



# Exploration, Real and Imagined

*"How do life experiences and imagination influence one's view of the world?"*

This three-week unit builds on the study of character development begun in Unit Four by having students articulate what we learn from real and fictional characters' experiences.

## Reading Standards for Literature

### Craft and Structure

**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.

### Integration of Knowledge and Ideas

**RL.5.7** Analyze how multimedia elements (e.g., text, audio, still images, animation, video, or interactive components) contribute to the meaning, tone, or beauty of that text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)

## Reading Standards for Informational Text

### Craft and Structure

**RI.5.4** Determine the meaning of general academic words and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.

### Integration of Knowledge and Ideas

**RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**Reading Standards: Foundational Skills K-5****Phonics and Word Recognition**

**RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Fluency**

**RF.5.4** Read grade-level text with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing Standards****Text Types and Purposes**

**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.

**Production and Distribution of Writing**

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

**W.5.5** Develop and strengthen writing with guidance and support as needed from peers and adults, by planning, revising, editing, rewriting, or trying a new approach.

**W.5.6** Use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others with some guidance and support from adults; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.

**Research to Build and Present Knowledge**

**W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply Grade 5 Reading standards to literature.

b. Apply Grade 5 Reading standards to informational texts.

**Speaking and Listening Standards****Presentation of Knowledge and Ideas**

**SL.5.5** Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**SL.5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**Language Standards****Conventions of Standard English**

**L.5.2.d.** Spell grade-appropriate words correctly, consulting references as needed.

**Knowledge of Language**

**L.5.3.b.** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

**Vocabulary Acquisition and Use**

**L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibility from a range of effective 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, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- d. 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.

**L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for grade level.

- a. Interpret figurative language in context, including but not limited to, similes and metaphors.
- b. Interpret the meaning of common idioms and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs, homophones, homonyms) to better understand each of the words.

**L.5.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including transition words that signal contrast, addition, and other logical relationships.