

Unit 1: Creating A Story
6th Grade Honors Language Arts
22 Class Meetings

Revised October 2025

Essential Questions

- How do authors employ a variety of literary elements to engage readers?
- How do authors create complex characters to communicate their story?

Enduring Understandings with Unit Goals

EU 1: Understanding how a story is organized is necessary for students to analyze and interpret literature.

- Analyze how setting, plot, and conflict contribute to the arc of a story.
- Students will analyze how the overall structure of the text contributes to the development of the story.

EU2: Authors depend on craft, devices and techniques to write engaging stories.

- Analyze how authors use figurative language, words, phrases and structures to write stories.
- Determine a theme or central idea of the text through details of a text.
- Examine how an author develops the point of view of a narrator or speaker.

EU3: Authors use common literary devices to craft and enhance their writing.

- Apply narrative techniques to develop a well-structured personal narrative.
- Engage in the editing process to produce clear and coherent writing.

Standards

Common Core State Standards

- **RL. 6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **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 judgements.
- **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.6.4** 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 of meaning and tone.
- **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.6.10** Explain how an author develops the point of view of the narrator or speaker in a text.
- **W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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- **W.6.5** 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.
- **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.
- **L.6.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **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.
- **L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **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.

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.

Unit Content Overview

- 1. Story Arc**
 - Build Background Knowledge.
 - Define Exposition, Rising Action, Climax, Falling Action, and Resolution.
 - Apply the story arc to various texts.
- 2. Literary Elements**
 - Examine setting and characterization.
 - Analyze conflict and theme in the story.
 - Determine the meaning and impact of figurative language.
- 3. Narrative Short Story**
 - Evaluate narrative writing.
 - Craft a narrative piece.

Key Terms: Characterization, figurative language, allusion, hyperbole, simile, metaphor, onomatopoeia, personification, foreshadowing, plot (i.e., exposition, rising action, climax, falling

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action, resolution), visual literacy, narrative, point of view, dialogue; transition words, summary, illustrate, develop, conclude

Vocabulary: Great Depression, glum, foster, provoked, ingratitude, radiating, lugged, devoured, scolding

Interdisciplinary Connection:

- Humanities

Daily Learning Objectives with TWPS

Students will be able to:

- Build essential background knowledge to understand the text.*
 - *If you had to fill a suitcase with three important items, what would you pack? Explain*
 - *Make a prediction about the setting of this story. What key details about this time period relate to the setting?*
- Apply close reading strategies to cite strong text evidence.
 - *What important evidence did you find in the reading passage today?*
- Analyze how the setting impacts the characters in the text supported with text evidence.
 - *How does the setting impact the character in the text? Explain*
- Analyze plot structure (i.e., exposition, rising action, crisis/climax, falling action, resolution/denouement) in stories.
 - *Using the text, what can we predict about the plot?*
- Analyze character development based on the text and support analysis with text evidence.*
 - *What would be the worst part of living in this time period? Explain*
 - *Describe the main character and their important character traits?*
- Determine the author's point of view and write from another character's point of view.
 - *Rewrite the scene from another character's point of view?*
 - *How would you get revenge on the Amos family?*
- Identify figurative language in literary text and the impact on the story.*
 - *What examples of figurative language can be found in the text?*
 - *Why do authors include figurative language in their writing?*
- Infer connotation and using context clues.
 - *What can we infer about important words from the text?*
- Examine the meaning of figurative language.
 - *What similes and metaphors could I use in my writing ?*
- Compare and contrast two characters from the text.*
 - *What are the characters' positive and negative traits?*
 - *Compare and contrast yourself to an image. How are you similar? How are you different?*
- Analyze the text to determine the theme.*
 - *Based on the Pixar Video, what is the theme? How do you know?*
 - *What will happen next in the story? What might happen now that Hooverville is destroyed?*
- Determine a theme in the text and explain what the reader learns from the theme.

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- *What universal themes repeat throughout the text?*
- Identify the components of a strong summary.
 - *What are the most important details to include in a summary?*
- Craft a strong summary paragraph.
 - *How can we summarize a passage from the text?*
- Evaluate an exemplary text for powerful, descriptive writing.
 - *What are some ways I can become better at something?*
- Craft a 5-paragraph personal narrative that creates an engaging story.
- Revise and edit for effective transitions and clear organization.*
 - *What are three-word choices that would improve your writing?*
 - *How can you give effective writing feedback to your peer?*

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Small group instruction
- Guided notes
- Modeling
- Student-led instruction
- Anchor charts
- Think-Write-Pair-Share
- Journaling
- Graphic Organizer
- Accountable Talk
- Regular Homework
- Word walls with visuals
- Audiobooks

EL DIFFERENTIATED INSTRUCTION:

- Verbal Prompting, questioning
- Explicit modeling
- Guided and independent practice
- Small group instruction
- Strategic grouping
- Key Vocabulary
- Graphic organizers
- KWL charts
- Venn Diagram
- Sequence Writing
- Reinforcing contextual definition
- Predicting and Inferring
- Directed reading thinking activities
- Glossaries
- Sentence Starters
- Word banks

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Assessments

FORMATIVE ASSESSMENTS:

- Brief Write responses
- Think-Write-Pair
- Accountable Talk Discussions
- CER
- Reading checks Text Dependent Questions
- Grammar practice
- Graphic organizers
- Regular Homework

SUMMATIVE ASSESSMENTS:

- Quiz EU1
- Quiz EU2
- Read Literary Text IAB
- Unit Task My Short Story Narrative Rubric and Teacher Scoring Guide

Unit Task

Unit Task Name: My Short Story

Description: The students will create an original short story narrative piece that features all five elements of plot and a conflict. Students must effectively and correctly use at least **four** types of figurative language and the use of dialogue. The students will show evidence of a prewriting strategy, complete a plot diagram (EU1) and an additional graphic organizer to organize their transitions and cohesiveness (EU2, EU3). They will edit and provide feedback to their partner to produce a polished writing piece.

Evaluation: ISAAC Narrative Rubric and Teacher Scoring Guide

Unit Resources

- Teacher-Created Scoring Guide
- Pear Assessment
- Chromebooks
- Novel: Bud Not Buddy by Christopher Paul Curtis
- Informational Text
- Short Stories from Common Lit
- Newsela
- “*Thank You Ma’am*” by Langston Hughes