Grade 5 Playlists for Reading: Literature

Craft and Structure

This resource bundle aligns with the Craft and Structure standards of the Common Core State Standards for Grade 5 Reading: Literature. We have included three 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 the literature reading strands 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.

The accompanying Student Editions include additional passages on which students can practice their reading skills, including the ability to analyze craft and structure. 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! Visit us online for even more resources and to access our free to use computer-based assessment platform.

Grade 5 Playlist: Determine the Meaning of Figurative Language

Aligns with 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.

Welcome

Writers of fiction use colorful language to describe settings, characters, and events. Sometimes, words mean something other than their dictionary definition. Figurative language, such as metaphors and similes, makes comparisons between two things in order to describe one of them in a new and different way. Understanding the meaning of figurative language can help with understanding not only the words on the page, but the emotions and sense of imagination the author wants to express.

Objectives

In this playlist, the student will learn and practice how to:

- identify examples of figurative language.

- explain what a metaphor and simile is.

- use context to determine the meaning of words and phrases.

Review

Key Terms

- **Context clues** are words, phrases, and sentences surrounding an unfamiliar word or phrase that can provide information that helps determine the meaning of the unfamiliar word or phrase.

- **Literal meaning** is the exact definition of a word.

- **Figurative meaning** is a meaning implied by the word or phrase that is not the literal meaning.

- **Simile** is a type of figurative language that compares two unlike things using the words **like** or **as**.

- **Metaphor** is a type of figurative language that compares two unlike things using the word **is**.

Exploring the Standard

When reading text, often a reader will find words and phrases that he or she does not understand. This is especially common if the text uses figurative language. However, there are steps a reader can take to understand the unfamiliar language!

A Closer Look: Figurative Language

Figurative language is when the author uses words to say something other than the literal meaning of the word. The literal meaning of the word is the dictionary definition. But words can have other meanings as well. This is because authors use figurative language for effect. Figurative language helps readers feel and imagine what the author has written. Consider the following examples.

Example 1

Look at the following sentences:

1. Would you like <u>a piece of cake</u>?

2. Doing this homework will be <u>a piece of cake</u> after the work we did in class earlier today.

The phrase "a piece of cake" is used in both a literal and figurative way in the sentences. In the first sentence, the phrase is used literally. Someone is slicing a cake and offering pieces to people. In the second sentence, the phrase is used figuratively. The sentence is about homework, not cake. But, the use of the phrase "a piece of cake" lets readers know that the author thinks the homework will be easy. The student already completed a more difficult assignment earlier in the day. "A piece of cake" is used to emphasize that something is easy.

Read!

For a basic overview of figurative and literal language, read this document:

*   http://www.readwritethink.org/files/resources/lesson-docs/LiteralFigurativeHandout.pdf

Watch!

Also, watch this video about identifying literal and figurative language:

*   https://www.youtube.com/watch?v=lcr8F33Xgb0

A Closer Look: Metaphors and Similes

Metaphors and similes are two important and common types of figurative language. Both metaphors and similes make comparisons to emphasize something. The emphasis could be on an emotion, idea, action, etc. These types of figurative language help the reader picture what the author means and adds depth to the text.

Example 2

1. Shoes are articles of clothing worn to protect feet; they can take on the odor of the foot. (literal)

2. The shoes are as smelly as two-week-old leftovers. (simile)

3. The shoes are weapons aimed against my nose. (metaphor)

Teaching Notes: Determine the meaning of Figurative Language

The goal of RL.5.4 is for students to understand and be able to determine the meaning of words and phrases as they are used in a text by looking at context clues. In particular, students should be able to understand and determine the meaning of figurative language, such as metaphors and similes. The following information contains ideas that teachers can incorporate into their classroom as well as additional resources to peruse and integrate into instruction as appropriate.

Classroom Activities:

1. Present students with an object. Ask students to use figurative language to come up with as many creative descriptions of the object as they can. Encourage every student to share one description. Write descriptions on the board. Finally, have students identify which descriptions are metaphors and which are similes.

2. Encourage students to identify figurative language such as metaphors and similes during the class read-aloud. Keep a list of metaphors and similes the author has used. Ask students to explain the figurative term, using context from the paragraph to support their answer.

Writing Prompts

1. Assign students an excerpt from a grade-appropriate literary text that has at least five examples of figurative language, including metaphors and similes. Direct students to show their understanding of figurative language by answering the following question in an essay: What is the meaning of at least two examples of figurative language, and what does it add to the excerpt?

2. Have students write two paragraphs on the same topic—one using only literal language and one using figurative language. Have students compare and contrast the paragraphs so they recognize the impact that figurative language can have on the reader.

Additional Teaching Resources

Consider these additional resources when teaching RL.5.4:

RL.5.4 curriculum: This resource provides lessons around RL.5.4.

*   https://www.engageny.org/ccls-ela/rl54

RL.5.4 Worksheets: This resource provides worksheets on R.5.4.

*   http://www.education.com/common-core/CCSS.ELA-LITERACY.RL.5.4/worksheets/

Lesson 5: Figurative Language: These resources provide a lesson plan on teaching figurative language using different texts.

*   http://www.readworks.org/lessons/grade5/leaf-leaf-autumn-poems/lesson-5

*   http://www.readworks.org/lessons/grade5/words-wings-treasury-african-american-poetry-and-art/lesson-5

Grade 5 Playlist: Structure of a Story, Drama, or Poem

Aligns with 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.

Welcome

Think of a book, play, or poem that had uninterrupted chunks of text. How did that experience shape reader comprehension? The structure of books, plays, and poems affects how readers experience and understand texts. Writers use chapters, scenes, and stanzas in order to build the structure of their stories, dramas, and poems. Writers use these tools to break up their writing into sections. The sections organize information and provide clear breaking points for readers to pause and reflect.

Objectives

In this playlist, the student will learn and practice how to:

- explain how a series of chapters fits together to provide the structure of a story.

- explain how a series of scenes fits together to provide the structure of a drama.

- explain how a series of stanzas fits together to provide the structure of a poem.

Review

Key Terms:

- A **climax** is part of a story's organizational structure. It is the turning point in a story.

- An **exposition** is the introduction of a story.

- A **resolution** is part of a story's organizational structure. It is the conclusion, or ending of a story.

- A **denouement** is another word for **resolution**.

- A **chapter** is a section of a work of long fiction.

- A **scene** is a section of a play.

- A **stanza** is a section of a poem.

Exploring the Standard

A Closer Look: Organizational Structure of a Narrative

When an author writes a long piece of fiction, she or he organizes the information to build the components of the story. The narrative structure generally has these elements: an introduction, rising action, the climax, falling action, and the resolution.

The exposition introduces the reader to the setting, characters, and basic information relevant to the plot. The rising action is what happens as events in the story become more complicated. The conflict often is revealed in the exposition or the rising action. The climax is the turning point in the story. It typically contains the most exciting events, and it is most interesting to the reader. The reader wants to continue reading to find out what will happen next. The falling action is what happens after the climax. The events begin to be resolved. The resolution is the part of the story when the events are resolved completely and the story is over.

Read!

See a graphic representation of the plot structure:

- http://www.scholastic.com/teachers/lesson-plan/collateral_resources/pdf/l/lessonplans_graphicorg_pdfs_plotdiagram.pdf

Practice!

Use these graphic organizers to write what happens at each point in a story:

- http://freeology.com/wp-content/files/storyplotgraph.pdf

- http://www.ereadingworksheets.com/reading-worksheets/story-structure-practice.pdf

Use these flashcards to learn the elements of a plot:

- https://quizlet.com/96068/flashcards

Watch!

For practice using a plot development chart to define rising action, climax, and falling action, see this video:

- https://www.youtube.com/watch?v=s6Q7E3fFyYg

A Closer Look: The Role of Chapters in a Narrative

Chapters can follow the organizational structure of a narrative and build the overall structure of the story. For example, a chapter can be part of the exposition and give the reader background information on a main character. A chapter can be the climax and provide the turning point of the entire novel. Knowing how each chapter works to build the story can help when describing how a series of chapters fits together to build the story.

Teaching Notes: Structure of a Story, Drama, or Poem

The goal of RL.5.5 is for students to able to explain how a part of a piece of writing contributes to the structure of the whole. The standard includes stories, dramas, and poems. The following information contains ideas that teachers can incorporate into their classroom as well as additional resources to peruse and integrate into instruction as appropriate.

Classroom Activities

1. Read a class novel. Once the class has finished the novel, divide students into groups. Assign each group a different chapter. Ask each group to explain how their chapter fits in with the overall structure of the novel. Groups may draw the plot diagram and explain where their chapter fits into the diagram.

2. To practice the elements of a plot, have students use the graphic organizer provided in the playlist to diagram several stories they have read.

3. Have students work in pairs to write a song that describes the plot elements. Encourage students to be creative.

4. Ask students to create a storyboard for a novel or play that they would like to write. Have them create one visual for each section of the story. They should be able to explain how each section fits in to the overall structure of the whole.

Additional Resources

Consider these additional resources when teaching RL.5.5:

"Poems to Play With (in Class)": This source explains how to use poetry in the classroom, and includes a list of poems in the public domain that are appropriate for fifth graders at the end:

- http://schools.nyc.gov/documents/teachandlearn/Poems_to_Play_With_in_Class_final.pdf

"Comics in the Classroom as an Introduction to Narrative Structure": This lesson plan and interactive uses comics to explore narrative structure and allows users to create their own comic:

- http://www.readwritethink.org/classroom-resources/lesson-plans/comics-classroom-introduction-narrative-223.html

"Narrative Structures": This website and interactive further explains narrative structures and allows users to create their own storyboard:

- http://www.storyboardthat.com/articles/education/english/narrative-structures