



## Grade 6 - Unit 6 Reading - “Fantasy Book Clubs”

### Unit Focus

In this unit, students will work in partnerships or book clubs to become more powerful readers of fantasy as they explore new worlds and settings. Using the Hero’s Journey, will help guide students through interpreting the elements that set the fantasy genre apart from other genres, paying close attention as they read. Students will look at archetypes, how author’s word choice shapes meaning and tone and the use of symbolism.

### Stage 1: Desired Results - Key Understandings

| Standard(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Transfer                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                               |  |
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| <b>Standards</b> <ul style="list-style-type: none"><li>Common Core<ul style="list-style-type: none"><li>English Language Arts: 6<ul style="list-style-type: none"><li>Reading Literature<ul style="list-style-type: none"><li>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)</li><li>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)</li><li>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS.ELA-LITERACY.RL.6.4)</li><li>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)</li><li>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)</li><li>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)</li><li>Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.ELA-LITERACY.L.6.3)</li><li>Maintain consistency in style and tone.* (CCSS.ELA-LITERACY.L.6.3.B)</li><li>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)</li></ul></li></ul></li></ul></li></ul> | <i>Students will be able to independently use their learning to...</i><br><b>T1</b> Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers.<br><b>T2</b> Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence.                                                          |                                                                                                                                                                                                                                                                                                                                                                               |  |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <i>Students will understand that...</i><br><b>U1</b> Identifying a text’s genre, purpose, and organizational structure helps readers analyze and comprehend the text.<br><b>U2</b> Readers examine an author's word choice to interpret point of view, meaning, mood, or tone.<br><b>U3</b> Readers and writers come to discussions prepared with text evidence from diverse formats to support their ideas or point of view. | <i>Students will keep considering...</i><br><b>Q1</b> How do people/characters, events, and ideas develop within the text?<br><b>Q2</b> How do I use what I know about this genre to tackle this text?<br><b>Q3</b> How do the techniques/craft moves authors use impact the meaning of the text?<br><b>Q4</b> How do readers and writers prepare for meaningful discussions? |  |
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| <i>Students will know...</i><br><b>K1</b> Hero's Journey is a common narrative story structure that involves a hero that goes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <i>Students will be skilled at...</i><br><b>S1</b> Identifying common elements of the Hero's journey and track the information in their own books.                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                               |  |

## Stage 1: Desired Results - Key Understandings

- 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)*
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. *(CCSS.ELA-LITERACY.L.6.5)*
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty). *(CCSS.ELA-LITERACY.L.6.5.C)*

### Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*
- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. *(POG.3.1)*

on an adventure, learns a lesson and returns home transformed.

**K2** Fantasy settings often bend the rules of real life.

**K3** Symbols are objects, characters, figures, and colors used to represent abstract ideas or concepts.

**K4** Archetypes are characters that are common in literature.

**K5** Authors choose every word carefully to express exactly what he or she wants to say.

**K6** Morphemes: Review of Greek Suffixes -ize = “to make” and -ization = “the result or act of making”, Greek Suffixes -ism = “belief, practice” and -ist = “one who believes or practices”, Latin Suffixes -ive = “tending to, inclined to” and -ion = “state or act”

**S2** Using the hero's journey to track character change and struggle in order to understand and analyze the key scenes that reveal the author's message/theme.

**S3** Paying close attention to setting, noticing not just what it looks like, but what it feels like (physical details and emotional atmosphere),.

**S4** Identifying symbols and using the symbols to determine the author's message, the mood of the story, and connections to other texts using the same symbols.

**S5** Looking for archetypes and symbols in order to understand an author's message and/or multiple themes.

**S6** Analyzing how the word choices an author makes reveals meaning and conveys tone in stories.

**S7** Recognizing morphemes hold their own individual meaning.