



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.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Standards <ul style="list-style-type: none">Common Core<ul style="list-style-type: none">English Language Arts: 5<ul style="list-style-type: none">Reading Literature<ul style="list-style-type: none">Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS.ELA-LITERACY.RL.5.1)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. (CCSS.ELA-LITERACY.RL.5.2)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). (CCSS.ELA-LITERACY.RL.5.3)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. (CCSS.ELA-LITERACY.RL.5.10)Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.ELA-LITERACY.RF.5.3)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. (CCSS.ELA-LITERACY.RF.5.3.A)Read with sufficient accuracy and fluency to support comprehension. (CCSS.ELA-LITERACY.RF.5.4)Read grade-level text with purpose and understanding. (CCSS.ELA-LITERACY.RF.5.4.A)Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.ELA-LITERACY.RF.5.4.C)	<i>Students will be able to independently use their learning to...</i> T1 Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers. T2 Evaluate the author's message, identify the author's purpose, and cite text evidence to support conclusions.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text. U2 Readers ask and answer questions to deepen understanding and promote further thinking.	<i>Students will keep considering...</i> Q1 How do I support and prove my thinking? Q2 How do people/characters, events, and ideas develop within the text?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Fiction story elements include: characters, setting, problem/conflict, events, lesson/theme, solution. K2 An inference is going beyond the author's words to understand what is not said in the text.	<i>Students will be skilled at...</i> S1 Using text evidence to interpret character actions, traits, motivations & relationships S2 Making inferences based on character actions, gestures, reactions, and dialogue.

Stage 1: Desired Results - Key Understandings

- Draw evidence from literary or informational texts to support analysis, reflection, and research. (*CCSS.ELA-LITERACY.W.5.9*)
- 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]"). (*CCSS.ELA-LITERACY.W.5.9.A*)
- 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. (*CCSS.ELA-LITERACY.SL.5.1*)
- 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*)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (*CCSS.ELA-LITERACY.L.5.4*)
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (*CCSS.ELA-LITERACY.L.5.4.A*)
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). (*CCSS.ELA-LITERACY.L.5.4.B*)
- 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. (*CCSS.ELA-LITERACY.L.5.4.C*)

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Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (*POG.1.2*)

K3 A theory is your idea about the character, something you believe to be true.

K4 Motivations are the reasons characters do something.

K5 Symbolism is when something concrete represents something deeper or more abstract.

K6 Morphemes: di-, dif-, dis- = "apart, in different directions" and "not", a-, ab-, abs- = "away, from", Base scrib, script = "write"

S3 Identifying character traits and how they change over time.

S4 Identifying character influences, interactions, and responses to conflict/struggle.

S5 Analyzing the influence of that character change (interactions, motivations, actions, relationships, conflict, etc.)

S6 Identifying objects or symbols in the story and the importance of that object or symbol.

S7 Reading and rereading closely when meaning breaks down.

S8 Recognizing morphemes hold their own individual meaning.