

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Reading for Literature	<b>Anchor Standard:</b>	Craft and Structure	<b>Grade level:</b>	2
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### Standards Relating to Craft and Structure

2.RL.4 Describe how words and phrases create rhythm and meaning in a story, poem, or song.

2.RL.5 Identify the overall structure of stories and their common elements (e.g., how the beginning introduces the story, how the action leads to the resolution).

2.RL.6 Express differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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

<i><b>Essential Questions</b></i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i><b>Big Idea Statements</b></i> <i>(What students need to discover)</i>
<p>How do words or phrases show rhythm and meaning in a story, poem, or song?</p> <p>How are stories the same?</p> <p>Why is it important to know how the main character is thinking and feeling in the story?</p>	<p>Authors use rhythm to create meaning in stories, poems, and songs.</p> <p>The overall structure of a story includes a beginning, middle, and end.</p> <p>The use of various character voices can show differences in points of view.</p>

### Learning Progression: Craft and Structure (2.RL.4 2.RL.5 2.RL.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
1.RL.4 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses.	<b>2.RL.4 Describe how words and phrases create rhythm and meaning in a story, poem, or song.</b>	3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
1.RL.5 Explain major differences between common types of texts.	<b>2.RL.5 Identify the overall structure of stories and their common elements (e.g., how the beginning introduces the story, how the action leads to the resolution).</b>	3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text using appropriate terminology such as chapter, scene, and stanza and describe how each successive part relates to each other and the whole.
1.RL.6 Use illustrations and details to identify who is telling the story at various points in a text.	<b>2.RL.6 Express differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</b>	3.RL.6. Identify the point of view in a text and distinguish the student’s perspective from that of the narrator or characters.

<b>Rigor and Cognitive Complexity</b>		
<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural/ Application)</b>
<p><b>2.RL.4</b></p> <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Rhyme</li> </ul>	<p><b>2.RL.4</b> Words and phrases can create rhythm and meaning.</p> <p>Authors repeat lines for emphasis or effect.</p> <p>Authors can use rhyming words to create rhythm.</p>	<p><b>2.RL.4</b> Interpret meaning from rhythmic words and phrases in a story, poem, or song.</p> <p>Identify rhythm/rhyme in a story, poem, or song.</p>
<p><b>2.RL.5</b></p> <ul style="list-style-type: none"> <li>• Main characters</li> <li>• Setting</li> <li>• Beginning, middle, end of a story</li> <li>• Problem/solution</li> <li>• Story structure</li> </ul>	<p><b>2.RL.5</b> The beginning of the story often introduces the main characters and setting of the story.</p> <p>Problems are resolved at the end of a story.</p> <p>A story has a plot with a beginning, middle, and end.</p>	<p><b>2.RL.5</b> Identify the setting(s) of a story.</p> <p>Identify and describe the main character(s).</p> <p>Describe the problem and how it is resolved.</p> <p>Retell events following the sequence of the story.</p>
<p><b>2.RL.6</b></p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Point of view</li> <li>• Dialogue</li> <li>• Effective use of character voice</li> </ul>	<p><b>2.RL.6</b> Authors use characters to bring a story to life.</p> <p>Characters in a story express different points of view through dialogue and actions.</p> <p>Different characters may have different points of view in the same story.</p> <p>Readers can use different voices to portray various characters in a story.</p>	<p><b>2.RL.6</b> Identify the characters of the story.</p> <p>Use different voices for different characters to reflect dialogue.</p> <p>Compare the differences in points of view of the characters.</p>

<b>Student Friendly Language</b>
<p><b>2.RL.4</b> I can hear how words create a rhythm in a story, poem, or song. I can use the words from a story, poem, or song to create a picture in my mind. I can describe how words from the text supply meaning in a story, poem, or song.</p> <p><b>2.RL.5</b> I can name the setting(s) and main character(s) after reading the beginning of a story. I can sequence the events of the story. I can state the problem of the story. I can state the solution to the problem after reading the ending of a story.</p>

**2.RL.6**

I can change my voice to match the character(s).  
I can tell about a character's point of view.

**Key Vocabulary****2.RL.4**

- Regular beats
- Alliteration
- Rhymes
- Repeated lines
- Rhythm
- Poem
- Phrase
- Words
- Phrases

**2.RL.5**

- Character
- Setting
- Problem
- Solution
- Plot (beginning, middle, end)
- Sequence
- Events
- Identify
- Story structure

**2.RL.6**

- Point of view
- Characters
- Dialogue
- Voice
- Expression

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

Understanding how rhythm adds meaning to a story, poem, or song makes reading more enjoyable.

Recognizing the common elements in stories helps us tell a friend about a story, poem, or song.

When we use expressive voices, stories, poems, and songs come to life.

Recognizing different points of view helps us respect others' opinions.

**Resources**

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

## Achievement Level Descriptors

### Craft and Structure:

2.RL.4 Describe how words and phrases create rhythm and meaning in a story, poem, or song.

2.RL.5 Identify the overall structure of stories and their common elements (e.g., how the beginning introduces the story, how the action leads to the resolution).

2.RL.6 Express differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Level 1	Level 2	Level 3	Level 4
<p>In grade-level texts, with significant support, students should be able to</p> <ul style="list-style-type: none"> <li>Minimally describe, how words and phrases create or change meaning in a story, poem, or song; and identify some basic structure, meaning, and character's point of view.</li> </ul>	<p>In grade-level texts, with minimal support, students should be able to</p> <ul style="list-style-type: none"> <li>Partially describe, how words and phrases create or change meaning in a story, poem, or song; identify basic structure, meaning, and character's point of view of a story.</li> </ul>	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> <li>Describe how words and phrases create or change rhythm or meaning in a story, poem, or song; identify basic structure, meaning, and character's point of view, and how they affect a story.</li> </ul>	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> <li>Describe how words and phrases create or change rhythm or meaning in a story, poem, or song; identify basic structure, meaning, and character's point of view, and speaking in various voices, and how they affect a story.</li> </ul>