

## Grade 5 Complete Playlists for Reading: Literature

*These playlists align with these Common Core State Standards:*

*p. 3: 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.

*p. 16: 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.

*p. 31: 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.

*p. 40: 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).

*p. 50: 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.

*p. 58: 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.

*p. 70: CCSS.ELA-LITERACY.RL.5.6:*

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

*p. 82: CCSS.ELA-LITERACY.RL.5.7:*

- 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).

*p. 91: 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.



This resource bundle aligns with all of the Common Core State Standards for Grade 5 Reading: Literature. We have combined nine of our playlists—content-rich tools that use trusted textual, audio, visual, and multimedia resources to supplement high-quality instruction in specific elements of the Common Core—to guide students through each of the relevant standards for this strand of English Language Arts. Each playlist is designed for 30–45 minutes of instructional time and is followed by a rigorous self-check for students. Alternatively you could assign individual student playlists as homework or remedial/extension activities.

The Common Core State Standards for English Language Arts are not intended to be taught in sequential order, and neither are these playlists. Instead, you should feel free to dip in and out of these resources as your instructional needs dictate. A hyperlinked Table of Contents facilitates such usage.

#### Standard Coverage Notes:

- Standard RL.5.2 is covered across two playlists: one focuses on characters in stories and dramas; the other focuses on topics in poetry.
- There is no playlist for RL.5.8 because the Common Core does not deem this standard applicable to literature.
- There is no playlist for RL.5.10. As your students work through the other standards, they will read and comprehend a range of stories, dramas, and poetry within the grade 5 text-complexity band.

The accompanying Student Edition includes dozens of additional passages on which students can practice their reading skills, including the ability to identify key ideas and details, to analyze craft and structure, and to integrate knowledge and ideas presented in a variety of media and genres. Stepped-out examples and hyperlinks to videos, graphic organizers, and other activities further support instruction.

Thank you for trusting Wisewire to help your students become better readers and lifelong learners!



## Teaching Notes: Themes in Adventure Stories

This playlist supports RL.5.9 by discussing adventure stories and how different stories in this genre approach similar themes and topics. Students should be able to describe the main characteristics of stories in the adventure genre and explain how different stories can approach the same themes differently.

### How Characters and Settings Influence Theme

Below is a game students can play that will help them understand how characters, settings, and other elements influence how a theme is approached in an adventure story. Divide students into groups, and randomly assign each group one element from each column. Have groups briefly describe how these elements could be incorporated into an adventure story. (Some of the elements may seem anachronistic when paired together. Tell students to use their imagination!)

Protagonist	Setting	Theme/Topic
A ten-year-old girl from a small American town who plays volleyball and the clarinet	A train station in the middle of nowhere, surrounded by great fields of wheat and corn	Brain power is more important than physical strength.
A king who has just been removed from power and does not know where to go	A deep forest in the swamps outside New Orleans, where the trees obscure the sun	Working with others is better than working alone.
A medieval knight who would rather be a farmer but does not want to disappoint his family	A huge open field with grass that is several shades of green and a solid gray sky	Good triumphs over evil.
A young man who has just finished college and wants to travel the world	A great stone castle in a town where a major battle has just been fought	You are stronger than you think you are.
A scientist who studies the medicinal properties of mushrooms	A misty clearing in a Brazilian rainforest, near the banks of the Amazon River	You must face your fears to overcome them.
A rookie police officer in a city in the early twentieth century	A room in an old mansion with peeling brown wallpaper	Never give up.

### Additional Resources

Consider using the following resources to teach RL.5.9:

- This resource gives more ideas for characters and settings in adventures stories.  
<https://www.scholastic.com/teachers/story-starters/adventure-writing-prompts/>
- In this lesson plan, students create “choose your own adventure” stories.  
<http://thebusyteacherspage.com/choose-your-own-adventure-story-writing/>



## Self-Check: RL.5.9

Read the passages. Then answer the questions.

<b>Stimuli ID and/or Title</b>	ELA_G05_SetA
<b>Passage Title</b>	Excerpt from <i>Black Beauty</i>
<b>Author</b>	Anna Sewell
<b>Word Count</b>	924

Excerpt from “Black Beauty”

Anna Sewell

### CHAPTER XIII: DOLLY AND A REAL GENTLEMAN

- 1 The winter came in early, with a great deal of cold and wet. There was snow, or sleet, or rain, almost every day for weeks, changing only for keen driving winds or sharp frosts. The horses all felt it very much. When it is a dry cold, a couple of good thick rugs will keep the warmth in us; but when it is soaking rain, they soon get wet through and are no good. Some of the drivers had a waterproof cover to throw over, which was a fine thing; but some of the men were so poor that they could not protect either themselves or their horses, and many of them suffered very much that winter. When we horses had worked half the day we went to our dry stables, and could rest; while they had to sit on their boxes, sometimes staying out as late as one or two o'clock in the morning, if they had a party to wait for.
- 2 When the streets were slippery with frost or snow, that was the worst of all for us horses; one mile of such traveling with a weight to draw, and no firm footing, would take more out of us than four on a good road; every nerve and muscle of our bodies is on the strain to keep our balance; and, added to this, the fear of falling is more exhausting than anything else. If the roads are very bad, indeed, our shoes are roughed, but that makes us feel nervous at first.
- 3 One cold windy day, Dolly brought Jerry a basin of something hot, and was standing by him while he ate it. He had scarcely begun, when a gentleman, walking toward us very fast, held up his umbrella. Jerry touched his hat in return, gave the basin to Dolly, and was taking off my cloth, when the gentleman, hastening up, cried out, "No, no, finish your soup, my friend; I have not much time to spare, but I can wait till you have done, and set your little girl safe on the pavement."
- 4 So saying, he seated himself in the cab. Jerry thanked him kindly, and came back to Dolly. "There, Dolly, that's a gentleman; that's a real gentleman, Dolly; he has got time and thought for the comfort of a poor cabman and a little girl."
- 5 Jerry finished his soup, set the child across, and then took his orders to drive to Clapham Rise. Several times after that, the same gentleman took our cab. I think he was very fond of dogs and horses, for whenever we took him to his own door, two or three dogs, would come bounding out to meet him. Sometimes he came round and patted me saying in his quiet, pleasant way: "This horse has got a good master, and he deserves it." It was a very rare thing for any one to notice the horse that had been working for him. I have known ladies to do it now and then, and this gentleman, and one or two others have given me a pat and a kind word; but ninety-nine out of a hundred would as soon think of patting the steam engine that drew the train.



<b>Stimuli ID and/or Title</b>	ELA_G05_SetA
<b>Passage Title</b>	Excerpt from <i>Beautiful Joe</i>
<b>Author</b>	Marshall Saunders
<b>Word Count</b>	645

Excerpt from “Beautiful Joe”

Marshall Saunders

- 1 I am an old dog now, and am writing, or rather getting a friend to write, the story of my life. I have seen my mistress laughing and crying over a little book that she says is a story of a horse's life, and sometimes she puts the book down close to my nose to let me see the pictures.
- 2 I love my dear mistress; I can say no more than that; I love her better than any one else in the world; and I think it will please her if I write the story of a dog's life. She loves dumb animals, and it always grieves her to see them treated cruelly.
- 3 I have heard her say that if all the boys and girls in the world were to rise up and say that there should be no more cruelty to animals, they could put a stop to it. Perhaps it will help a little if I tell a story. I am fond of boys and girls, and though I have seen many cruel men and women, I have seen few cruel children. I think the more stories there are written about dumb animals, the better it will be for us.
- 4 In telling my story, I think I had better begin at the first and come right on to the end. I was born in a stable on the outskirts of a small town in Maine called Fairport. The first thing I remember was lying close to my mother and being very snug and warm. The next thing I remember was being always hungry. I had a number of brothers and sisters six in all and my mother never had enough milk for us. She was always half starved herself, so she could not feed us properly.
- 5 I am very unwilling to say much about my early life. I have lived so long in a family where there is never a harsh word spoken, and where no one thinks of ill-treating anybody or anything; that it seems almost wrong even to think or speak of such a matter as hurting a poor dumb beast.
- 6 The man that owned my mother was a milkman. He kept one horse and three cows, and he had a shaky old cart that he used to put his milk cans in. I don't think there can be a worse man in the world than that milkman. It makes me shudder now to think of him. His name was Jenkins, and I am glad to think that he is getting punished now for his cruelty to poor dumb animals and to human beings. If you think it is wrong that I am glad, you must remember that I am only a dog.
- 7 The first notice that he took of me when I was a little puppy, just able to stagger about, was to give me a kick that sent me into a corner of the stable. He used to beat and starve my mother. I have seen him use his heavy whip to punish her till her body was covered with blood. When I got older I asked her why she did not run away. She said she did not wish to; but I soon found out that the reason she did not run away, was because she loved Jenkins. Cruel and savage as he was, she yet loved him, and I believe she would have laid down her life for him.



8 Now that I am old, I know that there are more men in the world like Jenkins. They are not crazy, they are not drunkards; they simply seem to be possessed with a spirit of wickedness. There are well-to-do people, yes, and rich people, who will treat animals, and even little children, with such terrible cruelty, that one cannot even mention the things that they are guilty of.

1. Which phrase **best** completes the sentence?

The narration in the passages is **most** similar in that the passages are both told by \_\_\_\_\_

- A. a detached observer.
- B. multiple characters.
- C. a young child.
- D. an animal.

<b>Item ID</b>	ELA_RL.5.9_CLO_Q1
<b>DOK level</b>	3
<b>Key/correct answer</b>	Key: D  Evidence in the text shows that the narration in both passages comes from the viewpoint of an animal.

2. How do these passages use similar characters to develop a theme? Fill each blank with the correct answer from the options given in parentheses.

The characters of \_\_\_\_\_ (the mistress and the gentleman/ Jenkins and Jerry/ the mother and the carter), from *Beautiful Joe* and *Black Beauty* respectively, are most similar in that they both \_\_\_\_\_ (are cruel to animals/ are kind to animals/ are animals themselves). This is shown by how the characters \_\_\_\_\_ (treat the animals around them/ discuss the purpose of animals/ reference animals while talking).

<b>Item ID</b>	ELA_RL.5.9_DRD_Q4
<b>DOK level</b>	2
<b>Key/correct answer</b>	The correct answer is “The characters of the mistress and the gentleman, from <i>Beautiful Joe</i> and <i>Black Beauty</i> respectively, are most similar in that they both are kind to animals. This is shown by how the characters treat the animals around them.” Even though some of the other characters in the passages have some similarities, the mistress and the gentleman are most alike because they show a strong love for animals, both horses and dogs.

