

Unit 3

The Lion, the Witch, and the Wardrobe

Grade 5
ELA

Unit Length and Description:

67.5 days

Students read literary texts to understand that even in the most fantastical settings, literature can teach us real lessons about life. Students explore the opposition of good vs. evil, the value in courage, adventure, forgiveness, and honesty. They begin to consider how authors convince readers to believe the impossible and discuss the history and use of special effects in movies to begin to see how imagination and creativity can inspire story-telling. Students express their understanding of narrative point of view and the features of the fantasy genre by considering the stories from another perspective.

Target Standards:

Reading Literature:

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 and connotative meanings.

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

Reading Informational Text:

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Reading Foundational Skills:

RF.5.3a Know and apply grade-level phonics and word analysis skills in decoding words.
a. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Writing:

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- 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.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
- d. Provide a concluding statement or section related to the opinion presented.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.

Language:

L.5.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.
- e. Use correlative conjunctions (e.g., *either/or, neither/nor*).

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Speaking and Listening:

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.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that

preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

The following standards are embedded in all units:

RL. /RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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.

RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.

W.5.6 With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

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 and phrases.

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*).

Enduring Understandings:

- Reading fantastical stories can teach us lessons about life.
- Visual representations such as graphs and illustrations, can support and enhance a reader's understanding of the text.

Essential Questions:

- How does the point of view or perspective help a reader have a deeper understanding of the text?
- How does an author convince readers to believe the impossible?