Georgia Performance Standards Framework for ELA Unit 2 – 5th Grade

Grade: 5
Topic: Comprehension – Characters/characterization

Instructional unit: Unit 2 “Communicating My Ideas; Developing Self-Expression in Writing”
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The task:
Task 1: Introduce/define antagonist and protagonist. Define characterization (the way an author develops a character). Students identify characterization by focusing on (1) the physical appearance (outside characteristics) and personality (inside characteristics) of the character; (2) speech, thoughts, feelings, and actions of character; (3) interactions with other characters; (4) direct comments by the author about the character. Students take a familiar book (example: The Three Little Pigs) and assume the role of a literary character. The class will create questions for the host (teacher or another student) to ask. Teacher helps students to prepare for the interview by reviewing the story and choosing character traits that need to be highlighted. Create a make-shift set, and video students as they are interviewed. Audience decides which character the person being interviewed is based on the questions and information gotten from the interview.

Task 2: Students can use a graphic organizer to brainstorm the “outside” and “inside” description of their character(s). Encourage students to add descriptive words to their web. Students are to describe what their character looks like. Once the graphic organizer is complete, students will write a character description in their sourcebook or a separate sheet of paper using complete sentences. Students will follow all rules of correct grammar and mechanics.

Task 3: Students can also create character trading cards by visiting www.readwritethink.org.

Differentiated Instruction:
Task 1:
- Students will create a list of the characterization (as stated in Task 1) of the main character in a familiar story.
  - Students will write two paragraphs on individual self. One paragraph will describe their physical appearance and the other will describe their personality. Teacher will give each student a different student’s paper to read in front of the class. Class will guess based on the paragraphs who the paper is describing. For example, Mary will write a paragraph describing her appearance (freckles, round nose, brown shoulder length hair) and a paragraph describing her personality (laughs all the time, likes to hug the teacher, really enjoys Math). Johnny will have to read Mary’s paper in front of the class and will have to guess what and who Johnny is read about in the story.
  - Teacher will give each student a monologue or quote (speech), a thought, a feeling, or an action of a specific character from a familiar book for them to act out in front of the class.

Modifications/Accommodations:
- Students will use a dictionary to define antagonist, protagonist, and characterization. They will write these definitions to keep for reference.
- Students will use index cards to write traits in order to answer interview questions appropriately.
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- Teacher will take time (i.e. 4 days) to go through each part of characterization (physical appearance and personality; speech, thoughts, feelings, and actions of character, interactions with other characters, and direct comments by the author about the character). Teacher will use several books as examples to explain these parts to students.
- Teacher will give specific examples of “outside” and inside” descriptions of characters from familiar stories.

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).
b. Expands or reduces sentences (e.g., adding or deleting modifiers, combining or revising sentences).
c. Uses and identifies verb phrases and verb tenses.
d. Recognizes that a word performs different functions according to its position in the sentence.
e. Varies the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound, complex, and compound-complex).
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).
g. Uses additional knowledge of correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (e.g., elimination of fragments and run-ons), and correct Standard English spelling (e.g., commonly used homophones) when writing, revising, and editing.

Circumstances of the assignment/Notes to the Teachers: This task will take two to three days to complete. Character trading card activity and materials can be found and downloaded at http://www.readwritethink.org.