

Teacher Name : J. Pigg	Class/Grade Level: 6 th Reading	2 nd Six Weeks
Unit Title: Unit 02: Exploring Fiction and Drama		
TEKS: 06NELA02 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.		
<p>A). <i>determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.</i></p> <p>B). <i>use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.</i></p> <p>E). <i>use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.</i></p>		
06NELA03 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.		
<p>A). <i>infer the implicit theme of a work of fiction, distinguishing theme from the topic.</i></p> <p>B). <i>analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures.</i></p> <p>C). <i>compare and contrast the historical and cultural settings of two literary works.</i></p>		
Primary 06NELA05 Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.		
<p>A). <i>explain the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line.</i></p>		
Primary 06NELA06 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.		
<p>A). <i>summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction.</i></p> <p>B). <i>recognize dialect and conversational voice and explain how authors use dialect to convey character.</i></p> <p>C). <i>describe different forms of point-of-view, including first- and third-person.</i></p>		
Primary 06NELA08 Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.		
<p>A). <i>explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.</i></p>		
Primary 06NELA13 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.		
<p>A). <i>explain messages conveyed in various forms of media.</i></p> <p>B). <i>recognize how various techniques influence viewers' emotions.</i></p>		
06NELA26 Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.		
<p>A). <i>listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.</i></p>		
Primary 06NELA28 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.		
<p>A). <i>participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.</i></p>		
Primary 06NELA29 Figure 19: Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.		
<p>A). <i>establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension.</i></p>		

- B). *ask literal, interpretive, evaluative, and universal questions of text.*
- C). *monitor and adjust comprehension (e.g., using background knowledge; creating sensory images; rereading a portion aloud; generating questions).*
- D). *make inferences about text and use textual evidence to support understanding.*
- E). *summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts.*
- F). *make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.*

Concepts:

Elements – Dialogue, Plot, Setting, Character

Techniques – Sensory Detail, Figurative Language, Imagery, Personification

Interpretation – Connections

Key Understandings:

Authors use techniques and elements to enable the reader to experience and connect with the events and characters.

- How do authors generate ideas for writing?
- How do authors focus and develop an imaginative story?

Concepts:

Interpretation – Connections

Perception – Thoughts

Key Understandings:

Readers use strategies to support interpretation of text.

- What do readers do to understand text?
- Why do we read fiction?

Concepts:

Interpretation – Vocabulary, Comprehension

Key Understandings:

Understanding new words and concepts enhances comprehension and oral and written communication.

- How can understanding word parts help you as a reader and writer?
- How do readers figure out the meaning of unknown words?
- Why do readers and writers use dictionaries and other resources?
- Why is it important to pay attention to words?

Concepts:

Form – Short Story

Perception

Interpretation – Connections, Relevance

Elements – Plot Elements

Form – Traditional Literature, Classical Literature

Elements – Stylistic Elements

Form – Play, Film

Perception

Interpretation – Connections, Relevance

Elements – Setting, Characters, Plot

Key Understandings:

Readers create connections to make text personally relevant and useful.

- How making connections within and across texts help readers understand what they are reading?

Performance Indicators:

06NELA02.1 After reading a fictional short story, design a flowchart summarizing the plot elements (e.g., exposition, rising action/conflict, turning point, climax, falling action, denouement). (6.Fig19A, 6.Fig19B, 6.Fig19C, 6.Fig19D; 6.6A) [ELPS] 1E; 4D, 4E, 4F, 4G, 4I, 4J; 5G No Embedded Key Understandings

06NELA03.1 After reading a traditional or classical story, analyze the stylistic element(s) used in the story. Create a tri-fold display using the following categories: type of stylistic element(s), function of stylistic element(s), and affect of stylistic elements. (6.Fig19A, 6.Fig19C, 6.Fig19D, 6.3B) [ELPS] 1E; 4D, 4E, 4F, 4G, 4I, 4J; 5G No Embedded Key Understandings

06NELA05.1 After reading a play and viewing the film version of the same story, create a Venn diagram to identify the similarities and differences in the characters, setting, and plot. Write a short response identifying your preference between the play and the film and communicate why you preferred that version. (6.5A; 6.17C) [ELPS] 1E, 1H; 2F; 4D, 4E, 4F, 4G, 4I, 4J, 4K; 5F, 5G No Embedded Key Understandings

Lesson Activity 1: Exploring Elements of Plot

10/3:

1. Reading Appetizer: 3-5 minutes
2. Display the selected fictional short story for modeling. Read the title and discuss the cover (if applicable). Ask: **What type of text is this?** *Fiction* **How do you know?** Discuss responses.
3. Ask: **What do readers read fiction? What is the purpose for reading fiction?** Discuss responses.
4. Display the Handout: **Story Map** or the original plot line created in the Teacher Reader's Notebook.
5. Using the Handout: **Story Map** or plot line, explain the different elements of plot. Ask: **Why do we need to learn about the elements of plot? How does it help us as readers?** Discuss responses.
6. Read a portion of the selected fictional short story aloud.
7. On the Handout: **Story Map** or on the plot line in the Teacher Reader's Notebook, summarize the plot elements from the portion read aloud. Model how to summarize and not give all the specific details.
8. Continue reading aloud until the halfway point of the story. Complete the relevant plot elements on the Handout: **Story Map** or on the plot line in the Teacher Reader's Notebook.

10/4:

1. Display the selected fictional short story for modeling from Daily Lesson 1 Reading.
2. Display the partially completed Handout: **Story Map** or plot line in the Teacher Reader's Notebook.
3. Review what has been read so far and what plot elements have been developed.
4. Continue to read the selected fictional short story aloud and discuss the plots elements while completing the Handout: **Story Map** or the plot line in the Teacher Reader's Notebook. Model how to summarize not to describe every single detail.

10/5:

1. Reading Appetizer: 3-5 minutes
2. Display the selected fictional short story for modeling from Daily Lessons 1 and 2 Reading.
3. Display the completed Handout: **Story Map** or plot line in the Teacher Reader's Notebook from Daily Lesson 2. Review the plot elements of the story.
4. Read one of the selected examples of dialogue from the story.
5. Ask: **How does dialogue help a reader learn about the character?** Discuss responses.

6. Reread the example of dialogue from step #5. Ask: **What does this quote tell us about the character?** Discuss responses.
7. Explain that conversational voice is when the words the characters are saying are like having a conversation with them. It tends to be less formal. Ask: **Did the author use conversational voice in this example?** Discuss responses including how it affects what a reader knows about a character.
8. Explain that dialect is language that is characteristic of a particular group of people or geographical region. Ask: **Does the author use dialect when this character speaks?** Discuss responses including how it affects what a reader knows about a character.
9. Continue analyzing the other selected examples of dialogue. Explain how the author uses dialect and conversational voice to convey character.

10/6:

1. Display the selected fictional short story for modeling from Daily Lessons 1 -3 Reading.
2. Display the completed Handout: **Story Map** or plot line in the Teacher Reader's Notebook from Daily Lesson 2. Review the plot elements of the story.
3. Ask: **What is an inference?** Discuss responses.
4. Ask: **What is theme? How is it different from topic?** Discuss responses.
5. Explain that many times readers have to infer the theme of a story because the author does not explicitly tell the reader the theme.
6. Ask: **What was the theme of the story that was read in Daily Lessons 1-3? Did the author directly tell us or did we need to infer?** Discuss responses and provide text evidence to support ideas.
7. Ask: **What is point of view? What are different types of point of view?** Discuss responses and review the difference between first-person and third-person point of view.
8. Display and/or read one of the excerpts. Ask: **In what point of view is this excerpt written?** Discuss responses and provide text evidence to support ideas.
9. Continue with the other excerpts, discussing different types of points of view.
10. Ask: **In what point of view is the story we've been reading told from?** Discuss responses and provide text evidence to support ideas.

1. With their same partner from Daily Lessons 1 and 2, students record the theme of their story in their Reader's Notebooks and provide text evidence to support their ideas.
2. In their Reader's Notebooks, students also record the point of view in which the story is written and provide text evidence to support their ideas.
3. Students engage in Independent Reading if time allows

10/7:

1. Reading Appetizer: 3-5 minutes
2. Display the selected fictional short story for modeling.
3. Display the original plot line created in the Teacher Reader's Notebook. Discuss other ways to create a graphic organizer to show plot elements.
4. Using the plot line, review the different elements of plot. Ask: **Why do we need to learn about the elements of plot? How does it help us as readers?** Discuss responses.
5. Read a portion of the selected fictional short story aloud.

6. On the plot line in the Teacher Reader's Notebook, summarize the plot elements from the portion read aloud. Model how to summarize and not give all the specific details.
 7. Continue reading aloud until the halfway point of the story. Complete the relevant plot elements on the plot line in the Teacher Reader's Notebook.
- 10/10: NO SCHOOL
- 10/11:
1. Display the selected fictional short story for modeling from Daily Lesson 5 Reading.
 2. Display the partially completed plot line in the Teacher Reader's Notebook.
 3. Review what has been read so far and what plot elements have been developed.
 4. Continue to read the selected fictional short story aloud and discuss the plots elements while completing the plot line in the Teacher Reader's Notebook. Model how to summarize not to describe every single detail.
 5. After finishing the story, model writing a 3-5 sentence summary that highlights the plot elements.
1. With the same partner from Daily Lesson 5, students finish reading the fictional short story from Daily Lesson 5.
 2. Students complete the plot line in their Reader's Notebooks. Students summarize the plot elements instead of describing every detail.
- 10/12:
1. Reading Appetizer: 3-5 min
 2. Display the selected fictional short story for modeling from Daily Lessons 5 and 6 Reading.
 3. Display the completed plot line in the Teacher Reader's Notebook from Daily Lesson 2. Review the plot elements of the story.
 4. Read one of the selected examples of dialogue from the story.
 5. Review how dialogue helps the readers know more about the characters.
 6. Reread the example of dialogue from step #5. Ask: **What does this quote tell us about the character?** Discuss responses.
 7. Review that conversational voice is when the words the characters are saying are like having a conversation with them. It tends to be less formal. Ask: **Did the author use conversational voice in this example?** Discuss responses.
 8. Review that dialect is language that is characteristic of a particular group of people or geographical region. Ask: **Does the author use dialect when this character speaks?** Discuss responses.
 9. Continue analyzing the other selected examples of dialogue. Explain how the author uses dialect and conversational voice to convey character.
- 10/13:
1. Display the selected fictional short story for modeling from Daily Lessons 5-7 Reading.
 2. Display the completed plot line in the Teacher Reader's Notebook from Daily Lesson 2. Review the plot elements of the story.
 3. Review what it means to infer.
 4. Ask: **What is theme? How is it different from topic?** Discuss responses.
 5. Review that many times readers have to infer the theme of a story because the author does not explicitly tell the reader the theme.
 6. Ask: **What was the theme of the story that was read in Daily Lessons 5-7? Did the author directly tell us or**

did we need to infer? Discuss responses and provide text evidence to support ideas.

7. Review the different types of points of view. (optional)
8. Display each selected fictional excerpt and discuss the point of view of each. (optional)
9. Ask: **In what point of view is the story we've been reading told from?** Discuss responses and provide text evidence to support ideas.
1. Writing Appetizer: 8 min.
2. Display the chart of questions from Daily Lesson 7 Writing. Show students the question that was added to the chart.
3. Using another selected character from the story in the Teacher Writer's Notebook, discuss and record the answers to the questions on the chart. When recording what the character might say, model how to punctuation dialogue appropriately. Be sure to include character dialect or conversational voice where appropriate.
4. Ask the students if they are wondering anything else about the character.

Learning Applications

1. With their same partner from Daily Lessons 1 and 2, students record the theme of their story in their Reader's Notebooks and provide text evidence to support their ideas.
2. In their Reader's Notebooks, students also record the point of view in which the story is written and provide text evidence to support their ideas.

10/14:

1. Reading Appetizer: 3-5 min
2. Display the fictional short stories used for modeling in Daily Lessons 1 and 5. Review the plot elements of each.
3. Ask: **What are the elements of setting?** Discuss responses including *time, place, physical conditions/weather, social conditions*.
4. Ask: **What does historical mean?** Discuss responses.
5. Ask: **What does cultural mean?** Discuss responses.
6. In the Teacher Reader's Notebook, draw a Venn diagram. **Think Aloud** about the setting of each story including the historical and cultural backgrounds. On the Venn diagram, compare and contrast the elements of setting in each of the stories.

10/17:

1. Review the elements of plot. Display previously used plot lines and/or handout as applicable.
2. Explain the expectations of the Performance Indicator including that students will read a new fictional short story, design a flow chart with plot elements, and then summarize the plot elements from the story.
1. Students either select a fictional short story from the collection or receive a teacher-assigned story.
2. Students read the fictional short story independently.
3. In their Reader's Notebook, students design a flowchart with all the plot elements.
4. Students summarize the story's plot elements on the flow chart.

Lesson Activity 2: Exploring Plays and Films

10/18:

1. Reading Appetizer: 3-5 minutes
2. Explain that films (movies) are a form of media that carry messages. Ask students to give examples of movies they have seen recently. Ask them what they think the theme of the movie was.
3. Instruct students to think of message as they view the selected film clip.
4. Play the first selected film clip.
5. Ask: **What do you think was the message of the clip?** Discuss responses.
6. Ask: **What type of emotions did you feel while watching the clip?** Discuss responses.
7. Ask: **What techniques did the filmmaker use to make you feel that way?** Discuss responses. Consider dialogue, close-ups, background music, etc.

10/19:

1. Display the Handout: **Story Map** or the created graphic organizer in the Teacher Reader's Notebook. Review the elements of plot, setting, and character. Either distribute the Handout: **Story Map** or instruct students to create a graphic organizer in their Reader's Notebook that includes the elements of plot, setting, and character.
2. Explain that plays are a type of literary text that usually have the same structure as a fictional text including plot, setting, and characters.
3. Display the selected play. Ask: **What makes a play different from a normal fictional text?** Discuss responses.
4. Assign parts and read a portion of the play aloud.
5. As a class, complete the relevant parts of the Handout: **Story Map** or the created graphic organizer. Discuss the elements of plot, setting, and characters.
 1. Divide students into small groups (depending on the number of parts in the play) to continue reading the play.
 2. Students finish reading the play with their small group.
 3. Students discuss the elements of plot, setting, and character. Students complete the Handout: **Story Map** or the created graphic organizer in their Reader's Notebook.

10/20:

1. Reading Appetizer: 3-5 minutes
2. Display the play read in Daily Lesson 12. Review the completed Handout: **Story Map** or created graphic organizer from Daily Lesson 12.
3. Tell students that they are going to watch a film that corresponds with the play from Daily Lesson 12.
4. Instruct students to think about the elements of plot, setting, and characters as they watch the film (or scene from the film).
5. Play the film (or scene from the film).
6. Create a Venn diagram in the Teacher Reader's Notebook.
7. **Think Aloud** and record 1-2 things that were the same between the play and the film. **Think Aloud** and record 1-2 things that were different about the play and the film.

10/21:

1. Display the Handout: **Story Map** or the created graphic organizer in the Teacher Reader's Notebook. Review the elements of plot, setting, and character. Either distribute the Handout: **Story Map** or instruct students to create a graphic organizer in their Reader's Notebook that includes the elements of plot, setting, and character.
2. Display the selected play. Ask: **What makes a play different from a normal fictional text?** Discuss responses.

3. Assign parts and read a portion of the play aloud.
4. As a class, complete the relevant parts of the Handout: **Story Map** or the created graphic organizer. Discuss the elements of plot, setting, and characters.
 - . Divide students into small groups (depending on the number of parts in the play) to continue reading the play.
2. Students finish reading the play with their small group.
3. Students discuss the elements of plot, setting, and character. Students complete the Handout: **Story Map** or the created graphic organizer in their Reader's Notebook.

Lesson Activity 3: **Date-Date** Engage or Explore or Explain or Elaborate or Evaluate

Very brief explanation of the student activity...

Student Responsibility, **Date**:

Student Responsibility, **Date**:

Student Responsibility, **Date**:

Lesson Activity 4: **Date-Date** Engage or Explore or Explain or Elaborate or Evaluate

Very brief explanation of the student activity...

Student Responsibility, **Date**:

Student Responsibility, **Date**:

Student Responsibility, **Date**:

Lesson Activity 5: **Date-Date** Engage or Explore or Explain or Elaborate or Evaluate

Very brief explanation of the student activity...

Student Responsibility, **Date**:

Student Responsibility, **Date**:

Student Responsibility, **Date**:

Lesson Activity 6: **Date-Date** Engage or Explore or Explain or Elaborate or Evaluate

Very brief explanation of the student activity...

Student Responsibility, **Date**:

Student Responsibility, **Date**:

Student Responsibility, **Date**:

Lesson Activity 7: **Date-Date** Engage or Explore or Explain or Elaborate or Evaluate

Very brief explanation of the student activity...

Student Responsibility, **Date**:

Student Responsibility, **Date**:

Student Responsibility, **Date**: