

UNIT PLAN

Grade Level: 5
Unit #: 2
Unit Name: Understanding and Using Literary Fiction

Big Idea/Theme: Literary fiction is presented in a variety of forms, each of which possesses distinctive characteristics.

Culminating Assessment:

- Select a minimum of 2 books from a specific genre to study within the category of literary fiction. (preferably 100 BC books)
- Provide specific examples from each book that supports the characteristics of the genre.
- Choose one book and analyze the book based on these elements: characterization, author's craft, point of view, and narrative elements.
- Support analysis with specific evidence from the text and present analysis to the class. (presentations are optional)
- Examples of a presentation might be in the form of a PowerPoint, brochure, poster, tri-fold, flyer or other choice.

(Note-taking guide is available on the O drive.)

Unit Understanding(s)

Students will understand that...

- Readers use comprehension strategies to understand fictional text.
- Different literary genres possess specific characteristics.
- Interpreting the effect of author's craft can help readers make meaning of literary text.
- Setting, plot, characters, and tone impact the story.
- Literary texts are told from different points of view.
- Authors use figurative language to enhance the meaning of literary texts.
- The relationship between direct and indirect characterization affects the meaning of the story.

Unit Essential Question(s):

Reading Focus

- How do readers use comprehension strategies to understand fiction?
- What characteristics make fiction a specific literary genre?
- How do the effects of author's craft help derive meaning?
- How do the elements of fiction impact the story?
- What effect does point of view have on literary texts?
- How do authors use figurative language to enhance the meaning of a literary text?
- How can the relationship between direct and indirect characterization affect the meaning of the story?

Students will know... / Students will be able to...

- Analyze literary texts to draw conclusions and make inferences.
- Differentiate among the various points of view.
- Compare and contrast elements of fictional works.
- Use the author's choice of words to understand the author's message to make inferences beyond the literal meaning.
- Analyze the details that support the main idea.
- Make inferences to distinguish the difference between direct and indirect characterization.
- Interpret the effect of author's craft.
- Predict events in literary texts on the basis of cause-and-effect relationships.
- Use context clues to generate meaning of unfamiliar words.
(include poetry in this unit as well)

South Carolina Academic Standards:

- 5-1.1 Analyze literary texts to draw conclusions and make inferences.
- 5-1.2 Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view.
- 5-1.3 Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).
- 5-1.4 Analyze literary texts to distinguish between direct and indirect characterization.
- 5-1.5 Interpret the effect of the author's craft (for example, tone, figurative language, dialogue, and imagery) on the meaning of literary texts.
- 5-1.6 Analyze the details that support the expression of the main idea in a given literary text.
- 5-1.7 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).
- 5-1.8 Analyze works of fiction (including legends and myths) and works of nonfiction (including speeches and personal essays) by characteristics.
- 5-1.10 Predict events in literary texts on the basis of cause-and-effect relationships.
- 5-1.11 Read independently for extended periods of time for pleasure.
- 5-3.1 Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple-meaning words.
- 5-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.
- 5-3.2 Use Greek and Latin roots and affixes to determine the meanings of words within texts. (*See Instructional Appendix: Greek and Latin Roots and Affixes.*)

Interim Assessment (formative)

- 100 BC Conferences
 - Class discussion
 - Class work
 - Cold Read Tests
 - Exit slips
 - Homework
- Journal entries
 - Parking lot
 - Quizzes
 - Teacher observation
 - Think-Pair-Share

Vocabulary

- Alliteration
- Author's craft
- Main idea
- Characters (dynamic, static, flat, round)
- Direct/indirect characterization
- Conflict
- Context clues
- Dialogue
- Euphemism
- Idiom
- Fable
- Hyperbole
- Imagery
- Figurative language
- Folktale
- Inference
- Legend
- Point of View (first person, third person omniscient, third person limited omniscient)
- Metaphor
- Myth
- Onomatopoeia
- Personification
- Plot
- Setting
- Simile
- Tall tale
- Text elements
- Theme
- Tone

Understanding and Using Literary Fiction Culminating Assessment

We have been studying literary fiction in a variety of forms and you have discovered that there are distinctive characteristics of these forms. The purpose of this culminating assessment is to demonstrate your knowledge and understanding of the characteristics of literary fiction. You will be conducting a genre study.

_____ 1st: Select a genre of your choice (adventure stories, historical fiction, contemporary realistic fiction, science fiction, fairy tales, tall tales, or myths).

_____ 2nd: Choose 2 books in your selected genre that you would enjoy reading. List the titles of the books you chose.

Book 1: _____

Book 2: _____

_____ 3rd: As you are reading each book, record any evidence from the book that supports the characteristics of the genre you are studying. Be specific: for example: Evidence Cited: John Henry was able to hammer through an entire mountain.

_____ 4th: Once you have read both of your books, look closely at the evidence you recorded. Then compare the evidence and list at least 3 characteristics that your books shared.

Presentation of Genre Study/Book Analysis

Now that you have studied the characteristics of a particular genre, choose the book you enjoyed reading the most. You will analyze the book for the following: point of view, author's craft, characterization, and narrative elements (setting, plot, characters).

Then you may choose how to present your book analysis to the class in the form of a PowerPoint, brochure, science board, flyer, poster, or other teacher-approved presentation method.

The following may be used as a guide to analyze the book.

Point of View: Determine from what point of view your story is told and explain how you knew **5-1.2**

Author's Craft: The use of figurative language (simile, onomatopoeia, metaphor, alliteration, hyperbole, personification), dialogue, imagery and tone are all aspects of author's craft. Find specific examples of author's craft from your story and explain how it impacted the meaning of the story. You must find at least 3 examples of author's craft; however, only one example may be figurative language. **5-1.5**

Characterization: Identify the main character and find one example where the author used direct characterization and indirect characterization to describe the character. **5-1.4**

Narrative Elements: Describe how the setting and plot have an impact on the meaning of the story.

Genre Study

	4 Exemplary	3 Proficient	2 Good	1 Needs Improvement
Characteristics of the Genre	Listed more than 3 characteristics	Listed 3 characteristics	Listed 2 characteristics	Listed 1 or no characteristics
Books	Both books are from the correct genre		1 of the books is from the correct genre	None of the books are from the correct genre
Evidence	All of the evidence gathered supports the characteristics of my genre	All but one piece of evidence supports the characteristics of my genre	Two pieces of my evidence do not support the characteristics of my genre	Three or more pieces of my evidence does not support the characteristics of my genre
Book Comparison	Listed more than 3 characteristics that my books shared	Listed 3 characteristics that my books shared	Listed 2 characteristics that my books shared	Listed 1 or no characteristics that my books shared
Teacher/Student Comments	Total Score: ____/16			

Book Analysis Presentation

Point of View (5-1.2)

- ___ correctly identified point of view
- ___ provided evidence from the story to support the point of view chosen

Teacher comments:

Author's Craft (5-1.5)

- ___ found three examples of author's craft
- ___ explained how the author's craft impacted the story

Teacher comments:

Characterization (5-1.4)

- ___ example of direct characterization
- ___ example of indirect characterization with evidence from the story

Teacher comments:

Narrative Elements(5-1.8)

- ___ described how the setting impacted the story
- ___ describe the plot of the story

Teacher comments:

Presentation

- ___ final product turned in on assigned date
- ___ presented a 2-5 minute presentation to the class
- ___ presentation was not read directly from the project

Book Analysis/Presentation Grade:

****NOTE TO TEACHERS:**

Another option for the culminating activity is to read aloud a historical fiction book (one that relates to the social studies standards). The students can read a different fiction book of their choice. (fantasy, realistic fiction, myth, science fiction, folklore, mystery). Use these two books to compare the genres. As you are reading aloud, discuss the fictional elements throughout the book. (point of view, author's craft, characterization, narrative elements, etc.)

Also, discuss the historical content. This could also help to integrate social studies with the reading assessment.

An appropriate historical fiction book to read the 1st nine weeks is Forty Acres and Maybe a Mule by: Harret Gillem Robinet. Begin reading this as you teach "Reconstruction". Another book could be based on "Western Expansion"