

Literature Appreciation: Grade 5

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to access information in order to inquire, think critically and gain knowledge. - Students will demonstrate the ability to respond to text using a variety of informational tools in order to pursue personal and aesthetic growth. <u>Content Standards:</u> - AASL 1.1.6. Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. - AASL 1.1.9. Collaborate with others to broaden and deepen understanding. - AASL 4.1.1. Read, view, and listen for pleasure and personal growth. - AASL 4.1.2. Read widely and fluently to make connections with own self, the world, and previous reading. - AASL 4.1.3. Respond to literature and creative expressions of ideas in various formats and genre.	Transfer	
	Students will be able to independently use their learning to respond to a piece of literature and discuss it with others.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - themes of fictional stories reflect how people live and behave. - reading widely helps people understand about themselves and the world.	ESSENTIAL QUESTIONS - Which stories change us and why? - What does it mean to read for pleasure?
	Acquisition	
	Students will know... - that referring to specific details in a text supports a point of view. - that genre characteristics can be used to compare stories. <u>vocabulary:</u> point of view, graphic novel; multimedia presentation of fiction, folktale, myth, poem, mysteries, historical fiction, science fiction, fantasy, realistic fiction, Newbery Medal	Students will be skilled at... - using details to support ideas. - comparing and contrasting stories in the same genre. - using a variety of strategies to inform book choice. - identifying how characters respond to challenges in the story to determine theme.
Content Area Literacy Standards		21st Century Skills
not applicable		- make judgements and decisions - think creatively - collaborate with others

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
- CC.4.R.L.2 Key Ideas and Details: 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. - CC.5.R.L.7 Integration of Knowledge and Ideas: 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). - CC.5.R.L.9 Integration of Knowledge and Ideas: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. - CC.5.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others - CC.5.SL.2 Comprehension and Collaboration: Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	

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