The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for ELA Unit 1 – 5th Grade

Grade: 5
Topic: Comprehension

Instructional unit: “Self-Assessment: Habits of Effective Readers, Writers, Speakers, Listeners, and Viewers”
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The task: Students will participate in a panel discussion to show an understanding of how the events of a story influence the development of character/characters.

Essential Question: How do the events of a story influence a character’s development?

The teacher tells students that they are going to host a panel discussion. If necessary, students may view a short video clip of a panel discussion. Working in small groups, students analyze a novel they have read. They will complete a story map that depicts the elements of plot: conflict, rising actions, climax, and resolution. They will also note how these events helped to change the character(s) in the story. (Graphic map for character development is available at: readwritethink.org).

Students and teacher will review acceptable behavior to be evidenced during the panel discussion. (Students will need to use this behavior to answer questions.) During the panel discussion, the teacher poses questions to students. Students will need to be able to provide evidence from the novel to support their responses. They should be able to make the connections between actions or events in the novel and the character’s development. (Number the Star, Bridge to Teribithia, and Summer of the Swans are three novels that work well with this task.)

The Differentiated task:

- Students who have difficulty starting the task - Students will write an introduction for a character based on prompting questions given by the teacher. Teacher will monitor progression of task. (See example below)

- Struggling Readers, Writers – students will name their favorite characters and a peer helper or teacher will assist with recording. Students then can record, draw and/or orally give the reasons why these characters are their favorite. The teacher will provide mini lesson on adjectives and questions on how to identify adjectives so character traits can be displayed through writing, drawing or speaking.

- More Severe/Non verbal – teacher can ask students to point to the list of characters they like and have students’ classmates vote on the ones they like/prefer.

Student can also draw a picture of their favorite book/cartoon character. Teacher can ask student to choose a page from a book they like the best. Teacher can present a familiar character and have students to tell what they know.
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Modifications/Accommodations:
- Allow a template for questions to ask students in order for them to record or verbalize why the characters are interesting.
- Let students choose from list of characters from books read in class by teacher
- Allow students to use a cartoon or television characters with which they are familiar

Focus Standard:
**ELA5R1** The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.
For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:
a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.
i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.

**ELA5LSV1** The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

c. Responds to questions with appropriate information.
d. Uses language cues to indicate different levels of certainty or hypothesizing (e.g., “What if. . .”; “Very likely. . .”; “I’m unsure whether. . .”).
f. Displays appropriate turn-taking behaviors.
h. Offers own opinion forcefully without domineering.
i. Responds appropriately to comments and questions.
j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
k. Gives reasons in support of opinions expressed.
l. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.

**ELA5LSV2** The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.
When delivering or responding to presentations, the student:
c. Engages the audience with appropriate verbal cues and eye contact.

Circumstances of the assignment/Notes to the Teachers:
The teacher leads the discussion of acceptable panel discussion behaviors.
Students will work in small groups to develop story maps. This lesson should come as students have completed a novel or story. Need to be able to recall the character’s development from beginning to end.