

# Fundamentals - Reading Fiction

Content Area: **English Language Arts**  
Course(s): **Generic Course**  
Time Period: **6 weeks**  
Length: **6-8 Weeks**  
Status: **Published**

## Unit Overview

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Readers of all ages are drawn to fiction, and it may very well be the genre students are most likely to choose as they search through a library or bookstore. Fiction stories are typically the stories your students will be most familiar with. These are the stories they remember hearing when they were younger—the stories told and retold from generation to generation, from one culture to another. Each story takes you on a journey, an adventure, and an experience with memorable characters and events. The world is full of stories, and through stories we learn about ourselves and others.

Fiction encompasses many different types of stories—fantastical, magical, traditional, historical, mythological, or realistic. There is something for everyone. Fiction transports readers to an imaginary place and time, into a world that may feel familiar or foreign. Fiction writers are storytellers who aim to entertain, provide enjoyment, demonstrate a moral, reveal human nature, kindle the imagination, or explain aspects of life, culture, and nature. Anything is possible when you read fiction, as skillful writers capture your imagination. When it comes to reading, you can't get any better than that!

Part of the magic in any unit of study is exposing students to possibilities within a genre. By reading and studying different types of fiction (fantasy, traditional, and realistic), students will develop an understanding of various forms, features, and purposes of fiction. Their reading of fiction texts will be enhanced by an understanding of the narrative structure, story elements, and themes associated with each particular type of fiction writing. Students will also learn and apply specific reading skills and strategies that will enable them to visualize magical lands, infer characters' feelings and traits, identify the author's message, and actively engage with the texts they read.

## Transfer

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Students will be able to independently use their learning to...

-What kinds of long term, independent accomplishments are desired?

- Recognize different types and structures of fiction (fantasy, traditional tales, and realistic)
- Identify common story elements and key details in fiction texts (characters, setting, plot, conflict, and resolution)
- Understand the narrative, chronological structure of fiction (beginning, middle, and end)
- Understand how to read a dramatic play differently from a narrative fiction text
- Understand how the plot structure in a fiction text and how a particular sentence, chapter, or scene fits into the larger structure of a story
- Explain how writers develop the point of view of the narrator or speaker
- Ask questions to help clarify thinking and deepen understanding
- Use strategies before, during, and after reading to enhance comprehension of texts

- Apply self-monitoring skills and strategies to determine the meaning of important vocabulary
  - Identify a writer's tone and how it affects readers' emotional responses to a text
  - Determine the themes of fiction stories
  - Identify big ideas and supporting details within texts
  - Synthesize information presented within and across fiction texts
  - Compare texts in different forms that share similar themes and topics
  - Deepen their understanding of author's purpose as it relates to the fiction genre
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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

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## **Meaning**

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### **Understandings**

Students will understand that...

-What specifically do you want students to understand?

-What inferences should they make/grasp/realize?

Students will understand that by reading fiction texts it will enhance their understanding of the narrative structure, story elements, and themes associated with each particular type of fiction writing.

Students will also learn apply reading skills and strategies that will enable them to visualize magical lands; Infer characters' feelings and traits, identify the author's message, and actively engage with the tests they read.

## **Essential Questions**

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Students will keep considering...

-What thought provoking questions will foster inquiry, meaning making and transfer?

- What type of fiction is this story?
- Can I easily identify the story elements?
- What am I thinking as I read?
- What connections can I make to the main characters or across books?
- What do I know about this tale? Is it familiar?
- What is the central message or theme?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know to pay attention to the elements of a story and ask questions to check for understanding. Students will be encouraged to apply their knowledge and background in the reading.

### **Students will be skilled at...**

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Students will be skilled at...

-Paraphrasing and summarizing

-Annotating the text

## Academic Vocabulary

**Instructional Vocabulary:** The Instructional Vocabulary are words derived from the discussions and instructions outlined in each lesson.

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| <ul style="list-style-type: none"> <li>• analyze</li> <li>• audience</li> <li>• author's</li> <li>• message</li> <li>• big idea</li> <li>• characters</li> <li>• chronologically</li> <li>• close reading</li> <li>• comparison</li> <li>• conference</li> <li>• conflict</li> <li>• critical</li> <li>• demonstrate</li> <li>• engage</li> <li>• envision</li> <li>• examine</li> </ul> | <ul style="list-style-type: none"> <li>• fairy tale</li> <li>• fiction</li> <li>• genre</li> <li>• hero</li> <li>• historical</li> <li>• historical fiction</li> <li>• internal</li> <li>• magical element</li> <li>• mentor</li> <li>• mini-lesson</li> <li>• mood</li> <li>• narrative</li> <li>• narrator</li> <li>• navigating</li> <li>• parenthetical phrases</li> <li>• play</li> </ul> | <ul style="list-style-type: none"> <li>• plot</li> <li>• point of view</li> <li>• purpose</li> <li>• realistic</li> <li>• reflect</li> <li>• resolution</li> <li>• resolved</li> <li>• respond</li> <li>• setting</li> <li>• strategies</li> <li>• structure</li> <li>• symbols</li> <li>• theme</li> <li>• tone</li> <li>• transitions</li> <li>• transitional phrases</li> </ul> |
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## Tier 2 and 3 Vocabulary - Mentor Texts

Mentor Text	<b>Birthday Surprises</b>	<b>The Can Man</b>	<b>Hewitt Anderson's Great Big Life</b>	<b>Journey</b>	<b>Peppe the Lamplighter</b>	<b>The Raft</b>
Tier 2	<ul style="list-style-type: none"> <li>• absently</li> <li>• absentminded</li> <li>• clasped</li> <li>• curlicue</li> <li>• dainty</li> <li>• delicately</li> <li>• humiliate</li> <li>• infinitely</li> <li>• modesty</li> <li>• partitions</li> <li>• perch</li> <li>• reflection</li> <li>• restorable</li> <li>• rhetorical</li> <li>• slump</li> <li>• sputtered</li> <li>• tedious</li> <li>• tremble</li> <li>• twitched</li> </ul>		<ul style="list-style-type: none"> <li>• aimlessly</li> <li>• baritones</li> <li>• beloved</li> <li>• boasted</li> <li>• bountiful</li> <li>• brimmed</li> <li>• contentedly</li> <li>• downheartedly</li> <li>• earnest</li> <li>• elegant</li> <li>• t</li> <li>• enormous</li> <li>• entwined</li> <li>• expedition</li> <li>• extraordinary</li> <li>• generations</li> <li>• girth</li> </ul>	<ul style="list-style-type: none"> <li>• absentminded</li> <li>• beckoned</li> <li>• bloomed</li> <li>• blurred</li> <li>• bracing</li> <li>• contented</li> <li>• crouched</li> <li>• dimwitted</li> <li>• droning</li> <li>• enlarger</li> <li>• fascinate</li> <li>• flanking</li> <li>• introspection</li> <li>• jittery</li> <li>• mildew</li> <li>• plunking</li> <li>• prowling</li> <li>• puncture</li> <li>• restlessness</li> </ul>	<ul style="list-style-type: none"> <li>• aflame</li> <li>• anxious</li> <li>• huddled</li> <li>• refuse</li> </ul>	<ul style="list-style-type: none"> <li>• ancient</li> <li>• cluttered</li> <li>• hovered</li> <li>• nuzzle</li> <li>• preened</li> <li>• scattered</li> <li>• soaring</li> <li>• stub</li> <li>• swooping</li> </ul>

- vanishing

- glorious
- harmonies
- inadvertently
- inherited
- maneuver
- marvelous
- marvels
- massive
- operatic
- paralyzed
- quiver
- relentless
- resourceful
- rumpled
- serenaded
- spontaneously
- stature
- tassels
- vast

- sly
- sodden
- staggering
- thrust
- trembled
- whirring
- wretch

- appleblossom
- brooch
- brook
- crayfish
- croaker sack
- fine-tooth comb
- hatbox
- homestead
- hotfoot
- lynch mob
- minnows
- pellets
- periscope
- poultry
- root mixtures
- soddy
- stickpin

- auto body shop
- barrels
- redemption center

- needle in a haystack

- broad-brimmed
- clapboard
- compost
- currant
- wine
- meadow muck
- mountain
- laurel
- tripod
- viewfinder

- beggar
- embroider
- piecework
- torrone

- bobber
- crayfish
- dock
- heron
- snorkel
- tackle box

Tier  
3

- streetcar

### Tier 2 and 3 Vocabulary - Shared Texts

Shared Text “Coming to America” “Seeking a Hidden Hive” “Yao Bai and the Egg Pirates”

Tier 2	<ul style="list-style-type: none"> <li>• burden</li> <li>• fate</li> <li>• gripping</li> <li>• horizon</li> <li>• incredulously</li> <li>• society</li> </ul>	<ul style="list-style-type: none"> <li>• amber</li> <li>• fluttered</li> <li>• jangled</li> <li>• trembled</li> <li>• trilling</li> </ul>	<ul style="list-style-type: none"> <li>• churned</li> <li>• ebb</li> <li>• porridge</li> </ul>
Tier 3	<ul style="list-style-type: none"> <li>• immigrant</li> <li>• steamship</li> <li>• steerage</li> <li>• voyage</li> </ul>	<ul style="list-style-type: none"> <li>• dry brush</li> <li>• fuulido</li> </ul>	<ul style="list-style-type: none"> <li>• Farallon Islands</li> <li>• Golden Gate Bridge</li> </ul>

### Learning Goal 1

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By reading and studying different types of fiction (fantasy, traditional, and realistic), students will develop an understanding of various forms, features, and purposes of fiction. Their reading of fiction texts will be enhanced by an understanding of the narrative structure, story elements, and themes associated with each particular type of fiction writing.

### IRA 1 Target: What is Fiction?

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Readers understand that there are many types of fiction that share similar characteristics.

- Students will learn that the purpose of all types of fiction is to entertain readers.

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.5.2	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.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LA.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
LA.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).

### **Formative Assessment Opportunities**

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Using the anchor chart about the types of fiction. Discuss types of fiction and traditional literature. Using the classroom library have student find various examples of fiction books.

### **IRA 2 Target: The Structure of Fiction Grade**

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Readers understand that fiction is often structured chronologically.

- Students will understand the importance of text structure
- Students will pay attention to the overall structure and how scene changes signal chronological movement

LA.W.5.1.B	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
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).

### **IRA 3 Target: Elements of a Story**

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Readers pay attention to the elements of a story to build their understanding.

- Identify elements as they read and develop their thinking about them

Students will identify elements as they read and develop their thinking about them.

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

## **Formative Assessment Opportunities**

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### **IRA 4 Target: Analyzing Characters**

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Readers analyze characters by paying attention to their actions, thoughts, and dialogue.

- Identify details that reveal the characters' traits.

Students will identify details that reveal the characters' traits.

LA.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.5.3	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.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.5.4	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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.



## Formative Assessment Opportunities

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### IRA 5 Target: Exploring Point of View

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Readers pay attention to who is narrating the story and consider how the narrator influences how the story is told.

Students will consider how who is telling the story affects what story is told.

LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.5.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
LA.W.5.1.B	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
LA.W.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
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.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.

## Formative Assessment Opportunities

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Using the appendix "Point of View"

Have students use their independent reading choices to discuss and identify different point of views

### IRA 6 Target: Historical Fiction

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Readers of historical fiction pay attention to story elements with particular attention to the setting.

- Notice the effect the historical setting has on the characters and conflict.

Students will notice the effect the historical setting has on the characters and conflict.

LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical
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	relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
LA.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.5.6	Describe how a narrator’s or speaker’s point of view influences how events are described.
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.5.4	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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## **Formative Assessment Opportunities**

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### **IRA 8 Target: Identifying Theme**

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Readers of fiction recognize that stories address particular themes.

- Consider which themes are addressed in a realistic fiction story.

Students will consider which themes are addressed in a realistic fiction story.

LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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.5.10	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.5.4	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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## Learning Goal 2

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Students will apply specific reading skills and strategies that will enable them to visualize magical lands, infer characters' feelings and traits, identify the author's message, and actively engage with the texts they read.

### Mini-Lesson 1 Target: Building the World of the Story

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Readers actively construct understanding at the beginning of a story.

- Pay attention to the elements of a story and ask questions to check for understanding as they begin a story.

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.5.10	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.

## Formative Assessment Opportunities

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### Mini-Lesson 2 Target: Passing Time

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Readers of fiction understand that there are a variety of ways that writers show the passage of time.

- Identify a variety of ways that writers signal time passing to build their understanding of a story.

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.5.5	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.5.10	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.

### **Mini-Lesson 3 Target: Words Can Make Time Pass!**

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Readers of fiction understand that there are a variety of ways that writers show the passage of time.

- Identify temporal words, phrases, and sentences that show the passage of time.

LA.L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
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.5.10	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.

### **Formative Assessment Opportunities**

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### **Mini-Lesson 4 Target: Characters Come in All Shapes and Sizes**

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Readers understand that there are different types of characters that play different roles in stories.

- Identify different types of characters and examine the changes that happen to round, dynamic characters in a story.

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.5.10	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.

### **Formative Assessment Opportunities**

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## **Mini-Lesson 5 Target: Examining Conflict**

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Readers of fiction understand that there are different types of conflict present in fiction.

- Analyze fiction stories to identify the type of conflict present in order to understand how it affects the plot and characters.

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.5.10	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.

## **Formative Assessment Opportunities**

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## **Mini-Lesson 6 Target: Examining Plot Structure**

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Readers of fiction need to understand plot structure in order to comprehend the text.

- Create a visual representation of a plot diagram to understand plot development and to monitor and deepen their understanding

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.5.10	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.

## **Formative Assessment Opportunities**

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## **Mini-Lesson 7 Target: Navigating a Play**

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Readers encounter a variety of types of fiction, including plays. Readers of drama understand how the elements of a story are incorporated differently in plays.

- Determine how the elements of drama and the elements of a story are portrayed in a play.

LA.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
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.5.5	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.5.10	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.

## **Formative Assessment Opportunities**

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### **Mini-Lesson 9 Target: Uncovering Theme**

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Readers uncover themes of a story in order to build a deeper understanding of the story and the world.

- Determine a theme of a fiction story by analyzing details of the text.

LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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.5.10	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.5.4	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.

### **Mini-Lesson 10 Target: Comparing Themes Across Texts**

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Readers connect stories by determining common themes.

- Compare stories and their connection to a shared theme.

LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
LA.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.5.9	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.

## **Formative Assessment Opportunities**

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*See target-specific formative assessment opportunities above.*

Approximately 2 weeks into the unit, administer the Fiction Reading Assessment for Cobra Kite (level R).

As you are approaching the completion of the unit (after approximately 5 weeks), administer the Fiction Reading Assessment for The School Strike (level S).

**Formative Assessments Cobra Kite and The School Strike are in LinkIt.**

## **Summative Assessment**

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“No Fooling” by Kate Wilson & “Boarding School” by Timothy Tocher - **Assessment is in LinkIt**

## **21st Century Life and Careers**

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Select all applicable standards from the applicable standards

## **Accommodations/Modifications**

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*Please see lesson-specific accommodations listed within each target above.*

## **Unit Resources**

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[Schoolwide Running List of Independent Titles - Skill/Strategy Based](#)

<https://www.brainpop.com/english/studyandreadingskills/readingskills/>

<https://www.brainpop.com/english/writing/theme/>

## **Interdisciplinary Connections**

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