

**BUILDING  
BLOCKS OF  
FIFTH  
GRADE  
READING**

# FICTION VERSUS NONFICTION

date:

## Objective(s):

Students will be able to define features of fiction versus nonfiction.  
Students will be able to compare and contrast pieces of fiction and nonfiction that focus on the same topic.  
Students will be able to create and/or add text features to enhance a text.

## Warm Up:

Review the differences and similarities between fiction and nonfiction texts. Have students share some of their favorite examples of each kind of text in the chat. You can also include a poll about which kind of text is their favorite and discuss reasons why someone might prefer one over the other.

## Useful Links:

## Instructional Time with Independent Practice (40 min)

1. Show several mentor texts of both fiction and nonfiction.
  - a. As you review these texts, point out the features that make them works of fiction versus nonfiction.
  - b. In your thought process, answer:
    - i. What is the author's purpose for writing?
    - ii. How did they make their point stronger and easier for readers to understand?
    - iii. Where could we add more text features to make this easier for a reader to understand?
    - iv. What kind of questions does this prompt for you as a reader?
2. Choose two texts with the same topic, but one is fiction while the other is nonfiction.
3. Do the first read through of each of the pieces of literature and record:
  - a. What was the author's purpose for writing each of these stories?
  - b. What was the initial take you had on the topic?
  - c. How were they similar and how did they differentiate.
4. Make sure as you are discussing these items above to also be writing them where the students can see the collective thought process.
5. Do a second read of each of the texts, this time:
  - a. Annotate the texts to highlight specific features in the text that highlight if it is fiction, nonfiction, informing, persuading, etc.
  - b. Encourage the students to engage in the chat by posing potential comprehension questions that could be written from this text - encourage them to think as the teacher and if they were to quiz themselves on this book, what would they ask themselves?

## Closing (10 min):

Create polls for the class to test their knowledge of fiction versus nonfiction text. Prior to next class, encourage the students to pick a topic and write about that topic as both fiction and nonfiction texts.

# READING AND WRITING NARRATIVES

date:

## Objective(s):

Students will be able to identify dialogue within a text.  
Students will develop dialogue, description, and pacing to show the responses of characters in specific situations.  
Students will be able to create character dialogue in a narrative.  
Students will be able to expand to the end of a story using clear events and dialogue that builds on the author's purpose.

## Warm Up:

Define what a narrative is for students. Explain what the author's purpose for creating one is, what someone might try to write a narrative on, etc. Begin to set up the lesson with the knowledge that we will be reviewing narratives written by professional authors and then jumping into creating a narrative of our own.

## Useful Links:

## Instructional Time with Independent Practice (40 min)

1. Read through several examples of narrative writings. Dive into the author's purpose for creating these and highlight key features that made this narrative interesting.
2. Focus on the dialogue that is used
  - a. Where was it used in the story and how was it used?
  - b. Discuss the punctuation that was used
    - i. Work through an activity where you demonstrate how to properly add the punctuation to the dialogue.
    - ii. Explain how to use dialogue tags
      1. Discuss better words that a student can use to make their writing more interesting. We want to defer them away from always using "said."
    - iii. Use true/false polls to see if students can determine if a line of dialogue is written properly.
    - iv. Have the students type a line or two of dialogue into the chat using correct punctuation to check for understanding.
3. Begin to model how you would start a narrative
  - a. Pick a topic and decide what the main areas that you want your writing to focus on.
  - b. Develop a plot that you want to focus your story on and build characters for these pieces of the story
    - i. Highlight character traits that will be brought out in the story
    - ii. What kind of dialogue will you use? What kind of internal thinking process will you utilize?
  - c. Outline how you will organize your events

## Closing (10 min):

Encourage the students to take this information and build their own narrative. Prior to next class, have them submit an outline for a narrative that they could write about from a personal experience.

# BUILDING A THEME

date:

## Objective(s):

Students will be able to determine the theme of a mentor text.  
Students will be able to select a theme and create a piece of writing that exhibits the theme of choice.  
Students will be able to use text features and multimedia tools to enhance the theme of a piece of writing.

## Warm Up:

Review the concept of theme. Discuss with the students that theme is a universal idea that you can take from a piece of writing and can be applied to other areas of life. Take some time to compare theme, main idea, and topic so that they begin to understand how to differentiate amongst them.

## Useful Links:

## Instructional Time with Independent Practice (40 min)

1. Read two mentor texts with the same theme.
  - a. On the first read, read through so that the students hear the entirety of the story.
  - b. On the second read, go through and annotate the writing and highlight where the author took time to build their theme. Discuss what the main idea and purpose of the writing is as well and how this was developed with and without the theme.
2. Begin to discuss what multimedia tools are.
  - a. Discuss how you could take this theme and develop it into one of these forms of media to teach others about the point.
    - i. Could students create a video to teach others about the theme?
    - ii. If they were to host a podcast to be able to build on topics that would teach others about the theme being discussed?
3. Take one of the stories that you read to the students and discuss how you could build this into another form of media to enhance the discussed theme.
  - a. As you are going through and creating a plan, make sure that you are tying references back into the original book.
    - i. Introduce students to the ideas of creating citations to give credit to the original source
    - ii. Discuss how these citations also assist in building credibility for what you are building
4. Begin to demonstrate how you might structure an informational video around the theme discussed.
  - a. Show the students how to organize their thoughts on what they want to cover
  - b. Discuss how they would format any dialogue they would want to use.
  - c. Discuss what happens if there becomes too much information and how to narrow it down

## Closing (10 min):

Have students comment a variety of multimedia tools that they could use to advertise their thoughts and a potential theme or main idea behind writing. Review how different forms of multimedia could impact the author's purpose of the information they are trying to share.

# GATHERING RESEARCH

date:

## Objective(s):

Students will be able to conduct research on a specific topic.  
Students will be able to integrate information from several texts on the same topic to write or speak about the subject knowledgeably.  
Students will be able to cite a source using MLA formatting.

## Warm Up:

Ask the students where they get their information from. Discuss the setting in which they might want to attain more knowledge. What prompts them to want to expand on certain ideas? Where do they think authors get their information and how do they apply it to their writing?

## Useful Links:

## Instructional Time with Independent Practice (40 min)

1. Discuss what research is and why we need it. Explain how information can be attained from a variety of sources and give examples of where researchers get their information from.
2. Discuss the positives and negatives of each form of research and what they bring to the overall project being worked on. Make sure to discuss credibility behind sources and how to fact check to ensure that the information that you are working with is correct for your over all topic.
3. Pick a grade appropriate topic to conduct research
  - a. Demonstrate how you would find resources to become more knowledgeable on the topic
    - i. What websites are known for this area of expertise?
    - ii. What books would provide the insight that you are looking for?
    - iii. Are there any experts in the field who could be interviewed?
    - iv. Are there any videos or podcasts where experts share information on the topic being discussed?
4. After being able to attain the information on the topic being discussed, show students how they could cite this source using MLA
  - a. Author. "Title of the Source." Title of the Container, Other contributors, Version, Number, Publisher, Publication date, Location.
  - b. Define what a bibliography and/or works cited is
  - c. Give students a list of the information mentioned above and have them practice writing the citations in the chat.
  - d. Use polls based on this information to check for understanding
    - i. How do they find their research?
    - ii. How are they able to tell that a source is credible?

## Closing (10 min):

Encourage the students to find books from around their house. Have them practice creating citations using MLA formatting for those books.