

**Unit 1: Fairy Tales,
Folktales, and Fables**
5th Grade ELA
40 Class Meetings

Revised June 2026

Essential Questions
● How do traditional stories teach important life lessons? ● How do authors use characters, plot, and conflict to develop a theme? ● How do readers determine the theme or moral of a story?

Enduring Understandings with Unit Goals
EU 1: Traditional stories communicate lessons and values through characters, events, and conflicts. ● Compare and contrast characters, settings, and events across traditional stories. ● Analyze how character interactions contribute to the development of theme. ● Use specific details from the text to support comparisons. EU 2: Readers use evidence from the text to determine theme and support interpretations. ● Quote accurately from a text when explaining explicit ideas and drawing inferences. ● Support literary analysis with direct textual evidence. ● Distinguish between information stated explicitly and conclusions inferred by the reader.

Standards
<u>Common Core State Standards:</u> CCSS.ELA-Literacy.RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.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). CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.ELA-Literacy.RF.5.4 Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-Literacy.RF.5.4.a: Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RF.5.4.b: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.5.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

CCSS.ELA-Literacy.W.5.3.a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-Literacy.W.5.3.b: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-Literacy.W.5.3.c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

CCSS.ELA-Literacy.W.5.3.d: Use concrete words and phrases and sensory details to convey experiences and events precisely.

CCSS.ELA-Literacy.W.5.3.e: Provide a conclusion that follows from the narrated experiences or events.

CCSS.ELA-Literacy.W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.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 new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)

CCSS.ELA-Literacy.W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.SL.5.1.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.

CCSS.ELA-Literacy.SL.5.1.b: Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.5.1.c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-Literacy.SL.5.1.d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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

CCSS.ELA-Literacy.SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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ISAAC Vision of the Graduate Competencies

- Competency 1:** Write effectively for a variety of purposes.
Competency 2: Speak to diverse audiences in an accountable manner.
Competency 3: Develop the behaviors needed to interact and contribute with others on a team.
Competency 4: Analyze and solve problems independently and collaboratively.
Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. Characteristics of Traditional Storytelling

- Examine the defining characteristics of fables, fairy tales, and folktales.
- Compare similarities and differences among genres.
- Analyze the role of morals and life lessons.
- Explore character traits and motivations.

2. Determining Theme

- Define theme and distinguish it from the topic of a story.
- Identify themes in traditional literature.
- Support theme statements with textual evidence.
- Analyze how character decisions impact outcomes.
- Connect character actions to the lesson of the story.

Vocabulary and Key Terms: theme, moral, lesson, traditional literature, fable, fairy tale, folktale, folklore, narrator, point of view, perspective, character, character traits, character motivation, setting, plot, conflict, resolution, theme statement, central message, inference, textual evidence, quotation, compare, contrast, similarity, difference, dialogue, narrator's perspective, author's purpose, lesson learned, culture, tradition, storytelling, oral tradition, fantasy, magical elements, prince, princess, hero, villain, trickster, talking animals, exaggeration, sequence of events, cause and effect, problem and solution, perseverance, honesty, responsibility, friendship, loyalty, betrayal, wisdom, kindness, courage, greed, fairness, empathy, judgment, appearances, stereotype, consequence, life lesson, fiction, genre, plot structure, climax, character interaction, evidence-based response, close reading, annotation, accountable talk, discussion, interpretation, retell, summarize, analyze, support, claim, reasoning, compare and contrast, theme development, moral lesson, cultural values, literary elements, traditional stories, folktale characteristics, fairy tale characteristics, fable characteristics

Interdisciplinary Connection:

Humanities

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Daily Learning Objectives with TWPS

Students will be able to...

- Identify characteristics of fables, fairy tales, and folktales. ***
 - *What makes a story a fable?*
 - *What elements are commonly found in fairy tales?*
 - *How are folktales different from other traditional stories?*
- Define theme and distinguish it from the topic of a story. **
 - *What is the difference between a topic and a theme?*
 - *How do readers determine a story's theme?*
- Analyze The Three Little Pigs to determine theme.***
 - *Why do you think there were three pigs in the story?*
 - *How would the story change if the first two pigs were not included?*
 - *What lesson does the story teach readers?*
- Evaluate character motivations and actions. **
 - *Who was more deceptive, the wolf or the pig?*
 - *How do character choices contribute to the theme?*
- Analyze The Bear and the Two Travelers.***
 - *What drives a person to betray a friend?*
 - *Do you think the traveler intended to abandon his friend? Why or why not?*
 - *What moral does this fable teach?*
- Examine vocabulary in context.**
 - *How does understanding unfamiliar words help us understand the story?*
 - *What clues can readers use to determine meaning?*
- Analyze fairy tale elements in The Princess and the Pea.**
 - *What magical elements are present in the story?*
 - *What characteristics make this story a fairy tale?*
- Evaluate themes related to judgment and appearance. **
 - *Is it okay to judge people based on appearances?*
 - *How can first impressions create misunderstandings?*
- Compare themes across multiple traditional stories. **
 - *What lessons are repeated across different stories?*
 - *Why do cultures continue telling these stories?*
- Compare and contrast characters, settings, and events across traditional stories.****
 - *How are the wolf from The Three Little Pigs and the traveler from The Bear and the Two Travelers similar and different?*
 - *How do the characters respond differently to challenges?*
 - *Which setting plays a larger role in shaping the events of the story?*
 - *How do the lessons from these stories compare?*

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Paragraph frames and sentence starters
- Teacher modeling

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- Think-write-pair-share and small-group discussions
- Graphic organizers
- Accountable talk
- Homework
- Word walls with visuals (Venn Diagrams)
- Small group instruction
- Visual exemplars with teacher and student critiques
- Text and video chunking
- Spiraling back to guiding questions
- Multiple CFUs
- Close reading with text-dependent questions

EL Differentiation Strategies

- Word Banks and Word Walls with visuals
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit teacher modeling
- Key vocabulary
- Graphic organizers
- Strategic Grouping
- Non-verbal assessments

Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- Academic Discourse
- Exit Slips
- Accountable Talk Discussions
- Completed notes
- Completed graphic organizers
- Homework
- Performance Task -- “Different Stories, Same Lesson”
 - Teacher’s rubric/scoring guide

SUMMATIVE ASSESSMENTS:

- Quiz: Theme, Characteristics of Storytelling (EU1, EU2)
- IAB
- Unit Task: “Different Stories, Same Lesson” (EU1, EU2 and EU3)

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Unit Task
Unit Task Name: “Different Stories, Same Lesson” Description: Upon completing the unit, students will compare two traditional stories and analyze how each develops a similar or different theme. Students will write a informational paragraph comparing the two stories. Evaluation: Teacher’s Scoring Guide

Unit Resources
• Interactive Notebook • Teacher-created Google Slides • The Three Little Pigs • The Bear and the Two Travelers by Aesop • The Princess and the Pea by Hans Christian Andersen • Graphic Organizers • Theme Anchor Charts • Vocabulary Resources • Google Classroom • CER Writing Templates • Exit Slips • Accountable Talk Stems • Student Annotation Tools