



## Core Literature Form



Student \_\_\_\_\_

Date \_\_\_\_\_

1. Book Title

2. Chapter

### **Word Analysis**

3. Select a word and find its synonym.

4. Select a word and find its antonym.

5. Select a word with a Greek or Latin root.

6. Select a minimum of five novel words and find their meanings.


7. Select and copy a sentence with an example of figurative language. Is it simile, metaphor, personification, idiom, or hyperbole? (Circle one.)

### **Literary Response and Analysis**

8. Identify the setting.

9. List the main characters.

10. Use details from your reading to compare and contrast two of the characters or settings.

11. Summarize this portion of the text.



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12. Create an illustration which portrays a key event in the portion of the text that you just read.



The Core Literature Form integrates the following CCSS standards and skills:

Item	CCSS Standard
1	L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works.
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3	L.5.5.c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
4	L.5.5.c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
5	L.5.4.b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
6	L.5.4.c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
7	<p>RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> </ul>
8	
9	
10	RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. (e.g., how characters interact).
11	SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
12	RL.5.7: analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
Across multiple items	<p>RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>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]”).</li> </ul> <p>SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul> <p>L.5.2.e: Spell grade-appropriate words correctly, consulting references as needed.</p>