

Unit 2 READING - Tackling Trouble:
Analyzing Characters and Problems to Interpret Theme

Overview

Fifth graders worked in realistic fiction stories to interpret universal themes and collaborated in book clubs both in social studies and language arts to develop, discuss and revise theories in preparation for writing literary essays. Students are experienced in coming to partnerships 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.

Reading Skills: Interpreting, Inferring
21st Century Capacities: Analyzing

Stage 1 - Desired Results

ESTABLISHED GOALS/ STANDARDS

[CCSS.ELA-LITERACY.RL.6.1](#)

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.RL.6.2](#)

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.6.3](#)

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.

Transfer:

Students will be able to independently use their learning in new situations to...

1. Comprehend and engage with a variety of texts in order to become independent critical thinkers (Analyzing)
2. Evaluate the author's message and purpose citing text evidence to support conclusions. (Analyzing)

Meaning:

UNDERSTANDINGS: *Students will understand that:*

1. Critical readers reflect on and question the text, consider different perspectives to examine author's message.
2. Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema).

ESSENTIAL QUESTIONS: *Students will explore & address these recurring questions:*

- A. What is this text really about? What's the real problem here?
- B. How does the character develop throughout the story? (genre-based)
- C. Theme: How do the characters' conflict, actions, and motivations reveal the author's

Grade 6 ELA Curriculum

<p>CCSS.ELA-LITERACY.RL.6.5 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.</p>	<p>3. Readers come to discussions prepared with text evidence to support their ideas or point of view.</p> <p>4. Theme: Readers learn about life through the examination of characters and problems.</p>	<p>message?</p>
Acquisition:		
<p>CCSS.ELA-LITERACY.L.6.4 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.</p> <p>CCSS.ELA-LITERACY.L.6.4.A 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.</p> <p>CCSS.ELA-LITERACY.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-LITERACY.L.6.5.A Interpret figures of speech (e.g., personification) in context.</p> <p>CCSS.ELA-LITERACY.L.6.4.D 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).</p>	<p><i>Students will know...</i></p> <p>1. Personification, Internal and External Character development, Character Motivation, Protagonist, Antagonist, Book Club, Inference, Analyzing, Alternate Perspectives</p>	<p><i>Students will be skilled at...</i></p> <p>1. Reading passages closely to make inferences. 2. Ranking evidence to support a theory. 3. Evaluating character motivation, citing text evidence to support ideas. 4. Using context to interpret figurative language. 5. Inferring by noticing character thoughts, actions, feeling, reactions and words. 6. Inferring by noticing how other characters react to the thoughts, words and actions of a character. 7. Inferring by noticing descriptions of the setting.</p>