



Grade 5

Narrative Units

Unit 1: Friends, Enemies, and the Stories They Create

Unit 2: Haven't We Met Before?

Unit 3: Sending the Message, Setting the Tone

Fifth Grade Narrative Units of Inquiry

Essential Learnings

Students articulate a cohesive interpretation of the text's theme, orally and in writing, by evaluating how an author's choice of form, language, and literary devices influences the reader's perspective. They analyze how literary elements, particularly characters and conflict, impact theme within and across texts.

Note: Literacy units encompass all domains: reading, writing, listening, and speaking. Some outcomes, however, are unique to specific domains. All units will include opportunities for students to read a "good representation of grade level appropriate narrative and expository text" (RC 2.0).

Grade 5 Narrative Unit 1 of 3: Friends, Enemies and the Stories They Create

In this unit students analyze how plot is driven by character relationships, motives, and actions. Students support interpretations of what is being revealed about life or human nature (theme) with analysis of the characters, central conflict and their relationship to other elements. They comment and make judgments on the ways authors represent people from various cultural and socio-economic groups. Students understand that perspective is influenced by life experience. They examine and articulate how their own perspectives, and those of other readers, compare with or diverge from those represented in the text. Students write responses that reflect an analysis of their understandings and insights of grade level appropriate texts. In this unit, responses may address conflict, perspective, character motives and/or theme. Students write narrative compositions that include language and literary devices appropriate to authentic purpose and audience. Students refer to and use mentor texts and other resources to enhance and broaden language choices, literary devices, and writing/presentation styles.

Outcomes

Students are able to:

- Question, interpret, and clearly articulate understanding of narrative text and the impact of authorial intent and bias as they respond to texts (RC 2.0, 2.2, 2.4; LR 3.0-3.7; WS 1.0, 1.2; LS 1.0, 1.1, 1.2, 1.3; SA 2.0, 2.2; FW pp. 119- 123)
- Draw inferences, conclusions, and/or generalizations about the text and provide support with textual evidence and prior knowledge (RC 2.0, 2.3, 2.4; LR 3.0-3.7; FW pp. 97, 120)
- Determine the central conflict, how it impacts the story, and generate plausible themes that reveal insight into life and/or human nature, orally and in writing (RC 2.0, 2.3, 2.4; LR 3.0, 3.2, 3.3, 3.4; WA 2.0, 2.1, 2.2; WS 1.1, 1.2, LS 1.0; SA 2.0, 2.3; FW pp. viii, 96-98)
- Understand how and why one's own perspective may differ from the author's and/or other readers' (RC 2.0, 2.3, 2.4; LR 3.0, 3.1, 3.7; LS 1.1, 1.4-1.6; SA 2.0, 2.3; FW p. 120)
- Discuss and make judgments about the ways authors portray and/or stereotype people from many eras and diverse cultural and socio-economic groups and how this impacts you as the reader (RC 2.0, 2.3, 2.4; LR 3.0, 3.7; WS 1.0, 1.2; WA 2.0, 2.2; LS 1.0; SA 2.0, 2.3)

- Analyze the motives and actions behind the interactions between characters and relate them to the plot and theme (RC 2.0, 2.3, 2.4; LR 3.0, 3.2, 3.3, 3.4; WS 1.0, 1.2; WA 2.0, 2.2, LS 1.0, 1.1, 1.2, 1.3, 1.5; SA 2.0, 2.3; FW p. 120)
- Describe the nature of the central conflict and how the story is shaped by the conflict (RC 2.0, 2.3, 2.4; LR 3.0, 3.2, 3.3, 3.4; WA 2.0, 2.1, 2.2; WS 1.1, 1.2, LS 1.0; SA 2.0, 2.3 FW pp. viii, 96-98)
- Analyze and discuss elements of literature to support and write about their own understanding of issues/ideas presented in text (RC 2.0, 2.4, 2.5; LR 3.0, 3.1, 3.2-3.7; WS 1.0, 1.2; WA 2.0, 2.2; LS 1.0, 1.1-1.6; SA 2.0, 2.3; FW p. 119)
- Describe the function and effect of common literary devices (e.g., imagery, metaphor, and symbolism)* (LR 3.0, 3.5, 3.7; WS 1.0,1.6; WA 2.0, 2.1; LC 1.0; FW p. 120)
- Write responses to literature that demonstrate an understanding of the text(s) reflecting the specific unit work and supporting ideas with textual references and personal experiences (RC 2.0, 2.4, 2.5; LR 3.0, 3.1, 3.2-3.7; WS 1.0, 1.2; WA 2.0, 2.2; LS 1.0, 1.1-1.6; SA 2.0, 2.3; FW p. 119)
- Employ appropriate editing and revision strategies to clarify and strengthen the meaning of their written messages (WS 1.0, 1.6; WA 2.0; LC 1.0, 1.1-1.5; FW pp. 121-122)
- Appropriately modify written texts for oral presentations (LS 1.0, 1.4, 1.5; SA 2.2; FW pp. 98, 122-123)
- Use grade level appropriate written and oral language conventions when composing and presenting their stories, ideas and insights (WS 1.0, 1.2; WA 2.0, 2.3, 2.4; LS 1.0, 1.6; FW pp. 120-123)

* A note on literary devices: "Literary devices" is a term used to describe a broad spectrum of techniques writers use in their crafting of stories. Devices range from highly salient, audible, word-level choices (e.g., alliteration, onomatopoeia) to far more subtle structural designs (e.g., irony, symbolism). Naturally, instruction on literary devices should progress through these units—and over many years—from the most concrete and accessible to the more abstract.

Grade 5 Narrative Unit 2 of 3: Haven't We Met Before?

In this unit students develop and apply theories of how stories generally work by studying the dichotomies that make up archetypal story patterns (e.g., good vs. evil, rags to riches, etc.), as well as archetypal characters and symbols (e.g., Karina in Island of the Blue Dolphins is another loner character facing survival similar to Brian in Hatchet...water as a reoccurring symbol in texts like Tuck Everlasting...). They understand how their reading of modern text is aided by an awareness of literary archetype. They distinguish between archetypal and stereotypical characters as they function in text. Students write responses that reflect an analysis of their understandings and insights of grade level appropriate texts. Students write narrative compositions that include language and literary devices appropriate to authentic purpose and audience. Students refer to and use mentor texts and other resources to enhance and broaden language choices, literary devices, and writing/presentation styles.

Outcomes

Students are able to:

- Question, interpret, and clearly articulate understanding of narrative text and the impact of authorial intent and bias as they respond to texts (RC 2.0, 2.2, 2.4; LR 3.0-3.7; WS 1.0, 1.2; LS 1.0, 1.1, 1.2, 1.3; SA 2.0, 2.2; FW pp. 119- 123)
- Draw inferences, conclusions, and/or generalizations about the text and provide support with textual evidence and prior knowledge (RC 2.0, 2.3, 2.4; LR 3.0-3.7; FW pp. 97, 120)
- Determine the central conflict, how it impacts the story, and generate plausible themes that reveal insight into life and/or human nature, orally and in writing (RC 2.0, 2.3, 2.4; LR 3.0, 3.2, 3.3, 3.4; WA 2.0, 2.1, 2.2; WS 1.1, 1.2, LS 1.0; SA 2.0, 2.3 FW pp. viii, 96-98)
- Discuss and make judgments about the ways authors portray and/or stereotype people from many eras and diverse cultural and socio-economic groups and how this impacts you as the reader (RC 2.0, 2.3, 2.4; LR 3.0, 3.7; WS 1.0, 1.2; WA 2.0, 2.2; LS 1.0; SA 2.0, 2.3)
- Apply understanding of archetypal patterns and characters in readings, discussions, and responses to texts from different eras and cultures (RC 2.0, 2.4, 2.5; LR 3.0, 3.3, 3.6, 3.7; WS 1.0, 1.2; WA 2.0, 2.2; LS 1.0, 1.1-1.6; SA 2.0, 2.3; FW p. 120)
- Analyze and discuss elements of literature to support and write about their own understanding of issues/ideas presented in text (RC 2.0, 2.4, 2.5; LR 3.0, 3.1, 3.2-3.7; WS 1.0, 1.2; WA 2.0, 2.2; LS 1.0, 1.1-1.6; SA 2.0, 2.3; FW pp. 119-120)
- Describe the function and effect of common literary devices (e.g., imagery, metaphor, and symbolism)* (LR 3.0, 3.5, 3.7; WS 1.0,1.6; WA 2.0, 2.1; LC 1.0; FW p. 120)
- Write responses to literature that demonstrate an understanding of the text(s) reflecting the specific unit work and supporting ideas with textual references and personal experiences (RC 2.0, 2.4, 2.5; LR 3.0, 3.1, 3.2-3.7; WS 1.0, 1.2; WA 2.0, 2.2; LS 1.0, 1.1-1.6; SA 2.0, 2.3; FW pp. 119-121)
- Employ appropriate editing and revision strategies to clarify and strengthen the meaning of their written messages (WS 1.0, 1.6; WA 2.0; LC 1.0, 1.1-1.5; FW pp. 121-122)
- Appropriately modify written texts for oral presentations (LS 1.0, 1.4, 1.5; SA 2.2; FW pp. 98, 122-123)
- Use grade level appropriate written and oral language conventions when composing and presenting their stories, ideas and insights (WS 1.0, 1.2; WA 2.0, 2.3, 2.4; LS 1.0, 1.6; FW pp. 120-123)

* A note on literary devices: "Literary devices" is a term used to describe a broad spectrum of techniques writers use in their crafting of stories. Devices range from highly salient, audible, word-level choices (e.g., alliteration, onomatopoeia) to far more subtle structural designs (e.g., irony, symbolism). Naturally, instruction on literary devices should progress through these units—and over many years—from the most concrete and accessible to the more abstract.

Grade 5 Narrative Unit 3 of 3: Sending a Message by Setting the Tone

In this unit students explore, analyze and critique the strategic moves authors use to impact their readers (*what* the author writes and *how* they write it). In academic discussions, students share their responses to text and analyze the use and impact of literary devices (e.g. imagery, metaphor, symbolism, figurative language, tone and mood). They analyze and critique the credibility of plots, settings, and characters and examine their relationship to the overall impact of the story. In oral and written responses to literature, students recognize and discuss how these author-moves influence their own perspectives and interpretations of text. They refer to mentor text and other resources to inform and enhance their own writing (e.g. narratives, stories, poetry, prose, etc...). Students apply their knowledge by purposefully using literary devices and other techniques to influence their readers.

Outcomes

Students are able to:

- Question, interpret, and clearly articulate understanding of narrative text and the impact of authorial intent and bias as they respond to texts (RC 2.0, 2.2, 2.4; LR 3.0-3.7; WS 1.0, 1.2; LS 1.0, 1.1, 1.2, 1.3; SA 2.0, 2.2; FW pp. 119-123)
- Draw inferences, conclusions, and/or generalizations about the text and provide support with textual evidence and prior knowledge (RC 2.0, 2.3, 2.4; LR 3.0-3.7; FW pp. 97, 120)
- Analyze the function and effect of common literary devices that establish tone and mood and influence construction of meaning (RC 2.0, LR 3.0, 3.1, 3.5; WS 1.0; WA 2.0, 2.2; LS 1.0; SA 2.0; FW p. 120)
- Analyze and critique the credibility and of plots, settings and characters (RC 2.0, LR 3.0, 3.1, 3.5, 3.7; WS 1.0; WA 2.0, 2.2; LS 1.0; SA 2.0; FW p. 120)
- Analyze and discuss elements of literature to support and write about their own understanding of issues/ideas presented in text (RC 2.0, 2.4, 2.5; LR 3.0, 3.1, 3.2-3.7; WS 1.0, 1.2; WA 2.0, 2.2; LS 1.0, 1.1-1.6; SA 2.0, 2.3; FW p. 119-120)
- Describe the function and effect of common literary devices (e.g., imagery, metaphor, and symbolism)* (LR 3.0, 3.5, 3.7; WS 1.0,1.6; WA 2.0, 2.1; LC 1.0; FW p. 120)
- Understand how and why one's own perspective may differ from the author's and/or other readers' (RC 2.0, 2.3, 2.4; LR 3.0, 3.1, 3.7; LS 1.1, 1.4-1.6; SA 2.0, 2.3; FW p. 120)
- Articulate an interpretation of a plausible theme that reveals some insight into life or human nature (RC 2.0, 2.3,2.4, 2.5; LR 3.0, 3.4, 3.7; WS 1.0, 1.2; WA 2.0, 2.2; LS 1.0, 1.1-1.5; SA 2.0, 2.3; FW pp. viii, 120)
- Write responses to literature that demonstrate an understanding of the text(s) reflecting the specific unit work and supporting ideas with textual references and personal experiences (RC 2.0, 2.4, 2.5; LR 3.0, 3.1, 3.2-3.7; WS 1.0, 1.2; WA 2.0, 2.2; LS 1.0, 1.1-1.6; SA 2.0, 2.3; FW pp. 119-121)
- Employ appropriate editing and revision strategies to clarify and strengthen the meaning of their written messages (WS 1.0, 1.6; LC 1.0, 1.1-1.5; FW pp. 121-122)
- Appropriately modify written texts for oral presentations (LS 1.0, 1.4, 1.5; SA 2.2; FW pp. 98, 122-123)
- Use grade level appropriate written and oral language conventions when composing and presenting their stories, ideas and insights (WS 1.0, 1.2; WA 2.0, 2.3, 2.4; LS 1.0, 1.6; FW pp. 120-123)

* A note on literary devices: "Literary devices" is a term used to describe a broad spectrum of techniques writers use in their crafting of stories. Devices range from highly salient, audible, word-level choices (e.g., alliteration, onomatopoeia) to far more subtle structural designs (e.g., irony, symbolism). Naturally, instruction on literary devices should progress through these units—and over many years--from the most concrete and accessible to the more abstract.