### COMMON CORE GEORGIA PERFORMANCE STANDARDS
**ENGLISH LANGUAGE ARTS INTEGRATED LESSON PLANNING TEMPLATE**

#### Fifth Grade Lesson: A Recipe for Comprehension
**Duration:** 2-3 days  
**Task:** Students will analyze the literary elements of a fairytale to match a recipe to the story, using specific evidence to support the connections between their recipe and plot/character/setting or other elements of the text

#### Essential Question for Lesson: What strategies do authors use to develop a sense of character and place?

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<th>Task</th>
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| Students will each choose a selection to read and study from The Complete Grimm’s Fairytales. | Attentive Reading  
Identification of literary elements such as plot, character, and setting  
Identification of theme | ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. (a, d, i, j)  
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).  
i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.  
j. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author’s life.  
**ELACC5RL2:** 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. |

| Working independently or in discussion groups, students will complete a brief analysis of character, setting, and plot (a template may be provided for this purpose). | Brainstorming  
Collaborative discussion  
Literary analysis  
Text evidence to support claims  
Text to world connections | ELA5LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student k. gives reasons in support of opinions expressed.  
**ELACC5RL1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  
**ELACC5SL4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  
ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. (a, d, i, j)  
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).  
i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.  
j. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author’s life.  
**ELACC5RL2:** 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. |
| Based on what the student has learned or can infer from textual evidence about the time, place, character preferences, or culture (whether real or imaginary), students will choose a recipe that is representative of their fairytale (for example a gingerbread house for “Hansel and Gretel,” Scarpetta “little shoe” pasta for “Cinderella,” or stuffed crab for “The Little Mermaid”). | Generalization of concepts Inference Textual evidence for claims | ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. (a, d, i, j)

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).

i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.

j. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author’s life.

ELACC5RL2: 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. |

| Students will write a brief response to literature that explains the connection between their dish and the story they read, citing specific evidence and details that support their choice. Activity may or may not include a “fairytale feast” where students share their dishes and explain the connections to the text. | Informational Writing/Response to Literature Distinguishing important facts from extraneous details Organization Command of Conventions | ELA5W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. (a-d)

ELA5W2 The student produces a response to literature that b. advances a judgment that is interpretive, evaluative, or reflective, c. supports judgments through references to the text

ELA5W3 Uses research and technology to support writing

ELA5C1 Demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELACC5L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly (a-d)

ELACC5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

b. Apply grade 5 Reading standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]). |