

Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade 5: Key Ideas & Details</i>		
Standards: <i>RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<ul style="list-style-type: none"> • <i>Why is textual support essential to a reader's understanding?</i> 	<p><i>Students will understand that it is important to use textual evidence when explaining what the text says explicitly and when drawing inferences from the text.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Engage in small group discussions about a fiction story read in class</i> • <i>Read a story and respond to open-ended, comprehension questions</i> • <i>Read-aloud and think-aloud using a short story</i> • <i>Read leveled fiction texts and draw inferences on the text in a guided reading group (small group)</i> • <i>Complete a choice menu project (picture book, diorama, cartoon, board game) using an independent, leveled novel</i> • <i>In literacy centers, use inference task cards (short, fiction stories) to practice drawing inferences and using textual evidence (team members can challenge one another using task cards)</i> • <i>Read a leveled novel and respond to questions in a reader's response journal</i>
<p>Content Statements</p> <p><i>Provide accurate textual support when analyzing the text.</i></p>		

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Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade 5: Key Ideas & Details</i>		
Standards: <i>RL 5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<ul style="list-style-type: none"> • <i>Why is theme significant to the meaning of a text?</i> • <i>How can a character's response to challenges help to determine the theme of a text?</i> 	<ul style="list-style-type: none"> • <i>Identifying the theme of a story, drama, or poem helps the reader understand the message that the author is trying to communicate.</i> • <i>Readers analyze character actions and how the speaker in a poem reflects upon a topic, to help determine the theme.</i> 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Read a story and discuss theme in small group instruction (guided reading)</i> • <i>Identify the theme of a story, drama, or poem and respond to a writing prompt, using textual evidence to support the theme</i> • <i>Complete theme task cards (short passages) in literacy centers</i> • <i>Participate in literature circles with leveled reading group</i> • <i>Write a diary-entry from the point of view of a main character in a story, focusing on the challenges faced by that character</i> • <i>Read several memoir samples and find the theme; write a memoir</i> • <i>Read a fiction story and respond to open-ended questions</i> • <i>Re-tell a story (summarize)</i>
Content Statements		
<i>Use details in the text, including characters' response to challenges or how the speaker in a poem reflects upon a topic, to identify the theme and summarize the text.</i>		

<p>Assessments</p>	<p>Teacher Resources</p>	
<p><i>To show evidence of meeting this standard:</i></p> <ul style="list-style-type: none"> ● <i>Respond to open-ended questions</i> ● <i>Write a summary</i> ● <i>Create a character web</i> ● <i>Writing prompt responses</i> ● <i>Literacy centers rubric (students can use to self-assess)</i> ● <i>Five-point rubric to assess diary entry and memoir</i> 	<p><u>www.readwritethink.org</u> <u>http://www.essaytagger.com/commoncore</u> <i>Reading Street (text and online)</i> <u>http://www.internet4classrooms.com/grade_level_help/literature_stated_theme_language_arts_fifth_5th_grade.htm</u></p>	
<p>Equipment Needed</p>		
<ul style="list-style-type: none"> ● Smartboard ● Various literature selections ● Computer/laptop 	<p><u>http://www.ereadingworksheets.com/free-reading-worksheets/theme-worksheets/</u></p>	

Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade 5 Key Ideas & Details</i>		
Standards: <i>RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>How does comparing and contrasting story elements enhance a reader's understanding of the text?</i></p> <p><i>How do specific details in a story or drama help in comparing and contrasting the story elements?</i></p>	<p><i>Comparing and contrasting elements in a story enhances a reader's understanding of the text.</i></p> <p><i>Students understand that specific details in the text are necessary to make an accurate depiction of characters, setting, and events in a story or drama.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> ● <i>Read a given text and respond to open-ended questions in a reader's response journal</i> ● <i>Use a story map to identify the elements in a given piece of literature</i> ● <i>Create a Venn Diagram or T-chart comparing and contrasting the story elements</i> ● <i>Complete a character study on two characters, comparing and contrasting them</i> ● <i>http://www.education.com/download/worksheet/127561/hound-of-the-baskervilles.pdf</i> ● <i>Create a travel brochure that describes and compares two different settings in a story</i> ● <i>Meet in a guided reading group (small group) to review and practice concept</i> ● <i>Role-play with a partner or small group using a given story or drama</i>
Content Statements		
<p><i>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details from the text.</i></p>		

		<ul style="list-style-type: none"> • <i>Write diary entries from the point of view of two or more characters in a story</i>
<p>Assessments</p>		<p>Teacher Resources</p>
<p><i>To show evidence of meeting this standard:</i></p> <ul style="list-style-type: none"> • <i>Response to open-ended questions</i> • <i>Graphic organizers (Venn Diagram/T-chart)</i> • <i>Story map to be assessed using rubric</i> • <i>Self-assessment checklists to monitor progress</i> • <i>Five-point rubric to assess travel brochure, character study, and diary entry</i> 		<p>www.readwritethink.org http://www.education.com/download/worksheet/122809/travel-brochure.pdf http://www.fcrr.org/studentactivities/literature_45.htm Reading Street (text and online)</p>
<p>Equipment Needed</p>		<p>www.superteacherworksheets.com</p>
<ul style="list-style-type: none"> • Smartboard • Various literature selections • Computer/laptop 		<p>http://www.education.com http://www.essaytagger.com/commoncore www.ereadingworksheets.com www.k12reader.com</p>

Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade 5 Craft and Structure</i>		
Standards: <i>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.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>Why is it important to learn and understand the meaning of words and phrases in a text?</i></p> <p><i>Why do authors use figurative language?</i></p> <p><i>How does the understanding of figurative language aid in the interpretation of a text?</i></p>	<p><i>Determining the meaning of words and phrases while reading ensures a deeper understanding of the text.</i></p> <p><i>The use of figurative language enhances an author's ability to express emotion and imagination.</i></p> <p><i>Figurative language plays a significant role in the understanding of ideas used in a text.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> ● <i>Locate unknown words in a text and use context clues to define them (recorded in a vocabulary journal)</i> ● <i>Distinguish between figurative meanings and literal meanings using song lyrics and poems</i> ● <i>Write a poem using metaphors and similes</i> ● <i>Identify meaningful words in a speech or poem and create word art using the Wordle website</i> ● <i>Read independently and complete reading log questions, identifying figurative language and supporting answers with evidence from the text</i> ● <i>Complete a spoken word poetry project, exploring an important issue, and perform it</i>
Content Statements		
<i>Interpret the meaning of words and phrases,</i>		

<i>including figurative language.</i>		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard:</i></p> <ul style="list-style-type: none"> ● <i>Students highlighting text, identifying figurative language</i> ● <i>vocabulary journal (assessed with a rubric)</i> ● <i>Written poetry, assessed with a 5-point rubric</i> ● <i>Reading log</i> 		<p>http://www.wordle.net/</p> <p>Reading Street (online and text)</p> <p>http://literary-devices.com/</p> <p>https://www.youtube.com/watch?v=Z7dLU6fk9QY (“Look Up” social media critique-spoken word poetry)</p>
Equipment Needed		
<ul style="list-style-type: none"> ● Smartboard ● Various literature selections ● Laptops 		<p>http://www.ted.com/talks/sarah_kay_if_i_should_have_a_daughter (spoken word poetry video)</p> <p>www.gamequarium.com/figurativelanguage.html</p> <p>www.readingrockets.org</p> <p>www.edhelper.com</p> <p>www.readwritethink.org</p>

	http://www.k12reader.com/subject/figurative-language-worksheets/
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Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade 5 Craft and Structure</i>		
Standards: <i>RL 5.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<ul style="list-style-type: none"> • <i>How does the structure of a text impact a reader's interpretation of a given story, drama, or poem?</i> • <i>Why do writers use structure to convey a particular meaning and tone of a given text?</i> 	<ul style="list-style-type: none"> • <i>Students will understand that story structure provides insight into plot development, sequence of events, and deeper meaning of text.</i> • <i>Students will understand that writers use structure to provide insight into the meaning and tone of a given text.</i> 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Compare and contrast the structure of two texts (story, drama or poem) using a Venn Diagram or T-chart.</i> • <i>Read a drama and identify its elements in a small group.</i> • <i>Respond to open-ended questions using a given story, drama, or poem.</i> • <i>Compose various types of poems with different structures (haiku, couple, limerick).</i> • <i>Identify the plot elements of a given story by completing a plot element chart.</i> • <i>Identify transition words in a given text and use them to place sequence of events into correct order (comic strip)</i> • <i>Discuss a given text and complete activity http://www.ereadingworksheets.com/text-structure-worksheets/identifying-text-structure-1.pdf in a small group (guided reading group).</i>
Content Statements		
<i>Recognize a story, drama, and poem structures and how they facilitate a deeper meaning of text.</i>		

Assessments	Teacher Resources	
<p><i>To show evidence of meeting this standard:</i></p> <ul style="list-style-type: none"> ● <i>Analyze various types of poems</i> ● <i>Create Venn Diagram/ T-Chart</i> ● <i>Creating interactive notebook on poetry elements</i> ● <i>Compose various types of poems (assessed using rubric)</i> ● <i>Complete worksheet in small groups</i> ● <i>Completion of sequence of events activity (comic strip)</i> 	<p>www.creative-writing-now.com</p> <p>www.readwritethink.org</p> <p>Reading Street (online and text)</p> <p>www.superteacherworksheets.com</p> <p>http://www.ereadingworksheets.com/text-structure-worksheets/identifying-text-structure-5.pdf</p>	
<p>Equipment Needed</p> <ul style="list-style-type: none"> ● Smartboard ● Laptops ● Various literature selections 	<p>http://www.essaytagger.com/commoncore</p>	
	<p>www.study.com</p>	

Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade 5 Craft and Structure</i>		
Standards: <i>RL 5.6 Describe how a narrator's or speaker's point of view influences how events are described.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How does the point of view from which a story is told affect a reader's interpretation of the story?</i>	<i>Students will understand that the perspective from which a story is told affects the way a message is conveyed to a reader.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> ● <i>Re-tell a story from the perspective of a different character</i> ● <i>Read two stories, one written in first-person and one written in third-person point of view, and identify the differences by responding to open-ended questions</i> ● <i>Read a familiar story from another point-of-view (<i>The True Story of the Three Little Pigs</i> by Jon Scieszka) and complete a graphic organizer (Venn Diagram, T-Chart) comparing and contrasting the two stories.</i> ● <i>Write a diary entry from the point-of-view of a given character in a short story</i> ● <i>Create comic strips for each of the four different narrative viewpoints (first-person, second-person, third-person omniscient, third-person limited)</i>
Content Statements		
<i>Explain how the story's point of view changes the story's interpretation.</i>		

Assessments	Teacher Resources
<p><i>To show evidence of meeting this standard:</i></p> <ul style="list-style-type: none"> ● <i>Teacher observation</i> ● <i>Story re-write from a different character's perspective (scored using six traits writing rubric)</i> ● <i>Response to open-ended questions</i> ● <i>Completion of graphic organizer comparing two stories</i> ● <i>Diary entry and comic strips to be assessed using a five-point rubric</i> 	<p>http://www.ereadingworksheets.com/point-of-view/point-of-view-activities/</p> <p>www.readwritethink.org</p> <p>http://www.internet4classrooms.com/</p> <p>Reading Street (online and text)</p> <p>https://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade-6-8/writing_a_fable_six_traits_writing_rubric.aspx</p>
<p>Equipment Needed</p> <ul style="list-style-type: none"> ● Smartboard ● Various literature selections ● Laptops 	<p>http://www.essaytagger.com/commoncore</p>

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Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade 5 Integration of Knowledge and Ideas</i>		
Standards: <i>RL 5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How does the visual presentation of a text support the author's message?</i>	<i>Students will understand that the presentation of a text (e.g., visual or multimedia), enhances the reader's understanding of the text.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> ● <i>Compare & contrast a book and movie version of the same story</i> ● <i>Retell a given story through the use of illustration, by creating a children's picture book</i> ● <i>Design a book cover for a folktale or myth story</i> ● <i>Create a comic strip</i> ● <i>Listen to an audio recording of a given short story (Reading Street) and respond to open-ended questions</i> ● <i>Watch a poetry performance (youtube) and discuss how the meaning and tone of the poem changes when it is performed (whole group)</i> ● <i>Write a fiction story and create a movie/video recording of a scene from the story</i> ● <i>http://www.inanimatealice.com/index.html (digital, interactive story and activities)</i>
Content Statements		
<i>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text</i>		

Assessments	Teacher Resources	
<p><i>To show evidence of meeting this standard:</i></p> <ul style="list-style-type: none"> ● <i>Graphic organizer to compare and contrast book and movie</i> ● <i>Response to open-ended question</i> ● <i>Children's book, book cover, comic strip, and video recording to be assessed using 5-point rubric</i> ● <i>Group discussion</i> 	<p>www.readwritethink.org</p> <p>www.teachertube.com</p> <p>www.youtube.com</p> <p>www.eduscapes.com</p> <p>http://www.web2teachingtools.com/comic_master.html</p>	
Equipment Needed	Reading Street (text and audio disc)	
<ul style="list-style-type: none"> ● Smartboard ● Various literature selections ● Laptops/computer ● Internet 		

Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade 5 Integration of Knowledge and Ideas</i>		
Standards: <i>RL 5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approach to similar themes and topics</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<ul style="list-style-type: none"> How does a specific genre present a particular theme? 	<p><i>Students will understand that similar themes can be presented in various ways within the same genre.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Use Aesop's Fables to discuss theme (whole group)</i> <i>http://betterlesson.com/lesson/resource/2492709/common-morals-in-fables-activity?from=resource_image</i> <i>Read two stories of the same genre and respond to open-ended questions</i> <i>http://www.themailbox.com/magazines/editorial/check-your-bags</i> <i>Read two adventure or two mystery stories and complete a story map for each; summarize both stories</i> <i>Work in literacy centers to read and compare stories of the same genre using a graphic organizer (Venn Diagram, T-chart)</i> <i>Complete worksheet or activity on genre and theme in a guided reading group (small group instruction)</i> <i>Compose two fables with similar themes</i>
Content Statements		

Assessments	Teacher Resources	
<p><i>To show evidence of meeting this standard:</i></p> <ul style="list-style-type: none"> ● <i>Venn Diagram or T-chart comparing and contrasting stories and themes</i> ● <i>Completion of "Common Morals in Fables" activity</i> ● <i>Completion of story map using two stories</i> ● <i>5-point rubric to assess fable writing activity</i> ● <i>Worksheets and activities completed with guided reading groups</i> 	<p>www.readwritethink.org</p> <p>www.teachertube.com</p> <p>http://www.taleswithmorals.com/</p> <p>http://www.internet4classrooms.com/grade_level_help/writing_compare_contrast_language_arts_fifth_5th_grade.htm</p> <p>http://fifthgd.weebly.com/</p> <p>Reading Street (text and online)</p>	
Equipment Needed		
<ul style="list-style-type: none"> ● Smartboard ● Various literature selections ● Laptops/computer 		

Domain: <i>Strand: Reading Literature</i>		
Cluster: <i>Grade 5 Range of Reading and Level of Text Complexity</i>		
Standards: <i>RL 5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How does exposure to and comprehension of literature help students in their academic career?</i>	<i>Students will understand that exposure to and comprehension of literature enables them to become independent and proficient readers.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> ● <i>Read stories (Reading Street leveled readers) and respond to comprehension questions in guided reading groups</i> ● <i>Take part in literature circles (leveled)</i> ● <i>Independently read and respond to questions in reading log journal</i> ● <i>Write a literary letter to a friend using a given independent reading book and swap with a partner</i> ● <i>Create a digital book report using independent novel</i> ● <i>Read various forms of literature (dramas, poems, stories) and respond to open-ended questions</i> ● <i>Locate figurative language (metaphors, similes) in a given poem and discuss and explain the meaning</i> ● <i>Create a story map using a given text</i> ● <i>Summarize different forms of literature</i> ● <i>Choose and complete two or more independent reading mini projects (3D model of a specific scene from a story,</i>
Content Statements		
<i>Read and comprehend various forms of literature both independently and proficiently.</i>		

		<i>character trait poster, video interview with a character from the story, comic strip, etc.)</i>
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard:</i></p> <ul style="list-style-type: none"> ● <i>Digital book report (assessed using 5-point rubric)</i> ● <i>Guided reading groups (teacher/student)</i> ● <i>Student response to comprehension questions</i> ● <i>Literary letter (assessed using rubric)</i> ● <i>Completion of story maps</i> ● <i>Student summaries</i> ● <i>Independent reading mini projects (assessed using 5-point rubric)</i> ● <i>Teacher-student conferences</i> 		<p>www.bookadventure.com</p> <p>www.readwritethink.org</p> <p>www.teachertube.com</p> <p>http://teachnet.com/lessonplans/language-arts/more-ideas-tan-ever-book-reports</p> <p>http://www.udlcenter.org/ Reading Street (online and text)</p> <p>http://www.ladue.k12.mo.us/lms/homework/exploratory/proehl/documents/LiteraryLetterOutline.pdf</p> <p>www.superteacherworksheets.com</p> <p>http://www.k12reader.com/</p> <p>http://www.ereadingworksheets.com/</p>
Equipment Needed		
<ul style="list-style-type: none"> ● Smartboard ● Laptops/computer ● Various literature selections 		

RL 5.10

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