Unit 2: Following Character into Meaning

Content Area: **English Language Arts**
Course(s): **Language Arts 5**
Time Period: **October**
Length: **September to October 7 weeks**
Status: **Published**

Unit Summary

Because this is a unit that focuses on characters, inherently students should and will apply personal connections to their own lives. As we think more about how and why a character acts, thinks, and feels, we examine ourselves. At first, students "walk in the shoes" of a character and focusing mainly on predicting and empathy. Later, students will notice and infer facts and details about characters that they take away from the text, ultimately synthesizing this information into theories.

Students continue on the work they've just started with reading engagement and stamina, partner work, read-alouds, and independent reading. Students will continue to refine their environment into text-based predictions, and noticing details, both explicit and implicit. Students will explore meanings of words to describe characters and how this helps us to understand the character's complexity, and like us, their evolution from the beginning of the story to the end. Students will continue their use of Post-its, now more focused on character and use those noticing to build and test theories of those characters.

Standards

LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
LA.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.5.4.A	Read grade-level text with purpose and understanding.
LA.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.
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media

Student Learning Objectives

By the end of this unit, Readers will learn to:

- envision a scene.
- use physical gestures, thoughts, feelings, and actions of a character to create a theory.
- use objects that are important to a character to infer something about them.
- pay attention to offstage/peripheral characters and how they inform the reader about a character.
- empathize with a character.
- make predictions based on text evidence.
- create strong theories about a character.
- retell a scene, chapter, or book with confidence.

Essential Questions

- How do readers walk in other character's shoes?
- How do readers build theories about characters?
- How do readers grow and learn lessons alongside the characters in books they read?

Enduring Understandings

Students understand that:

- readers grow theories about characters based on what they say and do.
- theories about characters evolve as readers gather more evidence about what the character says and does.
- lessons learned by the characters in one book can be compared to other characters in other books.

Application

Students will be able to independently use their learning to:

- accurately predict what is happening in their books.
- have deep discussions with their peers about the characters in their books.
- grow their ideas about characters and create complex theories about their characters.
- have empathy for their characters.

Skills

Students will be skilled at:

- summarizing what they have just read.
- determining the importance of what they've read and using the information to form theories about characters.
- retelling what they have just read.
- visualizing what is happening while they are reading.
- monitoring for meaning while they are reading.
- forming inferences about the characters in their books.
- synthesizing
- comparing and contrasting characters across books.
- finding evidence to support their theories.