

Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: RL.4.5 - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<p><u>Questions to Focus Learning</u></p> <p>Why do authors choose the genre they do? How do the different genres draw on different emotions?</p> <p>Authors can present information on a topic in various genres depending on purpose, audience, and content.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know verse is the number of lines in each stanza of a poem. I know rhythm is a repeating pattern of accented words or syllables in a poem. I know meter is the number of stressed syllables in each line of a poem. I know sound devices such as verse, rhythm and meter are used in poetry to create a musical effect. I know casts of characters are the players in a drama. I know settings are where and when a drama takes place. I know descriptions are words written in a drama to give the reader information about a character or setting. I know dialogue is the words spoken by a character in a story or drama. I know stage directions are written instructions for an actor in the script of a drama. I know prose is ordinary speech or writing without rhythmic structure.</p> <p><i>Reasoning Targets</i></p> <p>I can describe how poems, drama and prose are arranged differently to illustrate events and ideas to create a dramatic effect. I can describe how structural elements of poems, drama and prose enhance the reader's experience of events and ideas portrayed in a text. I can analyze the components of a text to determine its structure.</p>

Vocabulary

cast
chapter
dialogue
drama
meter
poem
prose
rhythm
scene
sound devices
stage directions
stanza
structure
verse

Teacher Tips

[Distinguishing a Poem from Prose](#)—This video from LearnZillion explain to students how to understand a poem more in depth through rereading and retelling as well as how to distinguish between prose and poetry.

[Genre Study: A Collaborative Approach](#)—This lesson plan spans over the course of a few weeks as the teacher introduces students to new genres every 2-3 weeks.

[Glossary of Poetry Terms](#)—This website can be used as a resource for teachers who need to refresh their understanding of various poetical devices.

[Rereading and Retelling to Understand a Poem](#)--This brief 3-minute video shows students how to understand a poem by retelling what happened.

[Seasonal Poetry and Art Units](#)—This website provides links to the characteristics of poetry, different types of poetry, writing templates, figurative language, and more!

[Teach Reading by Putting on a Play](#)—This *Instructor* magazine article explains how Readers Theater can improve kids' fluency, writing, listening, and social skills.

[Theater Vocabulary](#)—This six page PDF document offers student-friendly definitions for a variety of theater terms.

[What Makes Poetry?:Exploring Line Breaks](#)--Students brainstorm the characteristics of poetry, then focus in on line breaks. As a group, they analyze the use of line breaks in the poem "Bubbles," noting how they affect the sound, meaning, and appearance of the poem. Students then work in small groups to explore the line breaks in two additional poems, reading them aloud, discussing the line breaks, and experimenting with changing them. Finally, students come together as a group to discuss what they have found. (Source: Read Write Think)

[What is Poetry?: Contrasting Poetry and Prose](#)—This lesson is intended for grades 6-8, but the lesson plan could easily be adapted for fourth grade.

Vertical Progression

RL.K.5 - Recognize common types of texts (e.g., storybooks, poems).

RL.1.5 - Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.5.5 - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.6.5 - 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.

RL.7.5 - Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.8.5 - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.9-10.5 - Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.11-12.5 - Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RL.4.5](#)