

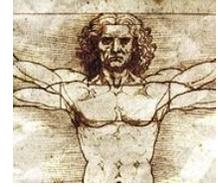
## Renaissance Thinking

### *What a Character!*

Essential Questions

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

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



### Dear Parents,

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

### Reading Literature and Informational Text

When reading a story, drama or poem, students will use details from the text to help them determine the theme, explain how characters respond to a challenge or summarize what they have read. They will explain how chapters in a book, scenes in a play, or stanzas in a poem fit together. They will determine the meaning of words and phrases including figurative language such as metaphors and similes. Students will compare characters, settings and events in the same text as well as themes and topics from different stories of the same genre. When reading informational text, students will learn to quote the text accurately determine the main idea and summarize. They will explain events, procedures, ideas, or concepts based on specific information in the text.

### Reading Foundational Skills (Word Knowledge and Fluency)

Students will read books and poems fluently with purpose and understanding. They will use their knowledge of letter sounds, spelling patterns and word part meanings (roots words and affixes) to read unfamiliar words. Students will use the context of the text to help them self-correct word meaning and check for understanding.

### Writing

Students will write stories about real and imagined experiences. They will use dialogue, to develop the events and show the responses of characters to situations. When writing informational text, they will introduce a topic and group related information. They will develop their topic with definitions and factual information, and provide a concluding statement. With help, students will organize writing according to its purpose, and will improve their writing as needed by planning, revising, and editing. Students will use technology to produce and publish writing.

### Listening and Speaking

Students will discuss grade-level topics and text. They will follow rules for discussions and will ask and answer questions to contribute to the discussion and elaborate on the remarks of others.

### Language (Conventions of Standard English and Vocabulary)

Students will use commas correctly in sentences and determine the meanings of words and phrases from the texts they are reading. They will spell grade appropriate words correctly using references as needed. In addition to comparing and contrasting dialects and registers used in stories, poems and drama, students will play with words as they expand, combine and reduce sentences for meaning, interest and style.

### Handwriting & Keyboarding

Fifth graders are expected to maintain legible manuscript and cursive on lined paper with proper proportion, size and spacing. They will use keyboarding skills for a variety of class work. By the end of the year, students should be able to type two pages in a single setting using menu driven commands for formatting and editing.