English Language Arts – *Draft* Grade 5 English curriculum
Based on 2011 MA English Language Arts Curriculum Framework

Unit 2: A Character's Journey

Duration: 10-12 weeks

Essential Questions:

- What are the traits that make up characters?
- How do characters grow and change?
- How does the interaction between or among characters drive a story?
- What are the techniques that authors use to reveal information about characters?

Enduring Understandings:

- Characters have internal and external attributes that influence the choice they make.

- Characters grow and change in response to challenges they encounter and through other interactions with other characters.

- Interactions between and among characters create tension, which forces an action or reaction from a character resulting in structural shifts that move the plot forward.

- Authors use word choice, dialogue, pacing, and structural elements to develop characters who change over time.

Summative Assessment:

- Students will write a short story after using the character trait graphic organizer and character arc visual to plan their piece. The short story needs to include three main points from the character arc graphic organizer and demonstrate an understanding of characterization and how characters change over time.

KNOWLEDGE	SKILLS
Students will understand…	*Students will be able to…*
  • Complex characters are motivated by internal and external forces and possess multiple traits that define them. 8/19/14 Authors tell about characters through what the characters say, think, do, etc.	 • Identify character traits • Create their own character using knowledge of the author's craft • Explain how a character changes over time

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• Rich characters respond and change to challenges they face. • The interactions between and among characters move the plot forward.	• Compare and contrast two or more characters and how they interact

Vocabulary	Standards	Instructional Activities	Formative Assessments

Character
 	
Motivation
 	
Character arc
 	
Characterization
 	
External &
internal
attributes
 	
Interaction
 	
Internal &
external forces
 	
Plot
 	
Challenges
 	
Dialogue
 	
Pacing
	Reading
	RL5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	
	RL5.2 Determine the 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.
	
	RL5.3 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).
	RL5.7: 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 or poem)
	RLMA5.8A: Locate and analyze examples of foreshadowing in stories, poems, folktales, and plays.
	RL5.10: 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.
	
	Writing
	W5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
		Routine Writing
		• Entrance and exit tickets
		• Daybook Activities: complete graphic organizers, answer text-dependent open response questions
		• Journal entries to prompts like:
		  ○ "Describe your favorite character from a book or movie"
		  ○ "What character would you most like to be friends with and why?"
		  ○ Can you think of characters you could relate to? Ones that have reminded you of someone? Ones you have learned from? Characters you liked, others you didn't?
		  ○ Who is a memorable character from a fiction story you've read? What do you think the author might have been trying to tell you through that character?
		
		Analytical Writing
		
		• Student will choose a character within their independent reading book and analyze the character traits and how the character changes over time (summative)
		
		• Open Response questions about character traits
		
		• Text-dependent questions (examples):
		
		  ○ What do you know about _____? What words does the author use to show you?
		
		  ○ What are the character's strengths?
			Character trait graphic organizers
			
			Pre-assess and then re-assess understanding of character traits using *Caddie Woodlawn* excerpt (MCAS).
			
			Character arc graphic organizers
			
			Comprehension quizzes

b. Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

W5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W5.9 Draw evidence from literary or information texts to support analysis, reflection, and research.

   a. Apply grade 5 Reading standards to literature

Speaking and Listening:

SL5.3 Summarize a written text read aloud or information presented in diverse media and formats, including visually , quantitatively and orally.

SL5.5 Include multi-media components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development o f main ideas or themes.

Weaknesses? What words and phrases does the author use for each?

o How does the main character treat other characters? What evidence does the author include?

o How does the author show what each character is feeling?

o How does the main character react to the setting? How do you know?

o What does the author want us to know about _____?

Narrative (1-2)
- Character outline using the character traits graphic organizer
- Short Story utilizing the story arc graphic organizer.

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	Language:	
Reading Selections *Children of the Dust Bowl: The True Story of the school at Weedpatch Camp* by Jerry Stanly (L1120) *The Great Depression: A History Just for Kids* by KidCaps *Children of the Great Depression* by Russell Freedman *Purely Rosie Pearl* by Patricia Cochrane *The Great Depression: A Migrant Mother's Story* Dorothy Alexander Sugarman	**Reading Selections** *Esperanza Rising*	**Other Resources:** (links, media, technology) Audio version of *Esperanza Rising* www.unicef.org/crc/indez _30160.html www.un.org/cyberschoolb us/humanrights/resources .asp

8/19/14