



# Renaissance Thinking

## *What a Character!*

### ESSENTIAL QUESTIONS

***"How do authors effectively develop characters in a text?"***

***"How do authors use characters to develop the theme?"***

**This six-week unit focuses on the creative and critical thinking used by writers, inventors, and famous people from the Renaissance and beyond.**

#### Reading Standards for Literature

##### Key Ideas and Details

**RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL.5.2** Determine a 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.

**RL.5.3** 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).

##### Craft and Structure

**RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**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.

##### Integration of Knowledge and Ideas

**RL.5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

#### Reading Standards for Informational Text

##### Key Ideas and Details

**RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

##### Craft and Structure

**RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

**Reading Standards: Foundational Skills K-5****Phonics and Word Recognition**

**RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words.

*a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.*

**Fluency**

**RF.5.4** Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.*
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.*
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*

**Writing Standards****Text Types and Purposes**

**W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.*
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.*
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).*
- d. Use precise language and domain specific vocabulary to inform or explain the topic.*
- e. Provide a concluding statement or section related to the information or explanation presented.*

**W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **(Continue from Unit 1)**

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.*
- 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.*

**Production and Distribution of Writing**

**W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.5.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Research to Build and Present Knowledge**

**W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and **provide a list of sources (list one source)**.

**Speaking and Listening Standards****Comprehension and Collaboration**

**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.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.*
- b. Follow agreed-upon rules for discussions and carry out assigned roles.*
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.*
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.*

**SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Presentation of Knowledge and Ideas**

**SL.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**SL.5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (small group discussion).

**Language Standards****Conventions of Standard English**

**L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.*

**L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.*
- b. Use a comma to separate an introductory element from the rest of the sentence.*
- c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).*
- e. Spell grade-appropriate words correctly, consulting references as needed.*

**Knowledge of Language**

**L.5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.*

**Vocabulary Acquisition and Use**

**L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

*a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.*

*b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).*

*c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.*

**L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

*a. Interpret figurative language, including similes and metaphors, in context.*

*b. Recognize and explain the meaning of common idioms, adages, and proverbs.*

*c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.*

**L.5.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).