Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
Second	**Reading**	**N/A**	Character Map (as part of Novel Study)

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 weeks (group of 5-10 students meets once a week)	second semester	fluent reader, experience with Novel Study format, student has read the book in question, created a story map in a previous lesson (characters, setting, problem, solution), has created a character web in another previous lesson

Unit Description

Students use a graphic organizer called a **character map** to study how the main character of a story is related to all of the other characters

Strand(s), Concept(s), and PO(s)	**R02-S2-C1-PO2** **Strand 2: Comprehending Literary Text** Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature. **Concept 1: Elements of Literature** *Identify, analyze, and apply knowledge of the structures and elements of literature.* **PO 2.** Describe characters (e.g., traits, roles, similarities) within a literary selection.
Summative Assessment	Students gradually create a character map over four weeks (once a week), and culminate in synthesizing the information into a short paragraph about the main character (2-3 sentences).
Assessment Scoring	There is a scoring item on the rubric for each lesson, with a participation score added at the end. There are 3 points per activity, with a 3 being given to those who: can state name of main character and how this is apparent, can name at least three traits of main character, can name three or more ways that we learn about characters, can find evidence in the story that offers proof of a specific character trait, can write 2 to 3 sentences about the main character, and are consistently attentive and add to discussion. Two points are given to those who can partially do each item, and 1 to those who need more work to master it. See attached rubric, which has 18 total points.
Materials/Resources Needed	• one book per child (two children per book at the most), A Girl Named Helen Keller, by Margo Lundell (or other book), • paper and pencil or white board and marker

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson Instruction	Refer to the story and the story map (characters, setting, problems, solutions) created in the previous lesson. Ask who the characters are in this story. Ask if there is one character that appears in the story more than the others, or one that the story seems to be about? This character is called the **main character.** Draw a square in the center of the white board and write the name of the main character inside of the square. Close by reviewing what a main character is. Mention some familiar stories and ask who the main character is in each	Look at the Character Map that we began last week. Review what being the main character means, and who it is in this particular case. Ask what we know about this character, and record these traits inside of ovals around the square.	Look at the Character Map that we made last week. Review the main character and some of the traits that the discussion generated. Ask how we know those things about the character? Listen to students' ideas. Authors have several ways to let readers learn things about characters: 1, by what they say 2. by what they do 3. by what other characters say about them 4. by what the narrator says 5. from a picture (write the list on the board). Ask how we knew that Helen Keller was blind and deaf. How did we know that she threw things? etc. For each trait, ask how we know this, and then write the number that corresponds to that method (#1-5 from list above) by each trait.	Look at the Character Map that we made last week. Review the main character, her traits, and several ways that authors use to let readers learn things about characters. Allow each child to select one of the character traits to research and prove.	Look at the Character Map that we made last week. We can use this information to write a short paragraph about our main character. Give an example of 2-3 sentences, e.g., Helen Keller became blind and deaf from a fever when she was two. She was frustrated and wild because she could not communicate.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities	After participating in a discussion, students write the title of the story, then write "Character Map." They draw a square in the center of their page and record the main character's name inside of it.	Review of what a main character is. After participating in a discussion, students use their Character Map from last week. They record traits about the character around the square, draw an oval around each one, and connect them to the square with lines.	Students participate in a discussion about how we know what we know about the main character, Continuing their Character Map from last week, students copy the numbers into the oval of each trait, based on the discussion and the character map on the white board.	Students participate in a discussion/review about how we know what we know about the main character. Continuing their Character Map from last week, each child selects one trait to prove. After selecting a trait, student looks through the book to find the parts that refer to the trait in question. Child records the page number in the oval on the board, and then records other's page numbers, as well.	Using their Character Map from last week, each child writes 2-3 sentences about the main character.

Summative Assessment – Character Map

As a culminating activity for this unit, the students will synthesize information about the main character into a short paragraph, based on information that they have diagrammed in their Character Map.

A score of three shall be given to those students who can write 2 to 3 sentences about the main character.

A score of two shall be given to those students who can write one sentence about the main character.

A score of one shall be given to those students who cannot write any sentences about the main character, or information not presented in sentence form.

The above scoring information is included in the Rubric for assessing the Character Map Unit. There is one assessment per week, with an extra one for evaluating participation following the fifth and final week.

Student _____

Assessor _____

Date _____

Score: _____
18

Assessment Rubric
Second Grade Reading
Character Map – Novel Study

CHARACTER MAP	Above standard (3 points)	Standard (2 points)	Attribute still a goal (1 point)	Score
identifies main character	can state name of main character and how this is apparent	can state name of main character	cannot name main character	
identifies traits of main character	can name at least three traits of main character	can name one or two traits of main character	cannot name a trait of main character	
recognizes ways that we know about characters	can name three or more ways that we learn about characters	can name two ways that we learn about characters	can name one or zero ways that we learn about characters	
proves traits	can find evidence in the story that offers proof of a specific character trait	can find evidence in the story that offers proof of a specific character trait with assistance	cannot find evidence in the story that offers proof of a specific character trait	
synthesizes information into a short paragraph	can write 2 to 3 sentences about the main character	can write one sentence about the main character	cannot write any sentences about the main character, or information not presented in sentence form	
participation	Consistently attentive and adds to discussion	Attentive and/or adds somewhat to discussion	Not attentive and/or adds little to nothing to discussion	

Grading Scale:

Classification	Points
Exceeding	16 - 18
Meeting	14 - 15
Needing Additional Practice	12 - 13
Needing Intervention	11 and lower