Elements of Plot

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **8 Weeks**
Status: **Published**

Unit Overview

Students will read the novel and focus on the following skills; narrative elements, plot development, characterization, setting, theme development, narration, vocabulary development through context clues and use of reference; drawing conclusions, making inferences, forming opinions, comparing and contrasting, understanding literary devices; writing responses to short answer and open ended questions in a manner that includes text references as support and extended thinking; fluent and expressive oral reading. Students will apply effective reading skills and strategies.

Enduring Understandings

Personal experience affects the reader's point of view and their ability to connect with the story.
Proficient readers are able to understand the story and also to extend their ideas beyond the text.
Proficient readers are able to use comprehension strategies to enhance their understanding of a story.
Literature is a reflection of real life

Essential Questions

How do literary elements affect a story?
What distinguishes fantasy from reality?
What does the character's thoughts & actions reveal about the character?

Learning Objectives

Analyze the literary elements
Use context clues and glossary skills to determine meaning of unfamiliar words.
Identify fiction/fantasy
Engage in a collaborative discussion.
Compare and contrast texts in different forms.
Use the following reading and thinking skills: inferring, sequence of events, drawing conclusions, cause and effect, identifying author's purpose, comparing and contrasting, fact and opinion, and generalizing.
Identify the following literary elements: style, mood, imagery, foreshadowing, personification, theme, characterization, plot, metaphor, alliteration, tone, point of view, conflict, allusion, and setting.
Write open-ended responses.
Respond to literature circles.
Independently read selection
Practice comprehension skills.

Demonstrate understanding of vocabulary

Standards: Content

L	Language
L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.SS.6.1.B	Use intensive pronouns (e.g., myself, ourselves).
L.SS.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.
L.SS.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.SS.6.1.E	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
L.SS.6.1.F	Recognize spelling conventions.
L.KL.6.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.KL.6.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.6.2.B	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.KL.6.2.C	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
L.KL.6.2.D	Maintain consistency in style and tone.
L.VL.6.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VL.6.3.A	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.VL.6.3.B	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
L.VL.6.3.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.VL.6.3.D	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.
L.VL.6.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.6.4.C	Analyze the impact of a specific word choice on meaning and tone.
R	Reading
RL.IT.6.3	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
RL.TS.6.4	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme,

	setting, or plot.
W.AW.6.1	Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
W.AW.6.1.A	Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
W.AW.6.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
W.AW.6.1.C	Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
W.IW.6.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.IW.6.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
W.NW.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.NW.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
SL	Speaking and Listening
SL.PE.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.PE.6.1.A	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.PE.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.PE.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.PE.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.PI.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.UM.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Standards: Interdisciplinary

9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).

8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

Assessment Evidence

Formative	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes. Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA
Assessment Evidence Resource	

Instructional Resources

Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, Lion Witch and the Wardrobe by C.S. Lewis, Commonlit.org, Readworks.org, Leveled Readers, Online Platform

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

[NJ Social and Emotional Learning Competencies & Sub-Competencies]

	Self-Awareness		Relationship Skills
	Responsible Decision-Making		Social Awareness
X	Self-Management		

21st Century Skills & Themes

	Global and Cultural Awareness	X	Technology Literacy		Planning and Budgeting
	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		