The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for ELA Unit 5 – 5th Grade

Grade: 5

Topic: Responding to Literature

Instructional unit: Unit 5, “Responding to Literature: Responding to What We Read”

Contributed By: Robbin Temples, Wendy Hubbard, Mary Butler, Lakisha Oliver Gilford, Lilli O’Connor Drawdy

The task: The teacher will explain to students that the purpose of responding to literature is to strengthen their understanding of what they read. Students should use their log as a place to think, to wonder about what they are reading, and to share their thoughts with other readers. Read a chapter from the Read-Aloud book. As a class, complete the literature log (see attached; it may be in chart form or on an overhead transparency) so students can see a model of how it should be done. After modeling this activity for several days, the teacher will explain to the students that they will complete a reading log each night as part of their home-reading assignment. Each morning they will be required to share their response log with a partner; the teacher will check their reading log as well.

Modifications/Accommodations:
- Provide a copy of the mode
- Provide a template and/or questions students can answer to complete daily log

Focus Standard:

ELA5W2 The student demonstrates competence in a variety of genres.
The student produces a response to literature that
a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.
b. Advances a judgment that is interpretive, evaluative, or reflective.
c. Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge.
d. Develops interpretations that exhibit careful reading and demonstrate an understanding of the literary work.
e. Excludes extraneous details and inappropriate information.
f. Provides a sense of closure to the writing.
g. Lifts the level of language using appropriate strategies including word choice.

ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.
For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that
a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.
d. Relates a literary work to information about its setting (historically or culturally).
e. Identifies imagery, figurative language (e.g., personification, metaphor, simile, hyperbole), rhythm, or flow when responding to literature.
f. Identifies and analyzes the author’s use of dialogue and description.
g. Applies knowledge of the concept that theme refers to the main idea and meaning of a selection, whether implied or stated.
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Circumstances of the assignment/Notes to the Teachers: Response logs should be used to extend students’ understanding. Students need to know that the response log is a place for them to think, ask questions, and share their ideas. Teachers must continuously model how the reading logs work, what the required format is, when to write in them, and what a quality entry may look like. Teachers must also monitor the students’ reading logs to check for understanding.

Name_____________________________________________ Date______________

Title/Author______________________________________________

Time spent reading________________________________________

Impressions:

Personal connections:

Literary connections:

Wonderings (questions):

Any other thoughts: