

Legend of Sleepy Hollow

Content Area: **English Language Arts**
Course(s): **Language Arts 6**
Time Period: **October**
Length: **3 weeks**
Status: **Published**

Unit Summary

The Legend of Sleepy Hollow is a timeless tale that promotes prediction and character analysis. During this unit, students will work on their prediction skills while analyzing how a character's personality effects the choices he or she makes. While reading, watching, and listening to various versions of the story students will make comparisons and use evidence to support their thinking. Since the story has a mysterious ending, students will create the lost chapter to the story: What happened to Ichabod Crane?

Link to Google Doc for the Unit: [Legend of Sleepy Hollow Unit Plan](#)

Standards

LA.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.6.3.A	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.
LA.W.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
LA.W.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
LA.W.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
LA.W.6.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.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.
LA.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LA.W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.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 judgments.

LA.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.
LA.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.
LA.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.
LA.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
LA.RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
LA.RL.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LA.RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.

Student Learning Objectives

- Students will learn that different versions of a story exist.
- Students will learn graphic organizers are used to organize ideas and thoughts.
- Students will learn that not every story has a happy ending.
- Students will learn why rubrics are used to improve writing.
- Students will learn to use context to determine meaning of unknown words and phrases.

Essential Questions

- Why do versions of the same story vary?
- How can a visual representation capture the essence of a story?
- How do I write the next chapter?

- How does a character's actions reflect their personality?

Enduring Understandings

- Students will understand that a well written story will survive the test of time.
- Students will understand that different versions of a story exist.
- Students will understand that comparing text helps the reader to become more engaged and interested.
- Students will understand that "seed" writing helps the writer to stay focused with her objective.

Application

- Students will be able to independently use their learning to compare and contrast different texts and video of the same story.
- Students will be able to independently use their learning to use context clues to determine meaning of unknown words and phrases.
- Students will be able to independently use their learning to use figurative language to convey a message.
- Students will be able to independently use their learning to use graphic organizers to plan their writing.
- Students will be able to independently use their learning to use a rubric to analyze and edit their writing.
- Students will be able to independently use their learning to type their own story.

Skills

Students will be skilled at:

- Utilizing a graphic organizer to plot and describe a story line.
- Creating, analyzing, and revising predictions.
- Utilizing a graphic organizer to plan a narrative.
- Utilizing context to determine the meaning of unknown terms and phrases.
- Interpreting figurative language.
- Writing a narrative piece.
- Comparing different versions of a story.