

Grade 5 , Unit 6
Describing the Influence of Author’s Point of View and Perspective in Literature

Pacing Guide: This unit is designed to be implemented in the course of 25 **days** with **3 buffer days** for a total of **28 days**.

Unit Overview: In this unit, students will read historical fiction to examine how a narrator’s or speaker’s point of view influences how events are described. They will examine how characters in a story respond to challenges and how that helps determine the theme. Students will also read informational text to support the historical aspects of the fictional text as they come to understand the genre of historical fiction. Students will write a historical fiction narrative.

Essential Questions and Big Ideas Addressed in this Unit

Essential Questions:

-What are the characteristics of historical fiction?

-What choices do writers make in determining point of view as it relates to the story’s perspective?

What are the key elements of a strongly written narrative, and in particular, a historical fiction narrative?

Big Ideas (Possible Responses to the Essential Questions):

-Historical fiction is set in the past. The main characters are usually imaginary, but the writer uses historical details to shape the setting and events. Sometimes, real historical events and people enter the story. (Fountas and Pinnell, 2001)

-Writers select a point of view that effectively communicates their message in their story.

- Writers use dialogue, description, pacing, transitions, sensory details to develop experiences and events or show the responses of characters to situations. For historical fiction, writers incorporate historical details into the setting and events.

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Common Core Reading Standards Highlighted in this Unit	Common Core Language Standards Highlighted in this Unit
<p>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> <p>RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p>L.5.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have waked) verb tenses.</p> <p>L.5.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.</p>
Common Core Writing Standards Highlighted in this Unit	Common Core Speaking and Listening Standards Highlighted in this Unit
<p>W.5.3 Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follws from the narrated experiences or events.</p>	<p>SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and othe information known about the topic to explore ideas under discussion.</p> <p>SL.5.4.b Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.</p>
<p>Supporting Standards in this unit:</p> <p>RL5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>Information about Historical Fiction:</p> <p>http://www.smekenseducation.com/defining-differences-between-perspective-and-point-of-view.html</p> <p>http://www.readwritethink.org/files/resources/lesson_images/lesson404/HistoricalFictionDefn.pdf</p>	

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Learning Experiences (Tasks)

Task 1: Students will conduct an inquiry of historical fiction, reading multiple pieces and taking notes on the characteristics of historical fiction. Class discussions should center around the specific time period/setting, the author’s purposeful use of history, the point of view of the story, and how this story might sound different if told from another point of view. Discuss how different people in the story have different perspectives on the situation or events.

After analyzing multiple pieces of historical fiction, students will write a paragraph describing the characteristics of historical fiction, citing examples from the texts they have been reading.

Task 2: Students will choose one of the historical fiction texts from task one, and research some of the history around that time period or historical event (teacher should model with one story and continue modeling on subsequent tasks). Students will take notes when researching and create a brief informational report on the time period or event (this could be done as a written report, a poster report, a powerpoint, etc...). (Alternatively, teacher could assign entire class to do one time period as they will then use this time period to write their own narrative)

Task 3: In reading, students will continue reading and analyzing historical fiction, including development of setting, point of view, alternate points of view and perspectives, theme, author’s use of history. Analyze the structure of the story as well-introduction/establishment of setting and characters, sequence of events: rising action, climax, resolution. Students will be writing their own narrative, so they will need this understanding of plot.

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In writing, students will begin writing their own historical fiction narrative. They begin this work by developing a character: someone living in the historical time period they chose for task 2. Students write a character sketch that could include physical description, character traits, background knowledge about their thoughts on particular event or time period, his/her role in time period/events, age of character, ethnicity (IF it pertains to time period). A graphic organizer could be used to organize information. Teacher should model this work, developing a character that will be used when modeling in the next task. Teacher's character should be based on the research modeled in task 2.

Task 4: As a class, begin developing a historical fiction narrative, using the character developed by the teacher in task 3. Begin by planning out the plotline of the story: what will happen in this story? Students then do this work for their own narrative. It is recommended that students pair up and talk through the plotline with a partner, sharing ideas before writing (possibly pair kids who are using the same historical time period)

Task 5: Teacher should continue modeling with the class, taking the planning (character sketch and plotline) and begin to develop the beginning of the story. Students should work with the teacher in shared writing to develop an effective story introduction, where the setting is established and the character(s) introduced. Students should then work on their own narratives. Mini lessons on revision should be based on what the teacher notices when circulating the room during independent writing. On subsequent days, teacher should continue modeling and revising the story, with students

