Grade 7 - Unit 6 - Close Reading to Interpret Theme

Unit Focus

Close reading is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's structure, craft, meanings, characters, themes, etc.. This unit challenges students to refine this skill while working with short stories by annotating the text as they read. Ultimately, they will use the annotations from their close readings to determine a complex theme supported with text evidence. This will be expressed in the form of an essay that reflects the structure of the previous literary essay unit.

Stage 1: Desired Results - Key Understandings

Standard(s)

Standards
- Common Core
  - *English Language Arts: 7*
    - Reading Literature
    - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *(CCSS.ELA-LITERACY.RL.7.1)*
    - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. *(CCSS.ELA-LITERACY.RL.7.2)*
    - Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). *(CCSS.ELA-LITERACY.RL.7.3)*
    - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. *(CCSS.ELA-LITERACY.RL.7.4)*
    - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. *(CCSS.ELA-LITERACY.RL.7.6)*
    - Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. *(CCSS.ELA-LITERACY.RL.7.9)*
    - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6– 8 text complexity band proficiently, with scaffolding as needed at the high end of the range. *(CCSS.ELA-LITERACY.RL.7.10)*
    - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. *(CCSS.ELA-LITERACY.W.7.3)*

Transfer

Students will be able to independently use their learning to...
T1 Evaluate the author's message, identify the author's purpose, and cite text evidence to support conclusions.
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 make inferences about a text by using text evidence to support their thinking. **U2** Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text. **U3** Great literature is intentionally crafted to explore enduring human themes transferable across time and place. **U4** Readers identify key details to summarize and analyze objectively and accurately.	*Students will keep considering...* **Q1** How does this text challenge my thinking about this topic? How should I read it? **Q2** How might I best retell this story? **Q3** How do I support and prove my thinking?

Stage 1: Desired Results - Key Understandings

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. *(CCSS.ELA-LITERACY.W.7.3.A)*
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. *(CCSS.ELA-LITERACY.W.7.3.B)*
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. *(CCSS.ELA-LITERACY.W.7.3.C)*
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. *(CCSS.ELA-LITERACY.W.7.3.D)*
- Provide a conclusion that follows from and reflects on the narrated experiences or events. *(CCSS.ELA-LITERACY.W.7.3.E)*
- Writing
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) *(CCSS.ELA-LITERACY.W.7.4)*
- Draw evidence from literary or informational texts to support analysis, reflection, and research. *(CCSS.ELA-LITERACY.W.7.9)*
- Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). *(CCSS.ELA-LITERACY.W.7.9.A)*
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. *(CCSS.ELA-LITERACY.L.7.4)*
- 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.7.4.A)*
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). *(CCSS.ELA-LITERACY.L.7.4.B)*
- Consult general and specialized 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.7.4.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.7.4.D)*

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  Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** Authors reveal theme through character change, conflict, and conflict resolution. **K2** Inferences about central idea/theme must be supported with evidence from the text. **K3** Morphemes: Pati, pass, Path, Sect, Tom, Luc, lumin, Photo, Dei, divi, the(o), Spec, spic, spect, Scop	*Students will be skilled at...* **S1** Identifying theme by analyzing character change, conflicts, and conflict resolution. **S2** Using evidence from the text to support central ideas/themes. **S3** Recognizing morphemes hold their own individual meaning.