## Domain: Strand: Reading Literature

## Cluster: Grade 5: Key Ideas & Details

## Standards: RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

### Essential Questions
- Why is textual support essential to a reader’s understanding?
- Why cite evidence?

### Enduring Understandings
Students will understand that inferences drawn by the reader and explicit details should be supported by textual evidence.

### Activities, Investigation, and Student Experiences

To assist in meeting this standard, students may:
- Engage in small group discussions
- Engage in a debate on a given topic
- Respond to open-ended questions
- Read/Aloud & Think/Aloud
- Guided Reading

### Content Statements

Provide accurate textual support when analyzing the text.

### Assessments

**To show evidence of meeting this standard:**
- Answer an open-ended question based on the NJ open-ended rubric.
- Present an argument based on the NJ speaking rubric.
- Literature response paper or log

### Equipment Needed
- Various literary selections
- Overhead projector
- Smartboard

### Teacher Resources

[www.edhelper.com](http://www.edhelper.com)
[www.eduhound.com](http://www.eduhound.com)
[www.readwritethink.org](http://www.readwritethink.org)

- Promethean board
- Art supplies
- Computer/laptop
**Domain:**  *Strand: Reading Literature*

**Cluster:**  *Grade 5: Key Ideas & Details*

**Standards:**  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.

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<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
<th>Activities, Investigation, and Student Experiences</th>
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</thead>
</table>
| • Why is theme significant to the meaning of a text?  
• Why is it important to understand the characters’ motive and actions as it relates to the theme of a story?  
• What makes a good summary? | • Students will understand that recognizing the theme is essential to the reader’s understanding of the text.  
• Students will understand that understanding character’s motives and actions are directly related to the theme.  
• Students will understand that summarizing literature demonstrates understanding the text. | To assist in meeting this standard, students may:  
• Guided reading  
• Author’s study  
• Story retell  
• Timeline  
• Literature circles  
• Diary-entry as the character |

**Content Statements**

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.

**Assessments**

**Teacher Resources**
**To show evidence of meeting this standard:**
- Respond to an open-ended question
- Write a summary
- Create a character web
- Create character profiles

**Equipment Needed**
- Overhead projector
- Smartboard
- Promethean board
- Art supplies
- Various literature selections
- Computer/laptop

[Link to w_njask_lal.pdf]
**Domain:**  *Strand: Reading Literature*

**Cluster:**  *Grade 5 Key Ideas & Details*

**Standards:**  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).*

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<th>Essential Questions</th>
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<tbody>
<tr>
<td><em>How does comparing &amp; contrasting elements of a story provide deeper insight into the text.</em></td>
<td><em>Students will understand that analyzing elements of the story provides a deeper understanding of the text.</em></td>
<td><em>To assist in meeting this standard, students may:</em>&lt;br&gt;• Guided Reading&lt;br&gt;• Venn diagram&lt;br&gt;• T-chart&lt;br&gt;• Role-playing&lt;br&gt;• Point of view diaries</td>
</tr>
</tbody>
</table>

**Content Statements**

**Compare and contrast elements of a story.**

**Assessments**

*To show evidence of meeting this standard:*
• Respond to an open-ended question.<br>• Use graphic organizers

**Equipment Needed**

• Overhead projector<br>• Smartboard<br>• Promethean board<br>• Art supplies<br>• Various literature selections
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**Domain:**  
Strand: Reading Literature

**Cluster:**  
Grade 5 Craft and Structure

**Standards:**  
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.

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</table>
| How does the understanding of figurative language aid in interpretation of text and real world situations. | Students will understand that figurative language plays a significant role in the conveying of ideas. | To assist in meeting this standard, students may:  
  - Illustrations of examples of figurative languages.  
  - Role-play  
  - Answer first game  
  - Jeopardy format game  
  - Identifying literary elements in various texts |

**Content Statements**

Interpret the meaning of figurative language.

**Assessments**

To show evidence of meeting this standard:  
- Distinguish between various forms or examples of figurative language—i.e. multiple choice test

**Equipment Needed**

- Overhead projector  
- Smartboard  
- Promethean board  
- Art supplies  
- Various literature selections

**Teacher Resources**

- [www.gamequarium/figurativelanguage/html](http://www.gamequarium/figurativelanguage/html)  
- [www.readingrockets.org](http://www.readingrockets.org)  
- [www.edhelper.com](http://www.edhelper.com)  
- [www.eduhound.com](http://www.eduhound.com)  
- [www.readwritethink.org](http://www.readwritethink.org)
### Domain: Strand: Reading Literature

### Cluster: Grade 5 Craft and Structure

### Standards: 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.

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<tr>
<td>How do writers use story structure to provide insight into plot development, sequence of events, and deeper meaning of text?</td>
<td>Students will understand that story structure provides insight into plot development, sequence of events, and deeper meaning of text.</td>
<td>To assist in meeting this standard, students may:</td>
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<tr>
<td>How do writers use poetic structure to convey meaning and tone of poem.</td>
<td>Students will understand that poetic structure provides insight into the meaning and the tone of a poem.</td>
<td>• Guided Reading</td>
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<td>• Compose various types of poems</td>
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<td>• Groups create a play/skit to perform</td>
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<td>• Assemble a sequence of events chain</td>
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### Content Statements

Recognize a story, drama, and poem structures and how they facilitate a deeper meaning of text.

### Assessments

To show evidence of meeting this standard:

- Analyze various types of poems
- Perform a student created play/skit

### Equipment Needed

- Overhead projector

### Teacher Resources

- [www.creative-writing-now.com](http://www.creative-writing-now.com)
- [www.readwritethink.org](http://www.readwritethink.org)
- Smartboard
- Promethean board
- Art supplies
- Various literature selections

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<th><a href="http://www.readtennesse.com">www.readtennesse.com</a></th>
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<td><a href="http://www.mikids.com">www.mikids.com</a></td>
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<td>kidsread.com</td>
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### Domain: Strand: Reading Literature

### Cluster: Grade 5 Craft and Structure

### Standards: RL 5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.

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| If a story was told from a different point of view, how does that change the story’s interpretation? | Students will understand that the perspective from which a story is told affects the way a message is conveyed to a reader. | To assist in meeting this standard, students may:
  * Choose a familiar story to rewrite a section from a different character’s perspective
  * Read a familiar story from another point-of-view (The True Story of the Three Little Pigs by Jon Scieszka)
  * Role-play |

### Content Statements

**Explain how the story’s point of view changes the story’s interpretation.**

### Assessments

To show evidence of meeting this standard:

- Teacher observation
- Oral presentations
- Rewrite a section from a different character’s perspective (scored w/ NJ Holistic Writing Rubric)

### Teacher Resources

- **Point-of-view Stories (Steck Vaughn)**
  - [www.readwritethink.org](http://www.readwritethink.org)
  - [www.mikids.com](http://www.mikids.com)
  - [www.kidsread.com](http://www.kidsread.com)
  - [www.studyzone.org/testprep/ela4/o/pointofviewl.cfm](http://www.studyzone.org/testprep/ela4/o/pointofviewl.cfm)

### Equipment Needed

- Overhead projector
- Smartboard
- Promethean board
- Art supplies
- Various literature selections

www.readworks.org/lessons/concepts/point-view

**Domain:**  *Strand: Reading Literature*

**Cluster:**  *Grade 5 Integration of Knowledge and Ideas*

**Standards:**  *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).*

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</table>
| How does artistic media assist the reader with meaning of the text? | Students will understand that artistic media is used to further enhance the literary experience. | To assist in meeting this standard, students may:  
- Compare & contrast a book to the movie  
- Illustrate a scene from the story  
- Design a book cover for the story  
- Comic strip  
- Create a podcast  
- Listen books on tape |

**Content Statements**

Examine artistic media to enhance the meaning of the text.

**Assessments**

*To show evidence of meeting this standard:*
- Create a venn diagram
- Respond to open-ended question
- Compose an essay

**Teacher Resources**

- [www.readwritethink.org](http://www.readwritethink.org)
- [www.teachertube.com](http://www.teachertube.com)
- [www.kidsbookshelf.com](http://www.kidsbookshelf.com)
- [www.teachingbooks.net](http://www.teachingbooks.net)
- [www.eduscapes.com](http://www.eduscapes.com)

**Equipment Needed**

- Overhead projector
- Smartboard
- Promethean board
- Art supplies
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<tr>
<th>RL 5.7</th>
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| • Various literature selections |  |
**Domain:** Strand: Reading Literature

**Cluster:** Grade 5 Integration of Knowledge and Ideas

**Standards:** 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

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<tr>
<td>• How does a specific genre approach a particular theme?</td>
<td>Students will understand that similar themes can be presented in various ways within the same genre.</td>
<td>To assist in meeting this standard, students may:</td>
</tr>
<tr>
<td>• What is the most effective way to present a theme within a specific genre?</td>
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<td>• Compare &amp; contrast stories with similar themes within the same genre</td>
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<td></td>
<td>• Guided reading</td>
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<td>• T-chart</td>
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<td>• Debate/discussion</td>
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<td>• Genre study</td>
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**Content Statements**

Analyze how similar themes occur in stories within the same genre.

**Assessments**

To show evidence of meeting this standard:

- Create a venn diagram

**Equipment Needed**

- Overhead projector
- Smartboard
- Promethean board
- Art supplies

**Teacher Resources**

- [www.hill.trop.k12.mi.us/staff/bnewingham/myweb3/Genres.htm](http://www.hill.trop.k12.mi.us/staff/bnewingham/myweb3/Genres.htm)
- [www.readwritethink.org](http://www.readwritethink.org)
- [www.teachertube.com](http://www.teachertube.com)
- Various literature selections

  - www.kidsbookshelf.com
  - www.teachingbooks.net
  - www.eduscapes.com
**Domain:**  *Strand: Reading Literature*

**Cluster:**  *Grade 5 Range of Reading and Level of Text Complexity*

**Standards:**  *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.*

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| How does exposure to and comprehension of literature help students in their academic career? | Students will understand that exposure to and comprehension of literature enable them to become independent and proficient readers. | To assist in meeting this standard, students may:  
- Guided reading  
- Literature circles  
- Book club  
- Author study  
- Sustained silent reading  
- Books of choice at local library  
- Drop everything and read  
- Buddy reading/book swap  
- Genre studies |

**Content Statements**

Comprehend various forms of literature both independently and proficiently.

**Assessments**

To show evidence of meeting this standard:
- Teacher generated times test
- Book reports
- Book recommendation
- Teacher–student reading conference

**Teacher Resources**

- [www.bookadventure.com](http://www.bookadventure.com)
- [www.doe.mass.edu/mcas/testitems.html](http://www.doe.mass.edu/mcas/testitems.html)
| • Overhead projector       | www.poetryforkids.com |
| • Smartboard               | www.readwritethink.org |
| • Promethean board         | www.teachertube.com    |
| • Art supplies             | www.kidsbookshelf.com  |
| • Various literature selections | http://teachnet.com/lessonplans/language-arts/more-ideas-than-ever-book-reports |