



Grade 6 - Unit 5 - Storytelling

Unit Focus

Stories are everywhere around us- on the TV, in songs or even from your friends. Some stories have lasted hundreds to even thousands of years by being passed down through the oral tradition of storytelling. Later stories were written down, but we still love to hear them told. Stories teach us about an array of cultures, morals, themes and connect us all. Students will be immersed in the short story genre to read like writers for the purpose of analysis and goal setting. Students will analyze and deconstruct plots, characters, settings and craft moves to help them model and plan for presenting their own original short story.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Standards <ul style="list-style-type: none">Common Core<ul style="list-style-type: none">English Language Arts: 6<ul style="list-style-type: none">Reading Literature<ul style="list-style-type: none">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.RL.6.3)Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS.ELA-LITERACY.RL.6.4)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. (CCSS.ELA-LITERACY.RL.6.5)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.6.3)Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS.ELA-LITERACY.W.6.3.A)Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS.ELA-LITERACY.W.6.3.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.6.3.C)Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS.ELA-LITERACY.W.6.3.D)Provide a conclusion that follows from the narrated experiences or events. (CCSS.ELA-LITERACY.W.6.3.E)Writing	<i>Students will be able to independently use their learning to...</i> T1 Compare and contrast literary patterns across texts. T2 Through the intentional use of elaboration and author's craft techniques, develop ideas to engage the intended audience for a specific purpose.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Texts have structures and follow a predictable sequence. U2 Readers recognize that authors don't always say things literally; sometimes they convey their ideas indirectly (e.g., metaphor, satire, irony). U3 Writers choose organizational patterns and techniques to elicit an intended response from the reader. U4 Writing is strengthened through a cyclical process involving planning, revising, editing, and rewriting, or trying a new approach.	<i>Students will keep considering...</i> Q1 How do authors develop ideas, characters, and events within the text? Q2 How do authors use language and stylistic choices to convey their meaning? Q3 How do I best organize my writing based on the genre? Q4 How do I present my ideas to engage my audience? Q5 What revisions/edits do I need to make to improve my writing?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Literary Devices are tools used by writers to hint at larger themes, ideas, and meaning in a story or piece of writing.	<i>Students will be skilled at...</i> S1 Understanding that texts have structures and follow a predictable sequence.

Stage 1: Desired Results - Key Understandings

- 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.6.4)*
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. *(CCSS.ELA-LITERACY.W.6.5)*
- Speaking & Listening
- 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. *(CCSS.ELA-LITERACY.SL.6.4)*
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. *(CCSS.ELA-LITERACY.SL.6.6)*
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *(CCSS.ELA-LITERACY.L.6.1)*
- Recognize and correct inappropriate shifts in pronoun number and person.* *(CCSS.ELA-LITERACY.L.6.1.C)*
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* *(CCSS.ELA-LITERACY.L.6.1.D)*
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* *(CCSS.ELA-LITERACY.L.6.1.E)*
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. *(CCSS.ELA-LITERACY.L.6.3)*
- Vary sentence patterns for meaning, reader/listener interest, and style.* *(CCSS.ELA-LITERACY.L.6.3.A)*
- Maintain consistency in style and tone.* *(CCSS.ELA-LITERACY.L.6.3.B)*
- 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. *(CCSS.ELA-LITERACY.L.6.4)*
- 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.6.4.A)*
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). *(CCSS.ELA-LITERACY.L.6.4.B)*
- 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. *(CCSS.ELA-LITERACY.L.6.4.C)*

K2 Exposition is the beginning of the story where characters and setting are introduced.

K3 Rising Action is where the main character faces a series of conflicts.

K4 Climax is the most exciting part of the story; when we learn the outcome.

K5 Falling Action are the events leading to the end of the story.

K6 Resolution is the end of the story.

K7 Vocabulary: plot mountain, simile, metaphor, personification, hyperbole, alliteration, onomatopoeia, storyteller, storyboard, trickster, pourquoi, anthropomorphism, antagonist, protagonist, dialogue, verb tense, pronoun shifts, vague pronouns, varying sentences, style, tone.

K8 Morphemes: Latin Base am(i), amor, amat and Greek Base phil(o) = “love, friend”, Greek Suffixes -ize = “to make” and -ization = “the result or act of making”, Greek Suffixes -ism = “belief, practice” and -ist = “one who believes or practices”, Latin Suffixes -ive = “tending to, inclined to” and -ion = “state or act”

S2 Identifying and using literary devices in reading and writing.

S3 Creating and using a storyboard format including elements of plot (exposition, rising action, climax, falling action, resolution).

S4 Revising overtime using feedback from teacher and peers to improve their story.

S5 Presenting a story to an audience while using storytelling techniques (volume, repetition, movement, sounds, voices/dialogue, audience participation) help to engage an audience.

S6 Recognizing and correcting inappropriate shifts in pronoun number and person.

S7 Recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).

S8 Recognizing variations from standard English in their own and others' writing and speaking, and identifying and using strategies to improve expression in conventional language.

S9 Varying sentence patterns for meaning, reader/listener interest, and style.

S10 Maintaining consistency in style and tone.

S11 Recognizing morphemes hold their own individual meaning.

Stage 1: Desired Results - Key Understandings

- 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.6.4.D*)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (*CCSS.ELA-LITERACY.L.6.5*)
- Interpret figures of speech (e.g., personification) in context. (*CCSS.ELA-LITERACY.L.6.5.A*)

Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (*POG.1.2*)
- Design: Engaging in a process to refine a product for an intended audience and purpose. (*POG.2.2*)