Unit 2: Parts of a Story
6th Grade Language Arts
16 Class Meetings
Revised June 2022

Essential Questions
● How are the elements of a story essential to follow and fully comprehend a story? ● How does good storytelling help students in their own writing?

Enduring Understandings with Unit Goals

EU 1:
Understanding how a story is organized is necessary for students to access the highest levels of comprehension of that story.
  ● Students will analyze how character, setting, plot (including plot diagram), conflict, and theme contribute to the message of a story; and
  ● As students grow confident in identifying the key elements in stories, they begin to recognize the more complex elements that require more advanced critical thinking skills.
 	
EU2:
Understanding how a story is organized provides students with a frame of reference that greatly assists with recall.
  ● Using graphic organizers to arrange the parts of a story in a visual way helps them to comprehend the story better; and
  ● Graphic organizers can assist students in recall, retelling, and summarizing.
 	
EU3:
Understanding the elements of plot provides students with organizational skill to arrange their own writing in logical sequence.
  ● When students can recall plot elements, they can organize their own ideas in an orderly narrative.

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Standards

Common Core State Standards:

- 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.
- 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.
- 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.
- RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
- RL.6.10 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.
- W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.
Competency 2: Speak to diverse audiences in an accountable manner.
Competency 3: Develop the behaviors needed to interact and contribute with others on a team.
Competency 4: Analyze and solve problems independently and collaboratively.
Competency 5: Be responsible, creative, and empathetic members of the community.

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Unit Content Overview

1. **Plot Elements**
   - Exposition;
   - Rising action;
   - Climax;
   - Falling action; and
   - Resolution/denouement.
2. **Parts of a Story**
   - Character;
   - Setting;
   - Plot;
   - Conflict; and
   - Theme.

Key Terms:

Character and characterization; figurative language; plot (i.e., exposition, rising action, crisis/climax, falling action, resolution/denouement); visual literacy; setting; theme; tone; external conflict, internal conflict.

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Daily Learning Objectives

Students will be able to:
- Identify the elements of a story and create a plot diagram;
  Do Now: What makes a story compelling?
- Analyze plot structure (i.e., exposition, rising action, crisis/climax, falling action, resolution/denouement) in short stories**
  Do Now: Label a plot diagram
- Predict plot based on visual literacy;
  Do Now: Visual literacy practice
- Infer connotation using context clues;
  Do Now: "Words Matter" exercise
- Examine the meaning of figurative language and apply concepts;
  Do Now: Descriptive Quick Write
- Compare and contrast metaphor and simile;
  Do Now: Compare and contrast graphic organizer
- Differentiate among four literary conflicts;
  Do Now: Narrative Quick Write
- Evaluate the role of conflict in propelling the plot.
  Do Now: Google Form recap of plot elements
- Apply close reading strategies to analyze literary text.
  Do Now: Summarize a passage
- Analyze the role of setting in a short story
  Do Now: Visual literacy to describe setting in an image
- Compose a detailed exposition for an original piece of creative writing;
  Do Now: Write around
- Simulate conflict in an original piece of creative writing;
  Do Now: Examples of conflict
- Integrate conflict and elements of plot elements in a piece of creative writing**;
  Do Now: Scholastic Story Starters
- Review and reflect on project development through revising, editing, and peer review.
  Do Now: Self-Assessment

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Instructional Strategies/Differentiated Instruction

- Academically productive talk and accountable talk
- Effective and regular feedback
- Grammar exercises
- Free response journaling in the form of quick writes
- Minilessons
- Guided Notes
- Graphic organizers
- Audiobooks
- Individual conferencing
- Text is modified for complexity
- Text is modified for spacing
- All assessments and tests are modified in structure, length, and complexity
- EL Modifications:
  - Alternate responses
  - Advanced notes and pre-teaching of content vocabulary
  - Simplified instructions
  - Coteaching with a bilingual teacher

Assessments

FORMATIVE ASSESSMENTS:
- Quick Writes;
- Google Form entrance and exit tickets;
- Plot Elements Quiz.

SUMMATIVE ASSESSMENT(S):
- Edulastic Unit Test: Plot Structure in Literary Passages
- 2022-2023 ISAAC Literacy Rubric

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Unit Task

Task Name: My Short Story

Description: The students will create an original short story that features all five elements of plot and a conflict. Students must effectively and correctly use at least two types of figurative language. The students will show evidence of prewriting in the form of a plot diagram and an additional graphic organizer. The students may select the format of their unit task whereby they have the option to compose a 2-5 page story, a graphic novel with the equivalent of at least three complete paragraphs, or a 3D diorama with the equivalent of at least two complete paragraphs. These options encourage student choice, creativity, and modification for IEP, 504, and EL learners.

Evaluation:
●   Teacher-Created Scoring Guide; and
●   2022-2023 ISAAC Literacy Rubric

Unit Resources

- ISAAC Schoolwide Literacy Rubric
- Audiobooks
- Internet databases
- Chromebooks
- Bradbury, Ray. *The Veldt*. Perfection Learning, 1982.
- Scholastic. "Story Starters: Creative Writing Prompts for Kids." Scholastic, www.scholastic.com/teachers/story-starters/index.html. Accessed 10 May 2022.
- "The Power of Words." *YouTube*, 7 Jan. 2014, www.youtube.com/watch?v=QYcXTlGLUgE. Accessed 10 May 2022.
- Dictionaries