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 write an introduction for a character from a novel they are reading. Students will brainstorm a list of their favorite characters in the books they have read. As a group, they discuss what made these characters interesting to them. The teacher poses the following situation to students: “If you were asked to introduce _________________ (the main character in a novel they are currently reading), what would you say?

Working in small groups, students will write a one paragraph introduction, including a good description of the character. Students will then share their introductions and discuss the accuracy of each. Each group will be able to support its descriptions with details, events, dialogue, etc. from the novel. Students can further extend this lesson to develop an alphabetical list of character traits they have discussed. (This is done by listing the alphabet and determining a character trait that begins with each letter.) As students work through this task, the teacher will help students acknowledge the use of adjectives to describe character traits. They will then brainstorm to list character traits for any “unused” letters. Finally, students would discuss characters who have exhibited these traits in novels they have read in the past.

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 students 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: 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.

**ELA5C1** The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student
a. Uses and identifies the eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
f. Uses and identifies correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure (e.g., elimination of sentence fragments and run-ons).

Circumstances of the assignment/Notes to the Teachers:
The initial brainstorming activity is teacher facilitated. The introduction writing is intended to be completed in small groups; it may also be completed independently.
The alphabetical listing of character traits is completed as a whole group activity.