### Unit Summary

In this unit students will be exposed to short stories, providing them with an opportunity to analyze and evaluate the elements and characteristics of the genre. Through the teaching of the Five Elements of a Short Story, students will understand how authors use different writing styles and techniques to convey his/her message. By the end of this unit, students will demonstrate an understanding of and will in turn use different narrative techniques to indicate the passage of time between past and present in order to engage a reader. Students will evaluate several short stories, understand the Five Basic Elements, apply point of view, characterization, conflict, mood, and story structure in order to transfer their understandings to their written pieces. Students will examine how the text is structured, note the length and pace of the paragraphs or episodes within the text and how cohesion is created across the narrative. Students will then use these findings to create a plan to support their own independent writing.

Students will be introduced to a variety of short stories that will expose them to various narrative techniques allowing them to comprehend the experiences of the character and the messages the author conveys, make connections to the real world, as well as produce their own short story at the end of the unit. This unit will focus on both reading strategies as they pertain to the stories, and writing strategies which will allow students to transfer their learning to a final writing piece.

Through the reading of selected stories and texts students will become familiar with how to form opinions and personal responses to text, infer authors’ perspectives, predict events, visualize events and character details, understand underlying themes, and determine important details in order to produce responses in writing and discussion.

Throughout this unit there will be a range of stimuli to support the students in order to generate ideas for their own short story. For example: images, role-play, shared discussion, posters/drawings, comprehension activities, and organizational charts.

At the end of this unit students will have a deeper understanding of short stories, and how writers use different structures to create coherence and impact. Through these reading and writing techniques, readers will have a better ability to grasp and comprehend messages as well as begin to construct an interpretation and/or understanding of the world. This unit precedes a novel study, thus allowing students to have had a variety of experiences in order to analyze and evaluate a longer text in the next unit.

### Essential or Driving Question(s)

- How do we, as readers, define the power of perspective so that we can consider a variety of different points of view?
- Why would the author choose a particular writing technique or style in order to convey his/her message?
- How does the study of Literature help individuals construct an understanding of the world around us?
- How do our personal experiences shape the way we interpret a story or imagine experiencing a new situation?
- How do our personal experiences allow us to relate/connect with the conflicts and ideas in a story? Or view ourselves?

### Knowledge

**Students will know...**

### Skills

**Students will be able to...**

- use and apply practiced reading fluency to future text.
- Short stories have the following elements to enhance reader understanding: plot (conflict), character, setting, mood, and point of view.
- Certain characteristics are common to all short stories.
- Underlying themes, causes and points of view
- How writers use different structures to create coherence and impact
- How writers must take into consideration their audience and the purpose
- How to apply various reading strategies in order to comprehend the essence of a story

**Vocabulary:**

**Vocabulary Challenge Assignment Criteria:**
https://docs.google.com/presentation/d/1VtuUIKdnWSGFXLyc-UmGv_JKS6J7eNU8NsZMeks9g0/edit?ts=59b9dde3#slide=id.g262995fbc6_0_0

-Introduced and Mastery of:
  - PLOT Make Inferences/Predictions
  - Exposition
  - Rising Action
  - Climax
  - Falling action
  - Denouement (Resolution)
  - Conflict Types
  - Theme
  - Characterization
  - Character Types (round, flat, dynamic, static)
  - Point of View
  - Foreshadowing
  - Flashback
  - Suspense
  - (Irony)—introduced lightly

**Applied Learning Activities**
- Identifying Character Types
- Character Types in Short Stories
- Lamb to the Slaughter by Roald Dahl (Text)
- Characters in Writing
- Key Note Short Story Elements
- Plot Structure in Short Stories
- Graphic Organizer—Character Types
- How to Punctuate Dialogue (SS Writing)
- Graphic Organizer—SS Writing Plan
- Checklist for Revising (SS Writing)
- Fill in the Blank Notes—Elements of Short Stories
- Description of Short Story Writing Assignment

**Differentiation**

**Accommodations**
- Use of assessment accommodations (e.g., granting of extra time; use of oral story telling, demonstrations or visual representations, or tasks requiring completion of graphic organizers and other assessment tasks that depend heavily on proficiency in English).
- Use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding; previewing of textbooks, pre-teaching of key vocabulary;)
- Use of a variety of learning resources (e.g., visual material, simplified text, and materials/stories that reflect cultural diversity)

**Description of Short Story Writing Assignment**
### Resources

- *Lessons that Change Writers*, Nancy Atwell, FirstHand Publishers
- Grammar for writing, Ref: 0107/2000, Year 6
- Literacy teaching resources - quality texts to support the teaching of writing
- "Writing Strategies" by Jennifer Seravallo (Heinemann)
- Lucy Calkins Writer's Workshop materials

**Other Short Story Options**

- "All Summer in a Day" by Ray Bradbury
- "Eleven" by Sandra Cisneros
- "The Most Dangerous Game" by Richard Connell
- "Lamb to the Slaughter" by Roald Dahl

### Standards & Assessments

**CCSS: English Language Arts 6-12**

**CCSS: Grade 6**

**Reading: Literature**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

   RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

   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.

### Assessments

**Creating Plot Summary**

**Formative: Written Assessment**

Students will read a variety of texts and complete this organizer in order to better understand how plot is created and the different elements of plot.

**Individual/Small Group Discussion**

**Diagnostic: Written Assessment**

guided reading and writing opportunities

**Reading Comprehension**

**Diagnostic: Other**

Students will be responding to questions after each short story in order to assess comprehension skills. Strategies being determined are: Determining Importance, Analyzing/Synthesizing, Predicting/Inferring, Making Connections, Questioning, Visualizing.

**Narrative Writing Prompts**

**Formative: Written Assessment**

Students will be provided with informal writing prompts reflective of the theme studied in different short stories. Each short written piece will have a particular focus, subject to the focus being taught in that short story. (ie. If short story #1 has a focus on plot and character development, then the student writing is
in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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 on meaning and tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.

6. Assess how point of view or purpose shapes the content and style of a text.

RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.6.3a. 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.

W.6.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.6.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.4. 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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

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.

SL.6.1a. Come to discussions prepared, having read 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.

SL.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively,
orally) and explain how it contributes to a topic, text, or issue under study.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1a. Ensure that pronouns are in the proper case (subjective, objective, possessive).

L.6.1b. Use intensive pronouns (e.g., myself, ourselves).

L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.*

L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

L.6.1e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

L.6.2b. Spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.*

L.6.3b. Maintain consistency in style and tone.*
Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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.6.4a. 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.

L.6.4c. 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.

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.5a. Interpret figures of speech (e.g., personification) in context.

L.6.5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

L.6.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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.

Language Progressive Skills

L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.

L.3.3a. Choose words and phrases for effect.

L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
| **L.4.1g.** Correctly use frequently confused words (e.g., to/too/two; there/their). |
| **L.4.3a.** Choose words and phrases to convey ideas precisely. |
| **L.4.3b.** Choose punctuation for effect. |
| **L.5.1d.** Recognize and correct inappropriate shifts in verb tense. |
| **L.5.2a.** Use punctuation to separate items in a series. |

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.