

# Grade 5 - Unit 2 - Developing Theories about Characters

## Unit Focus

This unit lays the foundation for interpreting work that students will continue in the social issues book club unit later in the year. Building off of character work in the past, students will learn to identify and analyze the less obvious traits and feelings in characters that reveal the complexity and layers of a character. This work will then lead to more complex thinking as students shift their focus to using those identified complexities to analyze character change. While analyzing character change, students will learn to empathize with their characters to help them fully understand the changes the character is experiencing.

**Reading Skills:** Prediction, Inferring, interpretation, developing theories about characters (specifically about character change), using text evidence to support theories

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer		
<p><b>Common Core</b> <i>English Language Arts: 5</i></p> <ul style="list-style-type: none"> <li>• Reading Literature               <ul style="list-style-type: none"> <li>○ Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <i>(CCSS.ELA-LITERACY.RL.5.1)</i></li> <li>○ 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). <i>(CCSS.ELA-LITERACY.RL.5.3)</i></li> <li>○ Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. <i>(CCSS.ELA-LITERACY.RL.5.4)</i></li> <li>○ Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. <i>(CCSS.ELA-LITERACY.RL.5.5)</i></li> <li>○ Describe how a narrator's or speaker's point of view influences how events are described. <i>(CCSS.ELA-LITERACY.RL.5.6)</i></li> <li>○ Compare and contrast stories in the same genre (e.g., mysteries and adventure stories)</li> </ul> </li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Comprehend and engage with a variety of texts in order to become independent, critical thinkers.</p> <p>T2 Evaluate the author's message and purpose, citing text evidence to support conclusions.</p> <p>T3 Generate and capture ideas to pursue in future writing about reading.</p>		
	Meaning		
	Understanding(s)	Essential Question(s)	
	<p><i>Students will understand that...</i></p> <p>U1 Critical readers reflect on and question their characters constantly considering different factors (problems, traits, motivations, relationships) that can lead to a significant change over time.</p> <p>U2 Readers understand that the author is trying to teach them a life lesson through the way characters change throughout the story.</p> <p>U3 Readers support and elaborate on their interpretation (theories) with text evidence and schema.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How and why do people/characters change over time?</p> <p>Q2 How can investigating the causes of character change help me understand myself and people around me?</p> <p>Q3 How and why do theories help me to track and prove my thinking? How can I track my theories in my notebook?</p>	
	Acquisition of Knowledge and Skill		
	Knowledge	Skill(s)	
<p><i>Students will know...</i></p> <p>K1 Fiction genres (Mystery or Fantasy NOT</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Using context clues to acquire new vocabulary</p>		

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<ul style="list-style-type: none"> <li>○ on their approaches to similar themes and topics. <i>(CCSS.ELA-LITERACY.RL.5.9)</i></li> <li>○ 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. <i>(CCSS.ELA-LITERACY.RL.5.10)</i></li> <li>● Know and apply grade-level phonics and word analysis skills in decoding words. <i>(CCSS.ELA-LITERACY.RF.5.3)</i> <ul style="list-style-type: none"> <li>○ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <i>(CCSS.ELA-LITERACY.RF.5.3.A)</i></li> </ul> </li> <li>● Read with sufficient accuracy and fluency to support comprehension. <i>(CCSS.ELA-LITERACY.RF.5.4)</i> <ul style="list-style-type: none"> <li>○ Read grade-level text with purpose and understanding. <i>(CCSS.ELA-LITERACY.RF.5.4.A)</i></li> <li>○ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. <i>(CCSS.ELA-LITERACY.RF.5.4.B)</i></li> <li>○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <i>(CCSS.ELA-LITERACY.RF.5.4.C)</i></li> </ul> </li> <li>● Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>(CCSS.ELA-LITERACY.W.5.9)</i> <ul style="list-style-type: none"> <li>○ 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]"). <i>(CCSS.ELA-LITERACY.W.5.9.A)</i></li> </ul> </li> <li>● 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. <i>(CCSS.ELA-LITERACY.SL.5.1)</i></li> </ul>	<p>recommended) have common text structures: characters, setting, problem, conflict, change, lessons/theme, inferences</p> <p>K2 Vocabulary: Inference, inferring, prediction, theory, analyzing, analysis, empathy/windows, mirror, evidence, elaborate</p>	<p>words</p> <p>S2 Reading and rereading closely when meaning breaks down.</p> <p>S3 Supporting ideas with text evidence</p> <p>S4 Making evidence based theories</p> <p>S5 Using dialogue, actions, and descriptions (text evidence) to interpret character actions, traits, motivations &amp; relationships</p> <p>S6 Making inferences based on character actions, gestures, reactions, and dialogue.</p>
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## Stage 1: Desired Results - Key Understandings

- 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. *(CCSS.ELA-LITERACY.SL.5.1.A)*
- Follow agreed-upon rules for discussions and carry out assigned roles. *(CCSS.ELA-LITERACY.SL.5.1.B)*
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. *(CCSS.ELA-LITERACY.SL.5.1.C)*
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. *(CCSS.ELA-LITERACY.SL.5.1.D)*

**Student Growth and Development 21st Century Capacities Matrix**

*Critical Thinking*

- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. *MM.1.2*
- Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose. *MM.1.3*