

SD State Standards Disaggregated English Language Arts

Strand:	Reading for Literature	Anchor Standard:	Craft and Structure	Grade level:	3
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Standards Relating to Craft and Structure

3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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.

3.RL.6 Identify the point of view in a text and distinguish the student's perspective from that of the narrator or characters.

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 do literal and nonliteral language differ?	Context clues determine the meaning of words and phrases.
How are stories, dramas, and poems structured?	Literature uses terms such as chapters, scenes, and stanzas.
How does text structure play a role in the overall meaning of literature?	The text structure (sequence) contributes to the meaning of literature.
How does the author's point of view differ from the reader's point of view?	Points of view can be the same or different from the narrator or other characters.

Learning Progression: Craft and Structure (3.RL.4 3.RL.5 3.RL.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.RL.4 Describe how words and phrases create rhythm and meaning in a story, poem, or song.	3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	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.
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).	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.	4.RL.5 Explain major differences between stories, dramas, and 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.

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.	3.RL.6 Identify the point of view in a text and distinguish the student's perspective from that of the narrator or characters.	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.
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Rigor and Cognitive Complexity

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>3.RL.4</p> <ul style="list-style-type: none"> Words and phrases have multiple meanings. Literal language Non-literal language Context clues <p>3.RL.5</p> <ul style="list-style-type: none"> Parts of a story Cast Act Scene Stanza Chapter <p>3.RL.6</p> <ul style="list-style-type: none"> Text connections Point of view Narrator Characters 	<p>3.RL.4</p> <p>Words and phrases can have different meanings within text.</p> <p>The author's word choice shapes the meaning.</p> <p>3.RL.5</p> <p>Stories, dramas, and poems have unique structures.</p> <p>Stories, dramas, and poems are written sequentially.</p> <p>3.RL.6</p> <p>Students' point of view may be different than the text.</p>	<p>3.RL.4</p> <p>Differentiate between literal and nonliteral.</p> <p>3.RL.5</p> <p>Use the term chapter when referring to the parts of a story.</p> <p>Use the terms act and scene when referring to the parts of a play.</p> <p>Use the term stanza when referring to the parts of a poem.</p> <p>Explain how chapters and scenes are sequential and build on the previous chapters and scenes.</p> <p>Apply knowledge of stories, dramas, and poems when writing and speaking.</p> <p>3.RL.6</p> <p>Identify with a text.</p> <p>Make a connection with the text.</p> <p>Differentiate between personal views and views of others.</p>

Student Friendly Language

3.RL.4

I can use context clues to distinguish between literal and nonliteral language.

3.RL.5

I can locate a part of a story, poem, and play.

I can use text structures (sequence) to explain the meaning of literature.

3.RL.6

I can have a different point of view than a character or narrator in a story.

Key Vocabulary

3.RL.4

- Literal language
- Non-literal language
- Determine
- Context clues
- Phrases
- Distinguish text

3.RL.5

- Stanza
- Scene
- Act
- Sequence
- Chapter
- Drama
- Parts of a story (characters, setting, plot, resolution, beginning, middle, end)

3.RL.6

- Distinguish
- Point of view
- Narrator
- Character
- Text to self
- Text to text
- Text to world

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

Understanding literal and nonliteral language (for example, "It's raining cats and dogs") helps us in daily conversations.

Writing things in order makes our writing easier for others to understand.

We can find answers to questions by utilizing the structure of the text.

We can help others find a specific part of text.

Our opinions may not always be the same as others.

We can acknowledge different perspectives.

Resources

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

Achievement Level Descriptors

Craft and Structure:

3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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.

3.RL.6 Identify the point of view in a text and distinguish the student's perspective from that of the narrator or characters.

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"> • Use little supporting evidence from stories, dramas, and poems and little appropriate terminology when minimally speaking or writing about the text. • Identify the point of view in a text and minimally distinguish among the student's point of view, the narrator's point of view, or the character's point of view. • Distinguish few literal from nonliteral meanings of words and phrases; and minimally determine few intended meanings of words with multiple meanings, based on context, word relationships, word structure, or use of resources. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> • Use some supporting evidence from stories, dramas, and poems and some appropriate terminology including chapter, scene, and stanza when partially speaking or writing about the text; and partially describe how each part relates to the previous, the following, and the text as a whole. • Identify the point of view in a text and partially distinguish among the student's point of view, the narrator's point of view, or the character's point of view. • Distinguish some literal from nonliteral meanings of words and phrases; and partially determine some intended meanings of words with multiple meanings, based on context, word relationships, word structure, or use of resources. 	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> • Use supporting evidence from stories, dramas, and poems and appropriate terminology including chapter, scene, and stanza when speaking or writing about the text; and describe how each part relates to the previous, the following, and the text as a whole. • Identify the point of view in a text and distinguish among the student's point of view, the narrator's point of view, and the character's point of view. • Distinguish literal from nonliteral meanings of words and phrases; and determine intended meanings of words with multiple meanings, based on context, word relationships, word structure, or use of resources. 	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> • Use thorough supporting evidence from stories, dramas, and poems and appropriate terminology including chapter, scene, and stanza when thoroughly speaking or writing about the text; and thoroughly describe how each part relates to the previous, the following, and the text as a whole. • Identify the point of view in a text and thoroughly distinguish among the student's point of view, the narrator's point of view, and the character's point of view. • Distinguish literal from nonliteral meanings of words and phrases; and thoroughly determine intended meanings of words with multiple meanings, based on context, word relationships, word structure, or use of resources.