*English Instructional Plan – Characterization: Character Development Grade 5*

**Primary Strand: Reading 5.5**

**Integrated Strand/s: Communication and Multimodal Literacies 5.1, 5.3**

**Essential Understanding:**

All students should:

* understand the elements of fiction (i.e., characters, setting, plot events)

**Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

* explain how illustrations and images contribute to and clarify text
* describe a character’s traits, feelings, and actions as presented in fictional texts
* describe the characters, settings, and important plot events using details
* describe how characters are developed by
	+ what a character says
	+ what a character thinks
	+ what a character does
	+ what other characters in the story say or think about them
	+ describe how some characters change and how some characters stay the same
* determine who is telling the story and identify if the point-of-view is first or third person

**Primary SOL:**

5.5 c) Describe character development.

 g) Differentiate between first and third person point of view.

i) Explain how an author’s choice of vocabulary contributes to the author’s style

 j) Draw conclusions and make inferences with support from the text.

**Reinforced (Related Standard) SOL:**

5.4f) Develop and use general and specialized content-area vocabulary through speaking, listening, reading, and writing.

5.7 a) Identify audience and purpose.

 j) Use precise and descriptive vocabulary to create tone and voice.

**Academic Background/Language:**

Students will need to be well versed in character and plot development in fiction and poetry, and understand the narrator’s role within the story/poem. Using question stems such as, “Who is telling the story?”, “How would you describe the speaker of the poem?” while exposing the students to a variety of fictional texts, can prepare students for a deeper analysis of character.

Students should understand characterization, as the methods by which authors communicate/reveal the attributes of characters. Direct characterization, is when the author uses the narrator (or another character) to *tell* us about a character’s attributes, simply “What did the narrator tell you about the character?”. Indirect characterization, is when the author uses the character’s actions to *show* us things about a character’s attributes. This method is more complex, and will require the students to make inferences. Prompts such as “Why would \_\_\_\_ act this way?” or “How do you think the character felt when\_\_\_\_?” can support this level of thinking. The acronym, PAIRS, can help with recall of the five approaches of indirect characterization: physical description, action, inner thoughts, reactions, and speech. Encourage students to think deeper about the character with prompts such as, “What do you know/think about the character?”, “How did you learn this?”.

Students will need to begin to understand that point of view focuses on the type of narrator used to tell the story, and that the narrator/speaker can tell the story from first person point of view as one of the characters, or third person point of view, as someone who stands outside the story. Questions stems such as, “Whose point of view is the story from?” and noticing the author’s use of keywords, such as ‘I’, ‘We’, “They’, ‘He’, will help students to differentiate between different points of view.

## Materials

* Mentor Texts - both fiction and poetry, The Day the Crayons Quit by Drew Daywatt, and Voices in the Park by Anthony Browne, Dirty Laundry Pile:Poems in Different Voices selected by Paul Janeczko, or paired passages such as, <https://www.readworks.org/article/Characters-who-Change-because-of-Experience/ab238bbe-a9e9-41a7-aa6b-e002921a25a3#!contentSection:bbe8ab47-c0a7-4219-bba1-3ea0c4efda2c/questionsetsSection:2559/articleTab:content/>
* Chart paper
* Markers

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. Explain to the students that characterization is the method the author uses to reveal the attributes of a character. Briefly review the varying methods of characterization: Physical description, Action/attitude/behavior, Inner thoughts, Reactions, Speech. If you choose, you can use the acronym PAIRS to help you recall them all. Display a piece of chart paper with a graphic organizer, such as a character map, that reflects these five methods of characterization.
2. Choose a mentor text, a short read or one with multiple viewpoints such as The Day the Crayons Quit by Drew Daywatt, Voices in the Park by Anthony Browne, or a paired passage. Explain to them that while you read this text, you are going to focus on one character’s attributes; their behaviors, actions, traits, etc. and determine how that character impacts the story. Before you begin reading introduce the character you will be focusing on to the students, and list the character’s name on the chart paper.
3. Model this characterization process, as you pause throughout the text, and think aloud focusing on all you are learning about that character. As you identify an attribute, list it on the chart paper according to the type of characterization used. For example, utilize prompts such as, “When the character said/did, \_\_\_\_\_ I believe he/she thought\_\_\_\_, because\_\_\_\_.” and list that attribute under Inner Thoughts, or “I would describe the character as\_\_\_\_, because\_\_\_.”, and list that under physical description. Thinking aloud through question stems such as “How do the characters interact with each other?”, or “Why would the character say\_\_\_ to \_\_\_\_?” can help to identify an attribute that could be listed as Reaction or Speech characterization.
4. Gradually release this process to include student input and discussion, and work through completing the graphic organizer, such as the character map, by identifying attributes and listing them under the method of characterization used. Have the students share some of their thoughts, and/or jot one down to turn in as an exit slip, to assess their understanding.
5. After a thorough analysis of the character, explain to the students that you are now going to focus on the point of view that story was told and how that view is reflected in the attributes that you characterized.
6. Revisit one attribute from one of the characterization methods and model to the students as you ask yourself “How did I learn this?” “Would I feel/act/speak the same way as the character did when\_\_\_?” Invite students to participate in this discussion as you go through an attribute from each of the remaining characterization methods.
7. Ask the students questions like, “Who is telling the story?” or “Is the narrator a character in the story?” and explain to them how that helps determine point of view. Draw their attention to the pronouns used, helping them to understand that words like “I”, “We” are used when the story is written in first person, while “They”, “He/She” are used when the story is written in third person. Through a whole group discussion, determine the point of view that the story was written in, and jot that on the chart paper near the character you analyzed.
8. Extend the discussion, by introducing the students to a different character, through a paired passage, the next chapter/book in the series, or rereading the same text with a new focus. Invite student input and discussion and repeat this process of analyzing the character by looking at the characterization methods used, the author’s word choice, and identifying the narrator as well as their position in the story.
9. To assess student’s understanding, have them orally or in writing, identify the point of view of this passage/chapter and include evidence to support their thinking. Display the chart paper in the classroom for students to reference.

**Assessment (Diagnostic, Formative, Summative)**

* During a reading conference, have each student identify an attribute of one of the characters, provide text evidence of that attribute and describe the method of characterization that the author used.
* Provide each student a copy of a poem or short story. Have them read it to themselves, and then complete a graphic organizer identifying the narrator/speaker, the point of view, a specific character and at least three attributes of that character.
* Have the students keep track on a book log, in their Reader’s Notebooks, or on another source, who is telling the story and the point of view the story is being told from, for each title they read independently.
* For each passage in an assessment, have the students note who is telling the story and the point of view it is being told from.
* Utilizing a paired passage, have the students identify the narrator of each, then compare and contrast how the stories are told.

**Writing Connections:**

* Have the students choose one of their independent reading books, and in their reader’s notebooks, describe who is telling the story, and provide examples from the text that supports their thinking.
* Have students choose a poem, or an independent reading book, identify who is speaking/telling the story, and rewrite a paragraph from a different character’s point of view.
* Ask the students to choose a character from one of the characterization charts posted in the classroom or within their notebooks. Then have them write a paragraph explaining how the character developed throughout, providing examples of the language the author used, to help the reader understand/visualize this development.

**Extensions and Connections (for all students)**

* Students can take the books they are currently reading, and identify who is telling the story, and the point of view it is being told from. They can list this information and then write a paragraph supporting their thoughts.
* Students can refer to a characterization chart/graphic organizer, from the classroom and/or their notebooks, and create a different graphic organizer, such as a venn diagram to compare and contrast themselves with the character from that chart.
* Students can compare and contrast characters across texts, by utilizing the details of two (or more) characterization charts to create a graphic organizer.
* Students can search for additional evidence within the same text, or a different text from the series/author, to further support or extend the characterization process they have previously completed.
* Students can compare and contrast stories that are being told by different perspectives/points of view.
* Students can rewrite a story written in third person to first person point of view, and vice-a-versa.
* Students can be tasked with choosing a good fit book that is written in first person and one that is written in third person point of view, when they visit the school/classroom library.
* Students can reorganize a basket of books from the classroom library by point of view.

**Strategies for Differentiation**

* Multicultural books for mentor texts and the classroom library
* E-books, recorded audio or books on tape
* Native language text available for ELL students, both audio and written
* Access to modified or simplified text
* Modified or student choice of graphic organizer to record attributes and evidence of a character
* Provide word banks for individual students and/or in the classroom with examples of characterization methods and author’s word choice for point of view.
* Reteach the characterization process in small groups
* Model comparing and contrasting points of view, by sharing details about how you as a teacher, see something in the classroom with how a student might see it.
* Develop a matching activity, utilizing character/narrator text and point of view.
* Provide a list of key words or signal words that the students can use to help recognize attributes of a character within a text, and the author’s use of first/third person point of view.
* Guide students’ thinking with additional question/sentence stems such as:
	+ Is a character telling the story?
	+ What did the narrator tell you about the character?
	+ Whose point of view is the story from?
	+ What do you know/think about the character? How did you learn this?
	+ Why would the character act/feel this way?
	+ When the character said/did \_\_\_\_\_, it made me think he/she is/feels/thinks/wants…
	+ The character is \_\_\_\_\_\_\_, and I know this because\_\_\_\_\_\_\_.
	+ The point of view of the story is \_\_\_\_, because\_\_\_\_\_\_.
	+ How would the story change if it was told by \_\_\_\_\_\_ point of view?