Georgia Performance Standards Framework for ELA Unit 8 – 5th Grade

Grade: 5
Topic: Creating Suspense

Instructional unit: Unit 8 “Imagine That! The Personal Narrative from My Point of View”

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The task: The teacher will define suspense for the students (a growing sense of tension or anxiety about what will happen next in a story. Suspense raises a reader’s anxiety because it plants questions in the reader’s mind.). Suspense is usually most intense at the close of chapters in novels and the end of acts in dramas. One “tool” of suspense is called a cliff-hanger. The teacher will explain to the students that a cliff-hanger is a strategy that writers use at the ending of a chapter to leave the reader in suspense (wanting to know more). Next, the teacher will share examples of cliff-hangers through a Read-Aloud and talk about why authors use them and how they are useful to authors and readers (James and the Giant Peach by Roald Dahl is an excellent example to use. Nearly every chapter of this book ends with a cliff-hanger.) Students can look for examples of cliff-hangers in their independent reading and record them in their sourcebooks. Students can practice using cliff-hangers in their writing. (Be sure to model this strategy for the children prior to them using this in their writing).

Differentiating Instruction:
- The teacher will provide students with reading passages containing cliff-hangers. Students will highlight, circle, or underline the cliff-hanger.

Modifications/Accommodations:
- Students will work in pairs to identify and record cliff hangers found in various readings. (Independent ready books can be read).

Focus Standard: ELA5W2 The student demonstrates competence in a variety of genres.
The student produces a narrative that
a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest.
b. Establishes a plot, point of view, setting, and conflict, and/or the significance of events.
c. Creates an organizing structure.
d. Includes sensory details and concrete language to develop plot and character.
e. Excludes extraneous details and inconsistencies.
f. Develops complex characters through actions describing the motivation of characters and character conversation.
g. Uses a range of appropriate narrative strategies such as flashback, foreshadowing, dialogue, tension, or suspense.
h. Provides a sense of closure to the writing.
i. Lifts the level of language using appropriate strategies including word choice.

Circumstances of the assignment/Notes to the Teachers: Most students do not write chapter stories. However, introducing such literary devices makes developing writers aware of author’s intent.