point of view is a representation of the narrator/speaker’s perspective of events. Events are recounted based on an individual’s perspective.	5.RL.6 Describe the point of view of the narrator. Describe events in the text that are influenced by the narrator’s point of view.

Student Friendly Language

5.RL.4

I can determine the meanings of words and phrases in the text.

I can determine the meaning of figurative language.

I can determine the connotative meanings of words.

5.RL.5

I can explain how chapters, scenes, and stanzas fit together to increase my understanding of the text.

5.RL.6

I can describe how the narrator's or speaker's point of view influences the events in a text.

Key Vocabulary

5.RL.4

- Figurative Language
- Connotation
- Imagery
- Context Clues
- Literal Meaning
- Symbolize
- Example
- Footnote

5.RL.5

- Chapters
- Scenes
- Stanzas
- Story
- Drama
- Poem
- Text Structure
- Dialogue
- Cast
- Act
- Stage Directions

5.RL.6

- Narrator
- Speaker
- First Person
- Third Person
- Perspective
- Inference
- Influence
- Point of View
- Events

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

In things we read every day, we encounter words and phrases we do not understand. Having multiple strategies to understand these words and phrases helps us understand what we are reading.

Figurative language is an effective way to express our ideas in an interesting way. Because it is a part of our everyday lives and conversations, we are more effective and accurate communicators when we can understand them.

Some presentation styles are more effective than others for a given situation. Are we more entertained by a rap or a sonnet? Which would be more appropriate for a formal setting: a rap or a sonnet?

Any recounting of an event (an accident, a play in a game, an event on the playground) will have different facts presented based on the point of view of the different observers.

It is important to understand the meaning of words beyond their definition because...

Resources

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

Achievement Level Descriptors

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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"> Identify, with significant support, some figurative language, literary devices, or connotative meanings of words and phrases used in context. Minimally determine intended meanings of a few common grade-appropriate words with multiple meanings, based on context, word relationships, word structure, or use of resources. Minimally explain, with significant support, how a series of chapters, scenes or stanzas work together to provide the overall structure of text. Minimally describe, with significant support, how the narrator's/speaker's point of view. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> Partially identify or interpret, with minimal support, some figurative language, literary devices, or connotative meanings of words and phrases used in context. Partially determine intended meanings of some common grade-appropriate words with multiple meanings, based on context, word relationships, word structure, or use of resources. Partially explain, with minimal support, how a series of chapters, scenes or stanzas work together to provide the overall structure of text. Partially describe, with minimal support, how the narrator's/speaker's point of view changes how events are described. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> Adequately identify or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context. Adequately determine intended or precise meanings of most common grade-appropriate words with multiple meanings, based on context, word relationships, word structure, or use of resources. Adequately explain how a series of chapters, scenes or stanzas work together to provide the overall structure of text. Adequately describe how the narrator's/speaker's point of view changes/enhances how events are described. 	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> Thoroughly identify or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context. Thoroughly determine intended or precise meanings of an extensive range of words with multiple meanings, based on context, word relationships, word structure, or use of resources. Thoroughly explain precisely how a series of chapters, scenes, or stanzas work together to provide the overall structure of text. Thoroughly describe and explain how the narrator's/speaker's point of view changes/enhances how events are described.