

Jay Curriculum: Unit Cover Page

Unit title: Short Stories

Grade Level: 6

Content Area(s): ELA

Date Created:

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Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

- A8 Read for a wide variety of purposes
- G1 Write stories with identifiable beginning, middle and ending
- G10 Deliver oral presentations that use a variety of strategies of address
- B4 Explain how the motives of characters or the causes of complex events in texts are similar to and distinct from those in their own experience

Unit: Short Stories

Brief Summary of Unit/Topic

Summary:

Students will read a variety of short stories making comparisons between their own lives and the lives of story characters. They will also write and present their own short story.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

- People read for different purposes
- Stories need a beginning, middle, and end
- Relating to characters and events is a way of involving readers
- A good speaker uses strategies of address

Students will know:

- They ready for a variety of purposes
- A story has a beginning, middle and end
- Strategies of address hold the attention of an audience
- Their lives and lives of story characters have similarities and differences

Students will be able to:

- Identify different purposes of reading
- Write a story with a beginning, middle and end
- Present their story to the class using strategies of address
- Compare their lives with lives of story characters

Enduring Understanding/s:

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See aligned scoring guide .)
Create a poster that features purposes for reading	A8			
Write a story with a beginning, middle, and ending	G1			
Student will read their short story to class using eye contact, hand gestures, and voice modulation	G10			
Using a Venn diagram, students will compare their lives to character lives	B4			
QUIZZES, TESTS, PROMPTS				
Completed posters				
Completed short story with a beginning, middle, end				
Story presentation rubric				
Venn Diagram				
OTHER				
Class discussions				
B, M, E story completers				
Ob. Practice of strategies of address				
Oral reading				
STUDENT SELF ASSESSMENT				
Poster assessment				
Writing process checklist				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

1. Class and individual reading of a variety of short stories.
2. Vocabulary study
3. Venn diagram for B4
4. Identify beginning, middle, and ending in short stories
5. Write missing parts (beginning, middle, end) of stories
6. Poster for purposes of reading
7. Write stories with B, M, and E using writing process.
8. Agree/disagree with character motives/decisions and support
9. Literature circle discussions

REFERENCES: