

QUALITIES OF CHARACTER
ENGLISH/LANGUAGE ARTS


Grade: 4/5

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Acceleration Approach

Standard has been accelerated by moving grade level 4/5 up to the standard used for grade level 6.

1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM yes
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Organizing Overarching Concept (e.g. systems, patterns of change, models, scales):

Patterns of Change

Organizing Higher Order Skills (e.g. Bloom’s, Paul’s Model of Reasoning):

Bloom’s analysis, evaluation, and interpretation

Differentiation Features– Students:

- Use multiple higher-level skills
- Use advanced resources
- Make reasoning explicit
- Provided alternatives for tasks, products, and assessments

COMMON CURRICULUM GOAL

English/Language Arts—Reading

Develop an interpretation while reading a literary text.

BENCHMARKS

English/Language Arts—Reading

6th Grade – Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and resolution of the conflict.

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Archetypal Model

Use comparing and contrasting to analyze the effect of the qualities of the character on the plot and resolution of the conflict in a novel or short story.

TASK DEMAND

Sample Task Activity

Read the short story or novel provided by teacher or choose one from a supplied list of advanced level options.

Use the Graphic Organizer *Behavior Characteristics* to track qualities of character such as cowardice/bravery, ambition/laziness, loyalty, selfishness, chapter by chapter

Analyze how these qualities affect the plot and resolution of conflict. Use Graphic Organizer *Character Quality*

- Quality of character identified, including a specific text example of that quality in action.
- Character quality impact on a specific event in the plot or conflict will be discussed--did the quality cause the problem or help with the resolution?

Questions

- Using your notes, describe how the qualities of character of the main protagonist, (hero,) have affected the formation or resolution of conflict in the plot.
- Have the character qualities of the hero changed over time within the story? Describe those changes.
- How do the setting of the story impact conflict and the resolution of conflict? Does the setting change because of the conflict?
- What is the theme or overall lesson of this story? Does "change" play an important role in the development of the theme? Defend your opinion with evidence from the text.

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Implementation Time

To be determined by teacher.

Resources**Suggested Reading Material**

- Rowling, J. (1998). *Harry potter*. Scholastic, Inc (mid to upper ability level).
- Tolkien, JRR. (1997). *The Hobbit*. Houghton Mifflin Co.
- Yeh, L. (1903). *Dragonwings*, HarperCollins Children's Books (upper ability level).
- Copper, S. (1999). *The dark is rising*. Aladdin Pub Co.

Short stories such as those found in *Junior Great Books*, the *Impressions* series, Holt, Rinehart and Winston, or other quality anthologies for shorter-term projects and repeated practice. Impressions" series of reading texts published by respected Harcourt Brace Jovanovich Inc Junior Great Books www.greatbooks.org

The editor used the internet for many resources listed in this document. The listed books and internet sites should be reviewed and evaluated by the teacher before using.

6 Exemplary	5 Proficient	4 Strong	3 Developing	2 Emerging	1 Beginning
Demonstrates a thorough understanding of the qualities of character in the selection. Makes insightful analysis of the effect of character on conflict in the plot.	Subtle, in depth conclusions and connections.	Identifies qualities of character and provide a basic analysis of how they affect the selection.	Shows an incomplete analysis; shows limited understanding of the relationship of character qualities to conflict in the plot.	Shows a limited, confused, or unfounded analysis of author's ideas.	Does not engage in thoughtful analysis of the text.

GRAPHIC ORGANIZER
CONFLICT ANALYSIS

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Name _____ Date _____

Novel or Short Story Title _____ Author _____

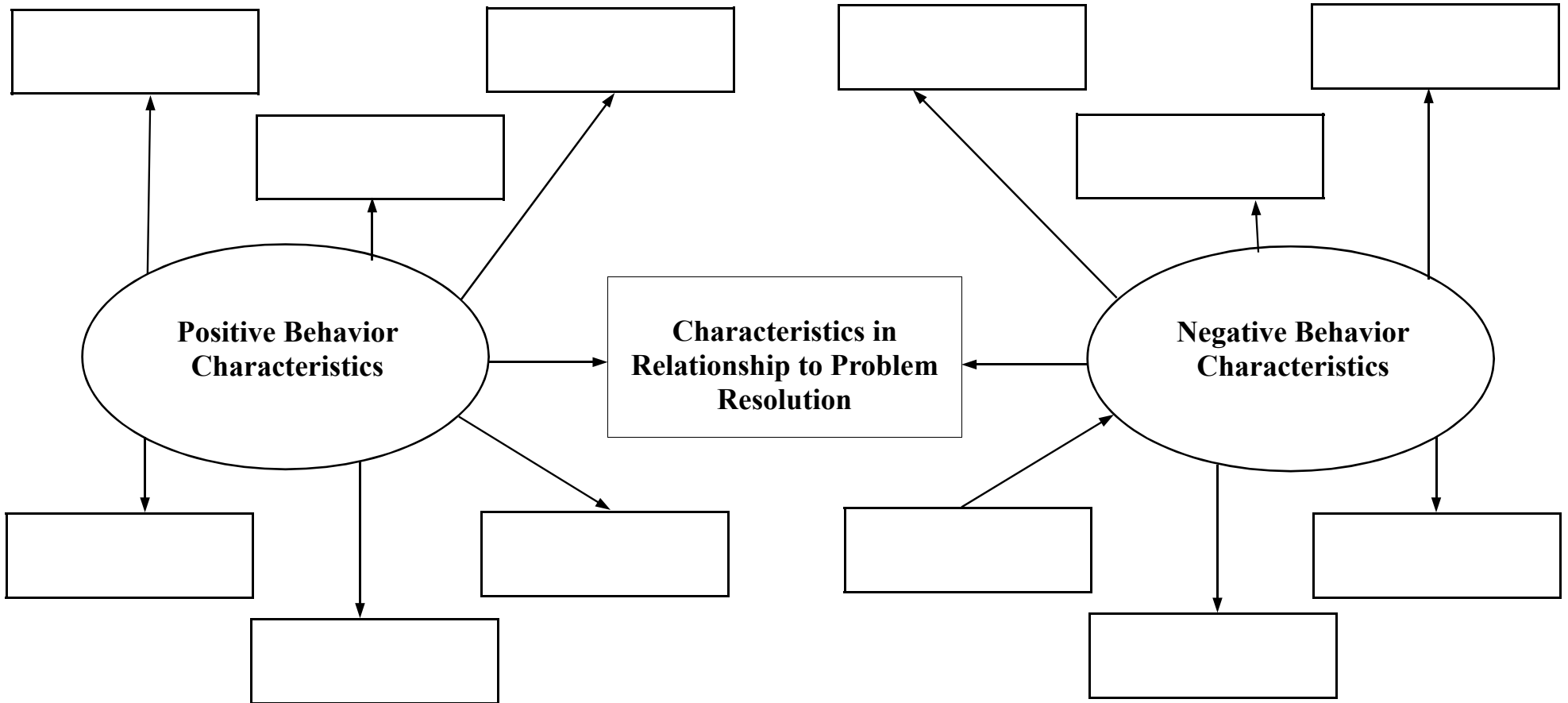
<p>1. Describe the conflict. Include who is involved, what happened, and the outcome.</p>	
<p>2. Describe the qualities of character shown by the antagonists in the conflict. Show how the qualities led to action.</p>	
<p>3. Impact analysis: Show how the qualities of a character affect a specific conflict or event in the plot—cause or solve.</p>	
<p>4. Evaluation, Part 1: Were the qualities of character illustrated in this incident effective for the character, himself? Did it help the character gain his/her goals? Explain your thinking.</p>	
<p>5. Evaluation, Part 2: Were the qualities of character effective in helping achieve the author's purpose? Explain your answer.</p>	

GRAPHIC ORGANIZER
BEHAVIOR CHARACTERISTICS

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Name _____ Date _____



GRAPHIC ORGANIZER
TRACKING CHARACTER QUALITIES

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Name _____ Date _____

Use the grid below to track qualities of character such as cowardice/bravery, ambition/laziness, loyalty, selfishness, chapter by chapter. Analyze how these qualities affect the plot and resolution of conflict.

- Quality of character identified, including a specific text example of that quality in action.
- Character quality impact on a specific event in the plot or conflict will be discussed--did the quality cause the problem or help with the resolution?

Chapter	Character Quality (e.g., courage) Include quote and page number below.	Analyze character quality impact on a specific event or conflict in the plot – (cause or solve)	Effective for conflict resolution or used to help achieve author’s purpose?

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TAG NEEDS ADDRESSED

INTELLECTUALLY GIFTED	ACADEMICALLY TALENTED ENG/LA	CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery	TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING
<input checked="" type="checkbox"/> Advanced Critical Reasoning <input type="checkbox"/> Scholarly Interaction <input checked="" type="checkbox"/> Continuous Progress for Level and Rate* <input checked="" type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Regular Interaction with Intellectual Peers <input checked="" type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/> Advanced Academic Planning <input type="checkbox"/> Opportunity for Competition/ Failures/Successes <input type="checkbox"/> Creative Problem Solving with Real Problems/Audiences <input type="checkbox"/> Pursuit of Advanced Level Research <input checked="" type="checkbox"/> Advanced Vocabulary Development	<input type="checkbox"/> Advanced Critical Thinking in LA <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in LA <input checked="" type="checkbox"/> Challenging LA Resources <input type="checkbox"/> Creative Problem Solving Strategies in LA <input checked="" type="checkbox"/> Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented LA Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in LA * Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.	<input checked="" type="checkbox"/> Personal Management <input type="checkbox"/> Problem Solving <input type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development	<p>English/LA:</p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<p>Student _____ Grade _____</p> <p>Teacher _____ School _____</p> <p>Date Initiated _____ Date Completed _____</p> <p>Check TAG Identification category: <input type="checkbox"/> Intellectual <input type="checkbox"/> Academic Math <input type="checkbox"/> Academic LA</p>			