



Nevada Academic Content Standards - Resource Page

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

<p>College and Career Readiness (CCR) Anchor Standard</p>	<p>Standard: RL.2.4 - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>
<p>R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p><u>Questions to Focus Learning</u></p> <p>How do word choice and rhythm bring meaning and fluency to a piece?</p> <p>Authors arrange specific words and phrases to evoke a feeling or response. Through this emotional reaction, the reader can understand the meaning of the piece of writing.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know rhythm is a strong, repeated pattern or sound which is evident when reading orally. I know alliteration is the repetition of the same sound, usually a consonant at the beginning of consecutive words or words that are in close proximity. I know word choice helps to create an overall mood or feeling of a story, poem, or song. I know repeated lines are used to create rhythm and meaning.</p> <p><i>Reasoning Targets</i></p> <p>I can identify regular beats, alliteration, rhymes, and repeated lines. I can explain how rhythmic words and phrases add meaning to a story, poem, or song.</p> <p><u>Vocabulary</u></p> <p>alliteration phrases regular beat rhyme rhythm rhythmic words syllable</p>

Teacher Tips

[Poetry portfolios](#) - These sample lessons only directly address rhyme and meaning at the word and phrase level. The skill search portion can be adapted to focus on other skills, such as repetition and alliteration, using poems or songs containing those characteristics.

[Sample of lessons](#) - In this first six-week unit of second grade, students read chapter books by Cynthia Rylant, informational texts, and poetry--all related to the four seasons.

Vertical Progression

RL.K.4 - Ask and answer questions about unknown words in a text.

RL.1.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.5.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.6.4 - 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.

RL.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.9-10.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.11-12.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (Include Shakespeare as well as other authors).

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

Direct link for this standard: [RL.2.4](#)