Grade 6 - Unit 3 Reading - Tackling Trouble: Analyzing Characters and Problems to Interpret Theme

Unit Focus

In this unit, students work in partnerships/book clubs and come prepared with questions and evidence to discuss. The complexity of the texts will present new applications for students to do the work of interpretation and compare and contrast characters and themes across multiple texts. Readers' Notebooks will serve as important tools for gathering thoughts and evidence in preparation for writing a literary essay.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer
Standards • Common Core o *English Language Arts: 6* ▪ Reading Literature ▪ Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *(CCSS.ELA-LITERACY.RL.6.1)* ▪ Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. *(CCSS.ELA-LITERACY.RL.6.2)* ▪ Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. *(CCSS.ELA-LITERACY.RL.6.3)* ▪ Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. *(CCSS.ELA-LITERACY.RL.6.5)* ▪ Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others'ideas and expressing their own clearly. *(CCSS.ELA-LITERACY.SL.6.1)* ▪ Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. *(CCSS.ELA-LITERACY.SL.6.1.A)* ▪ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.6.2)*	*Students will be able to independently use their learning to...* **T1** Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence. **T2** Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers.

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... **U1** Readers identify how specific details shape and refine the themes and central ideas as they emerge and develop across a text. **U2** Readers make inferences about a text by using text evidence to support their thinking. **U3** Readers ask and answer questions to deepen understanding and promote further thinking. **U4** Great literature is intentionally crafted to explore enduring human themes transferable across time and place. **U5** Readers and writers come to discussions prepared with text evidence from diverse formats to support their ideas or point of view.	*Students will keep considering...* **Q1** What is this text really about? (e.g. theme, main idea, moral)? **Q2** How do I support and prove my thinking? **Q3** How do people/characters, events, and ideas develop within the text? **Q4** How do readers and writers prepare for meaningful discussions?

Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
▪ Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* *(CCSS.ELA-LITERACY.L.6.2.A)* ▪ Spell correctly. *(CCSS.ELA-LITERACY.L.6.2.B)* ▪ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. *(CCSS.ELA-LITERACY.L.6.4)* ▪ Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. *(CCSS.ELA-LITERACY.L.6.4.A)* ▪ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). *(CCSS.ELA-LITERACY.L.6.4.B)* ▪ Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. *(CCSS.ELA-LITERACY.L.6.4.C)* ▪ Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). *(CCSS.ELA-LITERACY.L.6.4.D)* **Madison Public Schools Profile of a Graduate** o Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)* o Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. *(POG.3.1)*	**Knowledge**	**Skill(s)**
	Students will know... **K1** Direct characterization is the way the writer makes the character in a story seem real by giving them personality traits. **K2** Indirect characterization is when an author shows a character's personality through his/her actions/behaviors. When an author uses indirect characterization, the reader must infer. **K3** Internal motivation is when a character wants to do something for themselves. **K4** External motivation is when someone or something is making the character do something. **K5** Motif is a subject that a writer returns to often, that appears again and again in the story. They're often named in one word or a short phrase. **K6** Themes are universal meaning that can be applied to another piece of literature. **K7** Vocabulary: Types of conflict: character vs. self, character vs. character, character vs. nature, character vs. society conflict, pressure, struggle, motivation. **K8** Morphemes: Base ten, tin, tent, tain = "hold", Base fac, fic, fact, fect = "do, make", Base pend, pens = "weigh, hang, pay", Base sent, sens = "think, feel", Latin Prefixes ante- = "before" and post- = "after"	*Students will be skilled at...* **S1** Listening and responding to questions by elaborating and adding details that contribute to the topic or issue being discussed. **S2** Using evidence to explain analysis of texts in writing and speaking. **S3** Analyzing character traits, conflict, and struggles to better understand character motivation. **S4** Using key supporting details to determine the theme or central idea by drawing conclusion or making inferences. **S5** Developing a universal theme. **S6** Recognizing morphemes hold their own individual meaning.