



Nevada Academic Content 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.K.5 - Recognize common types of texts (e.g., storybooks, poems).
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>What are the different types of texts? How will identifying the text type aid in reading comprehension?</p> <p>The different types of texts are storybooks, poems, songs, works of fiction, and informational texts. Knowing the text type will help the reader to understand the author's purpose. This allows readers to set their own purpose for reading and aids in their comprehension of the text.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <ul style="list-style-type: none">I know a text is written words that are being read.I know a storybook is a book that tells a story or many stories.I know a poem is a text that has rhythm and sometimes rhyming words.I know rhythm is a pattern of movement or sound.I know rhyming words have the same middle and ending sounds.I know a song is a piece of music that sometimes has words.I know informational text will teach some type of information.I know fiction refers to a text about imaginary events and people. <p><i>Reasoning Targets</i></p> <ul style="list-style-type: none">I can identify storybooks.I can identify poems.I can identify songs.I can identify informational texts.I can identify fiction.

Vocabulary

fiction imaginary
informational text
poem
poetry
rhyme
rhythm
song
storybook
text

Teacher Tips

[Sorting Books by Fiction and Nonfiction](#) - Students will sort books by fiction and nonfiction. It is suggested to bring in the actual books rather than simply having the title of the book written out on a card as stated in the lesson. Additionally, books can be sorted by poetry, biographies, fairy tales, etc.

Vertical Progression

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.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.

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

Direct link for this standard: [RL.K.5](#)