# Renaissance Thinking
What a Character!

5th grade Unit 2
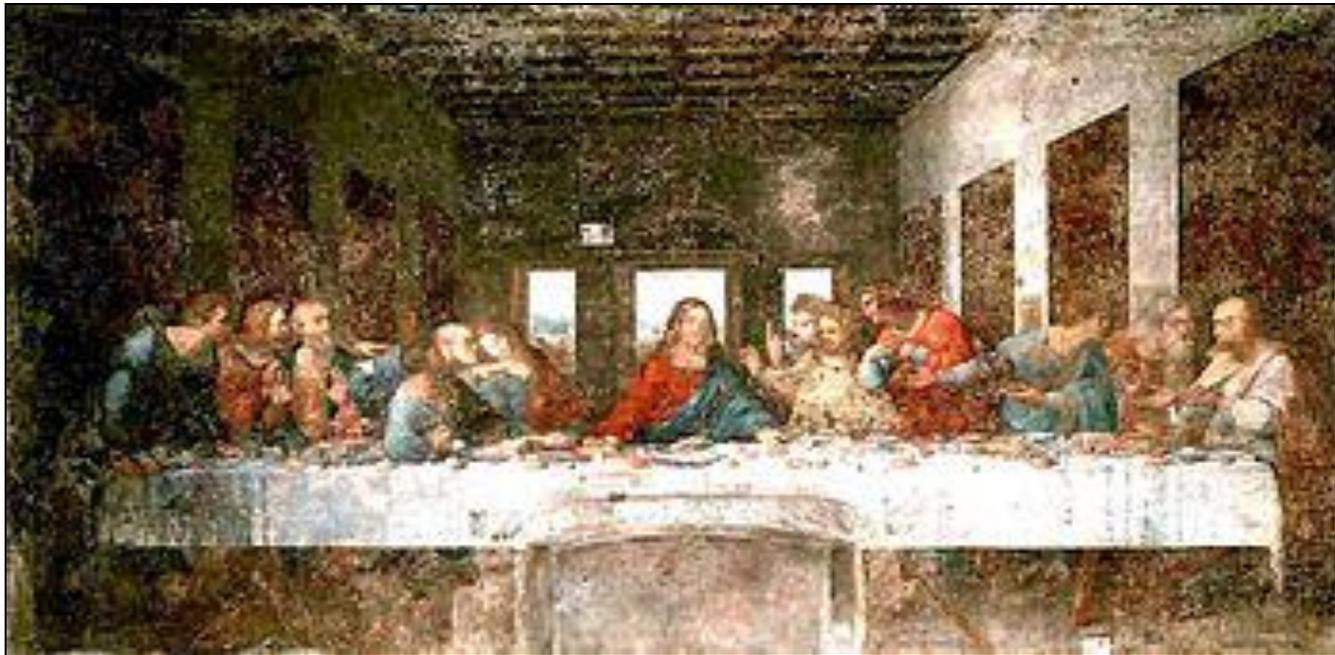
Unit Planning Team-
Jennifer Carter (NS), Brian Anderson (GH), Jordan Shannon (LW), Deborah Goff (OW), Jenifer Pastore (BV)

Backward Unit Planning 1.0

Essential Questions

Identify and **CLARIFY** the **STANDARDS**

Gather and study the **RESOURCES**

DIVIDE the unit into weeks and **DISTRIBUTE** the standards

Make or locate **SUMMATIVE** and **PERFORMANCE ASSESSMENTS**

Plan **FORMATIVE ASSESSMENT(S) (FEEDBACK)**

Plan **DAILY LESSONS**

Incorporate **TECHNOLOGY**

Renaissance Thinking

Essential Questions
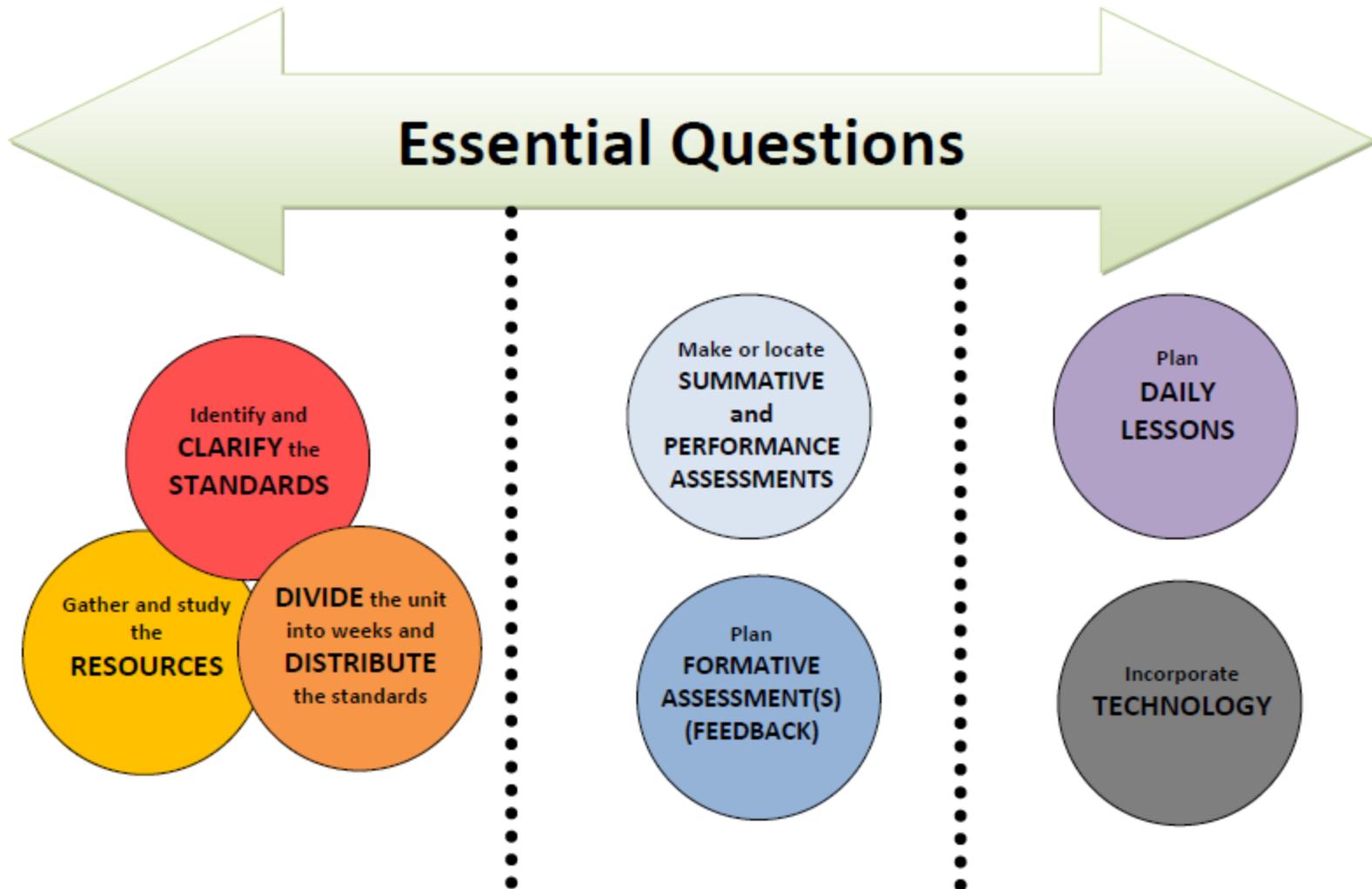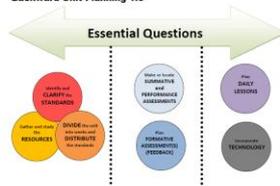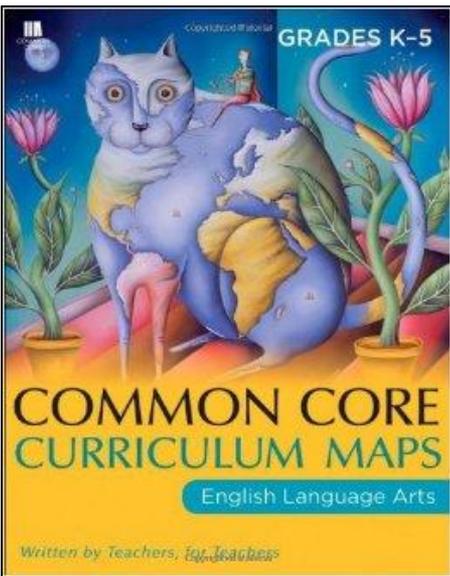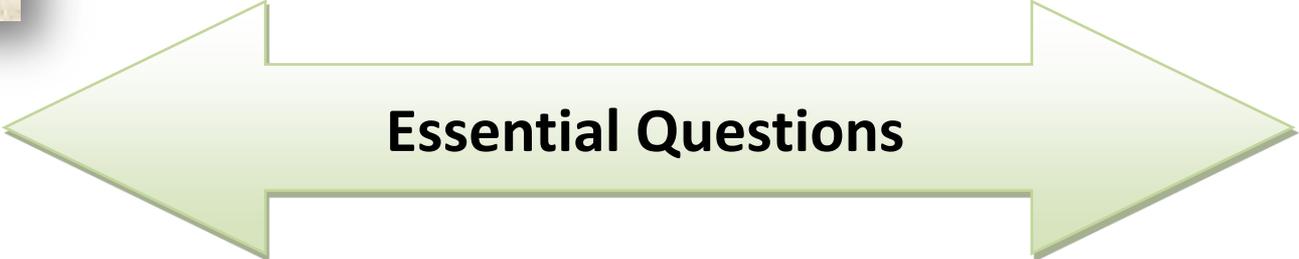
How do authors effectively develop characters in a text?

How do authors use characters to develop the theme?

GRADES K-5

COMMON CORE CURRICULUM MAPS

English Language Arts

Written by Teachers, for Teachers

Dividing the unit into weeks.

Week	Standards	Texts- Option 1	Texts- Option 2
1	**RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **RL.5.3** Compare and contrast two or more characters, setting, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). **L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	*Character Traits* *Amos and Boris by William Steig* *Tacky the Penguin by Helen Lester* *Additional titles- short stories*	*Character Traits* *Amos and Boris by William Steig* *Tacky the Penguin by Helen Lester* *The Apprentice by Pilar Molina Llorente*
2	**RL.5.1** *Quote accurately/infer* **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 (introduce).* **RL.5.3** *Compare & Contrast* **L.5.1** *Command of Conventions*	*Character Change* *The Raft by Jim LaMarche* *The Memory Sting by Eve Bunting* *Additional titles- short stories*	*Character Change* *The Apprentice by Pilar Molina Llorente* *The Raft by Jim LaMarche* *The Memory Sting by Eve Bunting*
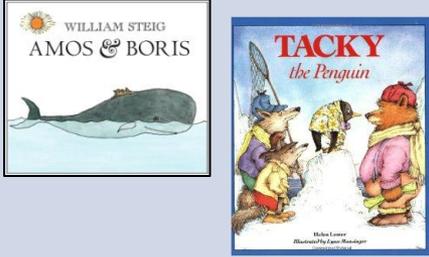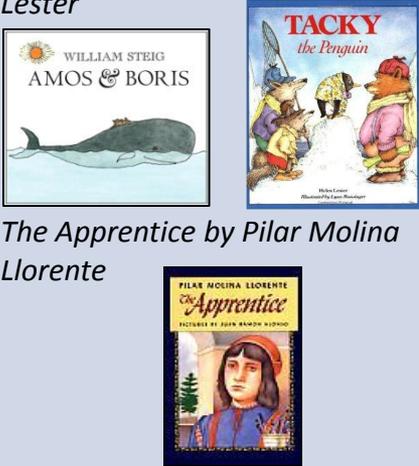
Week	Standards	Texts- Option 1	Texts- Option 2
3	**RL.5.1** *Quote accurately/infer* **RL.5.2** *Theme**/Characters Respond to Challenge**/Summarize* **RL.5.3** *Compare & Contrast* **L.5.1** *Command of Conventions* **L.5.2a** Use punctuation to separate items in a series.	***Character Conflict*** *(character vs. character)* *The Three Wolves and the Big Bad Pig by Eugene Trivizas* *(character vs. self)* *Koala Lou by Mem Fox* *Additional titles- short stories*	***Character Conflict*** *The Apprentice by Pilar Molina Llorente* *(character vs. character)* *The Three Wolves and the Big Bad Pig by Eugene Trivizas* *(character vs. self)* *Koala Lou by Mem Fox*
4	**RL.5.1** *Quote accurately/infer* **RL.5.2** *Theme**/Characters Respond to Challenge**/Summarize* **RL.5.3** *Compare & Contrast* **L.5.1** *Command of Conventions* **L.5.2a** *Punctuation to separate items in a series*	***Character Traits, Change an and Conflict*** *The Apprentice by Pilar Molina Llorente*	*The Apprentice by Pilar Molina Llorente*
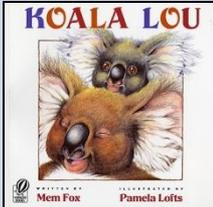
Week	Standards	Texts- Option 1	Texts- Option 2
5	**RL.5.1 see week 1** **RL.5.2** _**Determine a theme of a story, drama, or poem from details in the text**_ _including how characters in a story or drama respond to challenges_ or how the speaker in a poem reflects upon a topic; _summarize the text (introduction this unit)._ **RL.5.3** _Compare & Contrast_ **L.5.1** _Command of Conventions_ **L.5.2a** _Punctuation to separate items in a series_	**_Character Traits, Change an and Conflict_** _The Apprentice by Pilar Molina Llorente_ 	_The Apprentice by Pilar Molina Llorente_
6	**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. **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 this unit). **W.5.9** Draw evidence from literary or information text to support analysis, reflection, and research. **L.5.1** _Command of Conventions_	_Leonardo, Beautiful Dreamer, "The Dining Hall of the Monks" "The Last Supper" painting_ _Fast Tracker Leonardo da Vinci Toys- Amazing Stories Behind Some Great Inventions_ 	_Leonardo, Beautiful Dreamer, "The Dining Hall of the Monks" "The Last Supper" painting_ _Fast Tracker Leonardo da Vinci Toys- Amazing Stories Behind Some Great Inventions_
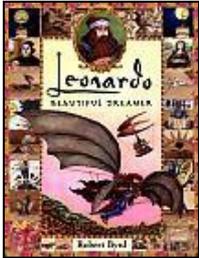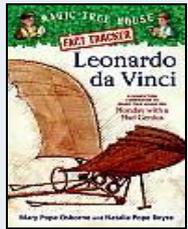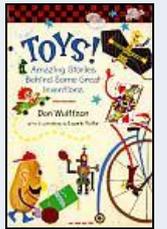
Tying weeks to Essential Questions
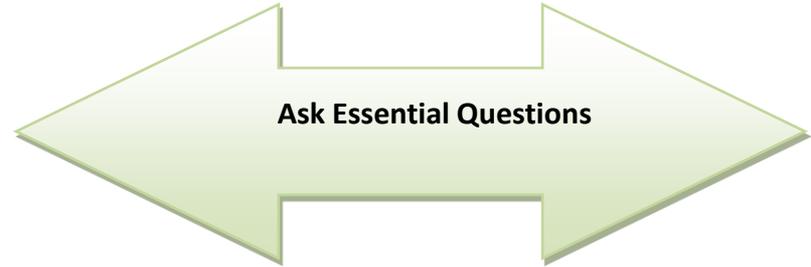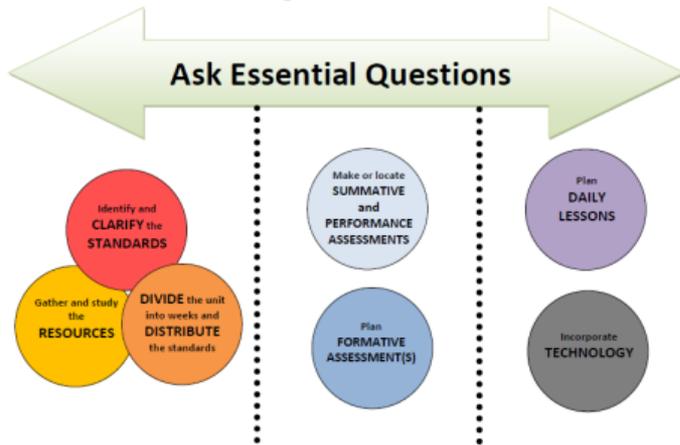
Week	Standards	Essential Questions
1	RL.5.1 RL.5.3 L.5.1	*How do authors effectively develop characters in a text?*
2	RL.5.1 RL.5.2 RL.5.3 L.5.1	
3	RL.5.1 RL.5.2 RL.5.3 L.5.1 L.5.2a	

Week	Standards	Essential Questions
4	RL.5.1 RL.5.2 RL.5.3 L.5.1 L.5.2a	*How do authors effectively develop characters in a text?*
5	RL.5.1 RL.5.2 RL.5.3 L.5.1 L.5.2a	*How do authors use characters to develop the theme?*
6	RI.5.1 RI.5.2 RL.5.3 W.5.8 W.5.9 L.5.1	

Deborah Goff, Brian Anderson, Jenifer Pastore,
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