

# Unit 8: Fantasy

Content Area: **English Language Arts**  
Course(s): **Language Arts 5**  
Time Period: **May**  
Length: **May to June 6 to 8 weeks**  
Status: **Published**

## Unit Summary

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In this unit, students will work in clubs to become deeply immersed in the fantasy genre. They will further develop higher level thinking skills in order to study how authors develop characters and themes over time. Students read analytically as they consider how authors begin a book by establishing the setting as both a physical and a psychological place. Students will think metaphorically as well as analytically, teaching them to explore the quests and themes within and across their novels. They will engage more deeply by considering the implications of conflicts, themes, and lessons learned. Later in the unit, students will focus on dealing with the challenges that harder novels pose. Kids will work on their habits as readers—going outside the book to build knowledge, or studying how authors introduce hard words and using strategies to learn new vocabulary as they read. In addition, readers investigate fantasy as a literary tradition and study how the thinking developed through reading fantasy novels will apply to other genres.

## Standards

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LA.RL.5.1	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.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.
LA.RL.5.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
LA.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LA.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.

## Student Learning Objectives

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Students will learn to:

- actively participate in discussions about texts during book club.
- analyze a text by asking questions about the characters, theme, structure, and author's craft
- consider how a story portrays cultures and represents characters.
- notice patterns across texts.
- read complex texts developing skills of synthesis and interpretation.
- think about how the work they have done in the fantasy unit applies to other genres.
- think metaphorically about a text.

## Essential Questions

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- How can I tackle the demanding and complex genre of fantasy reading?
- What strategies and goals will help me to make sense of multiple plot lines, layered characters, and complex themes?
- What strategies can I use to hold onto the story line when plot becomes tangled and the main characters seem confusing?
- What strategies can I use when the setting is unfamiliar and hard to envision?
- How can I use all I have learned about how authors develop themes to study the way authors approach common themes in fantasy?
- How can I deepen my thoughts about fantasy stories by thinking about the choices the authors have made— especially thinking about symbolism, allusion and craft?

## Enduring Understandings

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Students will understand that:

- using strategies and creating goals will help make sense of complex texts.
- fantasy readers envision the story in their mind, creating the world the author is trying to portray.
- fantasy readers develop thematic understandings of texts, knowing that it is much more than dwarfs and elves.
- there are many fantasy archetypes, quest structures, and thematic patterns.

## Skills

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Students will be skilled at:

- using strategies and creating goals to help them understand complex texts.
- understanding that fantasy is more than just dwarfs and elves.
- identifying that fantasy novels have a variety of thematic patterns.

## Application

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Students will be able to independently use their learning to:

- read the fantasy genre from a new perspective.

## Resources

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Ehrenworth, Mary (2011), [A Quick Guide to Teaching Reading Through Fantasy Novels](#), 5-8