

Unit 5 READING - *Short Stories: Writing Under the Influence of Narrative Authors*

Overview

Students will be immersed in the short story genre to read like writers for the purpose of analysis and goal setting. Students will use reader's notebooks to analyze and deconstruct plots, characters, settings and craft moves to help them model and plan for writing their own original short story.

Since students have already done some work with these elements in earlier grades, this unit is approximately three weeks in duration.

Reading Skills: Interpreting, Evaluating

21st Century Capacities: Analyzing, Synthesizing

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.

[CCSS.ELA-LITERACY.SL.6.1.A](#)

Come to discussions prepared, having read

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, Synthesizing)
2. Engage in evidence-based discourse to consider multiple perspectives on a given topic.
3. Evaluate the author's message and purpose citing text evidence to support conclusions. (Analyzing)
4. Generate and capture ideas to pursue in future writing about reading

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 use text structures and features to understand, question, and interpret text.
3. 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?
- B. How does the character develop throughout the story? (genre-based)?
- C. Theme: What makes me care about a story? A character? A problem? How did the writer engage me?

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<p>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.</p>	<ol style="list-style-type: none"> 4. Theme: Readers look for known structures and patterns to understand narrative genres. 5. Readers analyze characters and notice how their choices, struggles and motivation are like real people. 	
<p><u>CCSS.ELA-LITERACY.SL.6.1.B</u> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	Acquisition:	
<p><u>CCSS.ELA-LITERACY.SL.6.1.C</u> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p><i>Students will know...</i></p>	<p><i>Students will be skilled at...</i></p>
<p><u>CCSS.ELA-LITERACY.SL.6.1.D</u> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<ol style="list-style-type: none"> 1. Vocabulary: Plot, Motivation, Minor Characters, Parallel Plot, Literary Devices, resolution, climax, mentor author, scene, metaphor, simile, hyperbole, flashback, foreshadowing, 	<ol style="list-style-type: none"> 1. Interpreting figurative language 2. Using context to figure out the meaning of new vocabulary words. 3. Using timelines to analyze narrative stories. 4. Analyzing author’s craft moves and how these affect the mood of the story. 5. Examining how challenges impact characters 6. Analyzing character growth and struggle to determine themes.
<p><u>CCSS.ELA-LITERACY.SL.6.4</u> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>		