**BIG IDEAS:**

* Readers will infer characters' thoughts and feelings.
* Readers will support their inferences by quoting direct evidence from the text.
* Readers will identify how the character responds to challenges within a text.
* Readers will identify character interactions within a text.
* Readers will compare character interactions within a text.
* Readers will analyze character relationships and what it reveals about the characters.

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| Reading:  RL5.1 Students will quote accurately from a text when explaining what the text says.  RL5.2 Students will determine a theme from details in the text.  RL5.4 Students will determine the meaning of unknown words and phrases. | Speaking:  SL5.1 Students will engage effectively in a range of collaborative discussions building on others' ideas and expressing their own clearly.  They will come to discussions prepared. | Writing:  W5.3a Students will write narratives to develop real or imagined experiences.  W5.3b Students will use narrative techniques to show the responses of characters to situations.  W5.3c Students will use a variety of transitional words to manage the sequence of events.  W5.3d Students will use concrete words and phrases to convey experiences and events precisely.  W5.5 Students will develop writing by following the writing process. | Listening:  L5.1c Students will use verb tense to convey various times, sequences, states, and conditions.  L5.2a Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

Final Unit Evaluation

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| *Characteristic*  *of Gifted Students* | ***P*** *Needs Practice* | ***S***  *Satisfactory* | ***O***  *Outstanding* |
| *Uses systematic questioning, problem-solving and decision making skills to solve problems and dig deeper into topics* |  |  |  |
| *Communicates creative ideas fluently through writing and speaking with adequate support and elaboration.* |  |  |  |
| *Evaluates and builds upon unit concepts by asking deep questions and developing new ideas.* |  |  |  |
| *Exhibits task commitment through perseverance, self-motivation, and concentration* |  |  |  |
| *Is mentally and physically involved in the creation of products using a variety of resources in a unique way.* |  |  |  |
| *Develops quality products through a series of detailed steps that are accurate, neat, and pertain to real life.* |  |  |  |

During this unit, students will be reading a biography, evaluating major events in their subject's life, and then taking on their subject's persona to write a first-person blog depicting what it must have been like to go through these experiences first-hand. They will wrap up the unit in a seminar discussion about what they learned.

**First-Person Biographies**