

English Language Arts

Unit 4: Literature

Essential Understandings	<ul style="list-style-type: none"> ▪ Extensive reading of stories, drama, poems, and myths from diverse cultures and different time periods, provides literary and cultural knowledge as well as familiarity with various text structures and elements.
Essential Questions	<ul style="list-style-type: none"> ▪ Why do readers read? ▪ How do readers construct meaning? ▪ How do authors use literary elements to influence a piece of writing?
Essential Knowledge	<ul style="list-style-type: none"> ▪ There are structural and stylistic differences between poetry, drama and prose, (e.g. paragraph, stanza, verse, rhythm, meter, scenes, stage directions) ▪ Comparing and contrasting elements from the same text or from different texts provide a deeper understanding/analysis of character, tone, etc. ▪ The author's choice of language, plot, perspective, and point of view influences the meaning and tone of a text. ▪ Literary responses and collaborative discussions deepen enjoyment and understanding of text. ▪ Proficient reading incorporates comprehension, accuracy, fluency, expanded vocabulary and reading with purpose.
Vocabulary/Content	<p>Quote, cite, online, main idea, tone, theme, plot, perspective, point of view, influence, compare/contrast, genre, stanza, rhythm, drama, scenes, figurative language, simile, metaphor, hyperbole character, conflict, onomatopoeia,</p>
Essential Skills	<ul style="list-style-type: none"> ▪ Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama or poem. ▪ Compare and contrast two or more characters, settings or events in a story or drama ▪ Compare and contrast stories in the same genre on their approaches to similar themes and topics. ▪ Determine the theme of a story, drama or poem from details in the text. ▪ Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text. ▪ Summarize/analyze the text in terms of plot, perspective, point of view, and multi-media elements (e.g. graphic novel) ▪ Determine the meaning of words and phrases, including figurative language such as metaphors and similes. ▪ Demonstrate command of the conventions of standard English grammar and usage when responding to reading in a variety of ways. (writing, presentation, etc.) ▪ Engage in peer book discussions while summarizing, making connections, and using literary vocabulary. ▪ Read grade-level text with independent levels of accuracy, fluency,

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	and comprehension.
Related Maine Learning Results	<p><u>Reading Literature – Grade Five</u></p> <ul style="list-style-type: none"> • RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • 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. • 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). • 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. • 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. • RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described. • 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). • RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. • 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. <p><u>Reading Foundational Skills- Grade Five</u></p> <ul style="list-style-type: none"> • RF.5.4 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p><u>Language—Grade 5</u></p> <ul style="list-style-type: none"> • L.5.4 Determine or clarify the meaning of unknown and

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	<p>multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g.; cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word(e.g., photograph, photosynthesis). c. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words or phrases. <ul style="list-style-type: none"> • L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. <ol style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. • 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). •
Sample Lessons And Activities	<ul style="list-style-type: none"> • Focus on reading comprehension • Make text-text connections • Use journals • Use Literature Circles- act out a character, dress up, etc... • Wax Museum of book characters • How to cite • Guided reading groups • Literature circles based on genres • Compare and contrast characters • Determine impact of setting • Daily Oral Language
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> • Checklists, projects, rubrics, quizzes • Reflection journals • Comprehension Qs • Reader response entries • Literature circle task sheets • Teacher observation

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Sample Resources	<ul style="list-style-type: none">• AIMSweb Universal Screening• Publications: <u>Island of the Blue Dolphins</u> by Scott O'Dell <u>Wonder</u> by R. J. Palacio Kids Discover Magazine booklets• Suggested resources for teachers: <i>Apa/Mla Guidelines (Quick Study: Academic)</i> by Inc. BarCharts <u>MLA Easy Formatting Style Writing and Grammar Guide</u> by Shawn Lorenzen <u>MLA Handbook for Writers of Research Papers</u> by Joseph Gibaldi and Phyllis Franklin (2003)• Lucy Calkins Reading Workshop
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