

Grade 5: Unit 1 Realistic Fiction

Content Area: **Reading**
Course(s): **Reading 4, Generic Course**
Time Period: **Generic Time Period**
Length: **4-6 weeks**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

LA.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.5.3.A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
LA.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.RI.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.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LA.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
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.5.3	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).
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.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
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.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
	Phonics and Word Recognition

Essential Questions

- How can reading strategies be used in thinking about the text and making connections beyond the text?
- How do authors portray the universality of issues facing young people today?
- How do readers determine the theme of a story?
- How does an author's work help develop understanding of literary elements?
- What are the characteristics of realistic fiction?
- What is the purpose of using figurative language in literature?
- What issues might be common in contemporary realistic fiction?

Enduring Understanding

Please add your Enduring Understandings by clicking on the Lists tab above.

- Authors portray issues facing young people today (friendship, bullying, moral values, etc.).
- Characters are well developed and realistically portrayed.
- Figurative language can be used to develop and add detail to story elements.
- Good readers use multiple comprehension strategies to make text personally relevant and useful. These strategies include: making connections (text to text, text to world, text to self), questioning, visualizing, making inferences, determining importance, and synthesizing.
- Realistic fiction, although untrue, could actually happen. Some events, people, and places may even

be real.

- Setting portrays an appropriate time and place, that connects to the story plot.
- Story plots must contain a conflict that is resolved by the end of the story.
- The theme or main idea involves social and political issues, or the theme may be universal (pertaining to or felt by all people) dealing with human values, emotion, and motivation.

Content

Students will be able to:

- Identify plot structure and plot devices (flashback, foreshadowing)
- Describe characters in multiple ways. (what they do, what they say, what others say about them, how they change, their motivation)
- Identify and analyze theme, symbolism, and meaning of title
- Use a variety of reading strategies to aid in reading comprehension and analytically thinking
- Identify how author uses language to create a story and characters that young people can relate to
- Use context clues to understand new words
- Compare the treatment of similar ideas and themes as well as character types and patterns of events in other realistic works of literature
- Identify similes, metaphors, and personification and explain their meaning

Resources

- Because of Winn-Dixie by Kate DiCamillo
 - Character Trait T-Shirt
- Because of Mr. Terupt by Roy Buyea
 - Character Traits and Feelings Chart (TBE)
 - Character Traits and Feelings Life Model
- Flipcharts to support novels and short stories
- Analytical Questions
- Journal Entries
- Reading Strategies posters
 - Flipchart for modeling
- Various assessments