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

Grade: 5
 Topic: Foreshadowing

Instructional unit: Unit 8 “Imagine That! The Personal Narrative from My Point of View”
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The task: The teacher will define foreshadowing for the class. (The author hints or indicates that a certain thing might, could, or will happen later on in the story; the writer gives the reader clues). Authors use this technique to heighten the reader’s interest, to move the story along, and to help give the story continuity. The teacher will read to students and stop to share and discuss examples of foreshadowing. The students will predict what might happen in the story based on the clues given by the author. They must be specific when telling the clues that led to their predictions. The teacher will then read further to discover whether or not the predictions were accurate. Students will practice identifying examples of foreshadowing in their independent reading and discuss and/or record them in their sourcebooks. Students can revisit a narrative draft in their writing folder and practice incorporating foreshadowing in their writing.

Differentiated Instruction:
- Students will choose a narrative draft from their writing folder and switch with an assigned partner. Students will practice incorporating foreshadowing in each others’ drafts. When complete, students will switch and discuss the discoveries they made in their partner’s draft.

Modifications/Accommodations:
- Students will work in pairs and practice identifying examples of foreshadowing from their independent reading books and discuss and/or record them in their sourcebooks.

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: Foreshadowing is a sophisticated skill and can be difficult for intermediate-age students. Through a class Read-Aloud, the teacher should give many examples of this strategy. The teacher can also model using foreshadowing in his or her writing.