

Grade 6 Unit 4: Roll of Thunder, Hear My Cry

Content Area: **Language Arts**
Course(s):
Time Period: **Generic Time Period**
Length: **May-June**
Status: **Published**

Stage 1: Desired Results

Students will be able to independently use their learning to

Established Goals

Reading:

- read and analyze a classic historical fiction novel
- read informational texts to build background information on historical context
- read a primary source--acceptance speech given by author
- analyze the exposition, rising action, climax, resolving tension, and resolution
- analyze protagonist/antagonist relationships
- analyze symbolism
- analyze the character foil
- analyze the conflict and resolution and how they express the novel's theme
- identify the narrator's point of view and its impact on the story

Speaking and Listening:

- engage effectively in collaborative discussions

Language:

- demonstrate command of conventions of standard English
- clarify the meaning of unknown and multiple-meaning words using a variety of word attack strategies
- analyze the allusions, idioms, expressions, and figurative language found in a novel

Standards & Indicators

LA.6.L.6.5.A	Interpret figures of speech (e.g., personification) in context.
LA.6.L.6.5.B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
LA.6.L.6.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
LA.6.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.6.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.6.L.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).
LA.6.L.6.1.B	Use intensive pronouns (e.g., myself, ourselves).
LA.6.L.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.
LA.6.L.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
LA.6.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.6.L.6.1.E	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LA.6.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.
LA.6.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.
LA.6.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.6.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.6.L.6.2.A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
LA.6.W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
LA.6.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.6.L.6.2.B	Spell correctly.
LA.6.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.
LA.6.W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
LA.6.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a

	text.
LA.6.W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
LA.6.W.6.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.6.W.6.1.E	Provide a concluding statement or section that follows from the argument presented.
LA.6.RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
LA.6.RL.6.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LA.6.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.6.RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.
LA.6.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.6.L.6.3.A	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
LA.6.L.6.3.B	Maintain consistency in style and tone.
LA.6.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.
LA.6.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.
LA.6.SL.6.1	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.
LA.6.L.6.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
LA.6.SL.6.1.A	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.
LA.6.SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LA.6.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LA.6.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LA.6.L.6.4.C	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.
LA.6.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).

Central Ideas/Enduring Understandings

- Writers use a variety of techniques to make their narratives entertaining for the reader.
- Historical fiction connects readers to people and events of the past.

Essential/Guiding Questions

- Why do authors set their stories in the past?
- How does reading historical fiction help readers think critically about their current times?

Content - Students will know...

- **key vocabulary terms**--tone, **literary devices**: simile, metaphor, hyperbole, idiom, personification,
- **characteristics of genres of contemporary literature**: realistic fiction, historical fiction, mystery, science fiction, fantasy
- **elements of fiction**: characterization (focusing on a character's words and actions), main and minor character; setting (place and time); plot (sequence of events, resolution); internal & external conflict; theme; narrator's point of view
- the difference between 1st and 3rd person narration in a fiction text

Skills - Students will be skilled at...

- using Notice and Note moments to reflect upon significant scenes in a fiction text
- citing textual evidence to support interpretation of text

- drawing conclusions about characters based on their words and actions
- making inferences to deepen understanding of a text
- analyzing tone and theme of fiction texts
- writing objective summaries of fiction texts
- using common Greek or Latin affixes or roots to predict the meaning of unfamiliar words

Stage 2: Assessment Evidence

Performance Task(s)

Other Evidence

Reading test (half of test is about a new text and half of test is on ROTHMC)

Reading check comprehension questions, chapter notetaking/summarizing sheets, literary analysis handouts

Stage 3: Learning Plan

Learning Opportunities/Strategies

- Mixture of in-class and out of class reading of a historical fiction novel
- family tree character map
- close reading of informational texts paired with topics & themes of core novel
- chapter notetaking and summarizing graphic organizers
- comparison-contrast essays on paired texts
- chapter comprehension check questions
- Standards Focus lesson handouts/assignments on literary analysis
- Notice and Note moments and questions to prompt analysis of literature

Modifications and differentiation:

Students with IEPs and identified learning difficulties: *Scholastic Thinking Reader* computer program with built-in reading coach, graphic organizers, and interactive computer quizzes.

ELL: *Scholastic Thinking Reader* computer program with built-in reading coach, graphic organizers, and interactive computer quizzes.

Gifted and talented: Read the other stories from the Logan family series such as *The Land* and *Let the Circle Be Unbroken*, complete an author study on Mildred Taylor, create a Logan family tree, apply the pillars of good character to the characters in the series. Close reading of Scholastic enrichment articles: *Sharecropping*, *The Great Depression*, and *Jim Crow Laws* followed by jigsaw/ technology presentation to class.

Resources

Notice and Note by Beers and Probst

Roll of Thunder, Hear My Cry (ROTHMC) by Mildred D. Taylor

Secondary Solutions Literature Guide from Teachers Pay Teachers

ROTHMC Common Core Learning Tasks

ROTHMC audio book

Unit Reflections & Teacher Notes
