

## Grade 6: Short Story Unit Duration: 6-8 weeks (Quarter 1 – Common)

**Essential Question: How do authors use literary elements such as characters, setting, plot, conflict, resolution and point of view to create a short story?**

| Assessments   | Student Understandings   | Instructional Plan   |
|---|--|--|
| <p><u>Common Assessment:</u></p> <ul style="list-style-type: none"> <li>➤ Students will complete a three dimensional cube to display knowledge of main characters (traits, physical appearance, interactions and motivation), setting (time, place and possible changes over time), conflict (internal/external), resolution, genre, etc. from one of the short stories read during the unit</li> </ul> <p><u>Formative/Continuous Assessments:</u></p> <ul style="list-style-type: none"> <li>➤ Student understanding of character, setting, plot through oral and written response. (W 6-2)</li> <li>➤ Student ability to respond with <u>point of view</u> through oral and written response. (W 6-3)</li> </ul> | <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> <li>➤ How do authors develop characters (traits, motivation and changes) over time?</li> <li>➤ How do the setting, plot, and point of view affect the short story?</li> <li>➤ What conflicts and resolutions are present in the unit stories?</li> <li>➤ How can a written response to literature with textual evidence communicate ideas and develop analytical skills?</li> <li>➤ What are the differences between science fiction, myths and legends?</li> </ul> <p><u>Knowledge/Skills:</u></p> <ul style="list-style-type: none"> <li>➤ Identify or describe characters, setting, problem/solution, or plot identifying any significant changes in character <u>or setting</u> over time. (R 6-4.1)</li> <li>➤ Generate questions before, during, after reading. (R 6-4.3)</li> <li>➤ Identify the characteristics of a variety of literary text specifically <u>science fiction, myths, legends</u>. (R 6-4.4)</li> <li>➤ Describe character <u>traits, motivation or interactions</u>, continuously <u>citing thoughts, words or actions</u> and their changes over time. (R 6-5.2)</li> <li>➤ Identify and make inferences about <u>cause and effect and external and personal conflict</u>. (person vs. person, person vs. nature/ society/fate) (R 6-5.3)</li> <li>➤ Identify narrator and <u>explain how his point of view affects the reader’s interpretation</u>. (R 6-5.4)</li> <li>➤ Identify the author’s message or theme. (R 6-5.5)</li> <li>➤ Compare stories or other texts to related personal experience, prior knowledge providing relevant details to</li> </ul> | <p><u>Suggested Materials:</u></p> <ul style="list-style-type: none"> <li>➤ Short story selection from <u>Adventures for Readers</u>: “All Summer in a Day” by Ray Bradbury, “The Smallest Dragonboy” by Anne McCaffrey, “President Cleveland, Where Are You?” by Robert Cormier, “Gloosecap Fights the Water Monster” by Alfonzo Ortiz, “A Secret for Two” by Quentin Reynolds</li> <li>➤ Graphic organizers and additional materials</li> <li>➤ Notes on the board or overhead addressing character, setting, plot and point of view.</li> </ul> <p><u>Instructional Strategies/Suggested Scaffolds:</u></p> <ul style="list-style-type: none"> <li>➤ Pre assess knowledge of character, setting, point of view, cause and effect and personal conflict</li> <li>➤ Review previous lesson</li> <li>➤ Cooperative learning</li> </ul> |

- Student ability to apply the writing process while responding to text. (W 6-10)
- Student ability to respectfully and responsibly listen and respond to others.
- Student ability to cite and support text on changes on setting and character. (R 6-4)
- Student ability to apply learned vocabulary appropriately. (R 6-3)

support connections made or judgments (interpretive, analytical, evaluative, or reflective). (R 6 16.1, 6 16.2)

- Apply the writing process to a response to literature. (R 6 4.2, 6-5.2, 6-5.3)(W 6-3.4)
- Apply the proper conventions/structures of language to the response to literature. (W 6-1.1, 6-1.2, 6-1.3, 6-1.4, 6-3.4, 6-9.1, 6-9.2, 6-9.4, 6-9.5)

Possible Application:

- Summarize key ideas, plot, and sequence.
- Explain and support predictions, citing text.
- Write a personal response to literature making a judgment on a short story.
- Select appropriate words or explain the use of words in context.
- Explain the changes in character, setting and story plot.
- Write or discuss predictions made in the story.
- Keep a personal literary response journal on character, setting and point of view and how they may change over time.

- Modeling
- Mini-Lessons
- Note-taking
- Student/Teacher conferencing
- Think/pair/ share
- Think aloud/read aloud
- Peer editing
- Differentiation of instruction and assessment