

**Desired Results and Learning Activities: Grade 6**

**Unit Title: Author Study**

**Unit Goals:**

Students will study the work of one author. Through close reading of an anchor text, a satellite text of their choosing, and other texts as assigned, students will consider the role of storytelling in the author’s work. Students will understand how an author / storyteller develops a plot and how the characters in the story affect, and are affected by, the events of the story.

**Understandings: Students will understand that...**

Students will understand that people (and characters in a text) tell stories for many different reasons, but a good storyteller understands his/her intent and audience, and shapes the plot and characters with that purpose in mind.

**Essential Questions:**

Why do people tell stories?

**Common Core Standards**

*Students will be able to...*

**Grade 6 (Anchor Standards)**

Reading:

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.

3.Describe how a particular story’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward resolution.

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

W.2Write a short essay answering the essential question.

**Learning Activities**

- Students will read whole-class read, as an anchor text. Over the course of the reading, students will meet in small groups (groups to be determined by teacher, students with similar reading abilities) to discuss the text. In particular, students will focus on understanding the development of the plot (esp. conflict and its resolution) and the points at which characters tell each other stories. Students will chart these “narrative moments,” paying attention to why the story is told and how it relates to the plot; students will record their learning in their spiral notebook.
- Students will select a secondary author’s text and will meet in differentiated literature circle groups, determined by student interest. Students will meet regularly over the course of reading their text to identify and discuss its plot, theme, and the points in the story at which characters tell each other stories. Students will track their conversations in their spiral notebooks.
- Students will read informational articles about and by the author, including interviews. Students will discuss these articles in their secondary author text literature circles, for the purpose of unpacking the author’s thoughts about storytelling.
  - Students will participate in “Telling-Tales” and “Scene Writing,” both re-enactment strategies described by Jeffrey Wilhelm<sup>1</sup>.

**STAGE 2 – ASSESSMENT EVIDENCE**

**Performance Tasks:**

Students will write a brief (1½ - 2 page) essay answering the Essential Question. This piece should include references to and examples from the texts, as well as the student’s own thinking on the topic. The piece may also include reference to the non-fiction story-telling articles the students were provided by the teacher, as well as any independent research completed by the student.

See Rubric below to guide and assess final project

**STAGE 3 – LEARNING PLAN**

**Active learning strategies**

Literature Circles: Student-led discussions of the texts.

Re-enactment strategies allow students to re-view the text and in appropriate situations, manipulate it.

**6th grade standards learned:**

Reading 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.

Writing 2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

Final Assessment Rubric

	Redo	Meets Expectations	Skilled	Exemplary
<b>Topic Development</b>	Answers essential question, but needs to build on ideas	Answers essential question with several strong ideas <div style="text-align: right; border: 1px solid black; width: 40px; margin: 0 auto;">16</div>	Answers essential question completely  Has main idea and supporting points <div style="text-align: right; border: 1px solid black; width: 40px; margin: 0 auto;">18</div>	Answers essential question completely in a unique way Has a central idea to which all supporting ideas are clearly connected <div style="text-align: right; border: 1px solid black; width: 40px; margin: 0 auto;">20</div>
<b>Organization</b>	Supporting ideas are included, but need to be grouped and ordered	Ideas are grouped logically  Some links between ideas are made <div style="text-align: right; border: 1px solid black; width: 40px; margin: 0 auto;">3</div>	Ideas are grouped logically  Transitions between ideas are used <div style="text-align: right; border: 1px solid black; width: 40px; margin: 0 auto;">4</div>	Ideas are grouped logically and ordered well  Transitions between ideas show interesting connections <div style="text-align: right; border: 1px solid black; width: 40px; margin: 0 auto;">5</div>
<b>Details / Evidence</b>	Some detail is included	Details build a clear picture  Evidence is included and explained <div style="text-align: right; border: 1px solid black; width: 40px; margin: 0 auto;">16</div>	Interesting detail is included to illustrate ideas  Evidence is included and explained well <div style="text-align: right; border: 1px solid black; width: 40px; margin: 0 auto;">18</div>	Vibrant detail is used to illustrate ideas  Evidence is well chosen and explained well <div style="text-align: right; border: 1px solid black; width: 40px; margin: 0 auto;">20</div>
<b>Word choice</b>	Poor vocabulary is used	Basic vocabulary is used <div style="text-align: right; border: 1px solid black; width: 40px; margin: 0 auto;">8</div>	Interesting vocabulary is used <div style="text-align: right; border: 1px solid black; width: 40px; margin: 0 auto;">8</div>	Interesting and appropriate vocabulary is used well <div style="text-align: right; border: 1px solid black; width: 40px; margin: 0 auto;">9</div>

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<b>Conventions</b>	Grammar and punctuation choices need to be conventional	Basic conventions are followed with several (5 +) errors <div style="text-align: center; border: 1px solid black; width: 40px; margin: 0 auto; padding: 5px;">4</div>	Conventions are followed with a few errors (1-4) <div style="text-align: center; border: 1px solid black; width: 40px; margin: 0 auto; padding: 5px;">5</div>	Conventions are followed without error <div style="text-align: center; border: 1px solid black; width: 40px; margin: 0 auto; padding: 5px;">6</div>
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<sup>i</sup> Wilhelm, Jeffrey. *Action Strategies for Deepening Comprehension*. New York: Scholastic Professional Books, 2002. 140-141. Print.