

ELA Curriculum Syllabus, Grade 6
Scituate Public Schools- Updated 7/22/08

DESCRIPTION: UNIT 2- SHORT STORIES

This unit is focused around a variety of short stories involving numerous themes. Its central reading skills are geared towards the major elements of a story. Also, the unit provides instruction and practice in using details and prior knowledge to make inferences with what students read. Students will learn to draw conclusions based on previously stated material and read about the steps necessary in successfully writing and responding to their own short stories.

The writing component of the unit deals with developing students' abilities to complete a short story from the initial idea inception, to final presentation. It also has several smaller writing assignments designed to help students develop their understanding of the various elements of a story. Finally, students will be working with the literature in several reading/writing connection assignments as well as with tasks which require them to respond to the stories they read.

The Language element consists of a grammar skills link centering on verbs. Components on root words and suffixes are also present. Vocabulary for the unit focuses on story vocabulary, as well as terms associated with discussing inferences and for drawing conclusions

Length of Unit: 5 weeks

READING: Prentice Hall Literature textbook

Require Related Trade book: none

Required Reading:

Prentice, Hall Literature textbook

Themes:

Growing and Changing: *The King of Mazy May*

Reaching Out: *Poland, The All American Slurp, Feathered Friend,*

Proving Yourself: *Dragon, Dragon, Zlateh the Goat, Becky and the Wheels-and-Brake Boys, Southpaw, Race to the End of the Earth*

Seeing it Through: *The Wounded Wolf, Business at Eleven*

Prentice, Hall Writing and Grammar textbook, Chapter 5

What is a Short Story page 73

Types of Short Stories page 73

Prewriting pp. 78-81

Drafting pp. 82-83

Revising pp.84-88

Editing & Proofreading page 89

Publishing & Presenting page 90

Prentice, Hall Writing and Grammar textbook, Chapter 12

Response to Literature pp. 246-247

Supplementary Reading:

Prentice, Hall Writing and Grammar textbook, Chapter 12

Response to Literature pp. 248- 266

Alternative Short Story Choices:

Prentice, Hall Literature textbook

Themes:

Growing and Changing: *The Tail, The Circuit*

Reaching Out: *The Old Woman Who Lived With Wolves, Aaron's Gift, Stargirl*

Seeing it Through: *Wounded Wolf*

Suggested Related Trade books:

Theme:

Growing and Changing: The Heart of a Chief by Joseph Bruchac

Proving Yourself: My Side of the Mountain by Jean Craighead George

Reaching Out: Sea Otter Rescue: The Aftermath of an Oil Spill by Roland Smith

Growing and Changing: The Secret Garden by Frances Hodgson Burnett

WRITING

Instructional Focus: Six Traits

Primary Focus: Voice

Secondary Focus: Word Choice, Sentence Fluency

Writing Assignments:

Required Writing Prompt: none

Required Writing Assignment:

Prentice, Hall Literature textbook

Work in Progress - Writing a Short Story pp. 279, 307, 332-339

* refer to Chapter 5: Prentice, Hall Writing and Grammar textbook

Suggested Writing Assignments:

Prentice, Hall Writing and Grammar textbook, Chapter 5

Responding to Literature: Zlateh the Goat page 79

Prentice, Hall Writing and Grammar textbook, Chapter 12

Timed Writing Prompt - Character from a Story: Why would you want this person as your friend?
page 251

Prentice, Hall Literature textbook

Writing a Help Wanted Ad: *Dragon, Dragon* page 201

Timed Writing - Character Description: *Dragon, Dragon* page 203

Work in Progress - Response to Literature: *Dragon, Dragon* pp. 203, 225, 246-250

Comparing Literary Works: *Becky and the Wheels-and-Brake Boy & Southpaw* page 243

Writer's Workshop - Response to Literature: Story Review pp. 246 - 250

Character Description: Appearance, personality & actions with specific language page 267

Comparing Literary Works: *Business at Eleven & Feathered Friend* page 327

Timed Writing - Setting Description: *The King of Mazy May* page 307

LANGUAGE

Grammar: Verbs (Chapter 15 & 22)

Concept:

Literature Book Page: Grammar & Writing Book

Page:

Action & Linking Verbs	page 202	pages 314 - 320 (Chapter 15)
Helping Verbs (Chapter 15)	---	pages 320 - 323
Principal Parts of Verbs	page 224	pages 480 - 487 (Chapter 22)
Simple Verb Tenses (Chapter 22)	page 278	pages 488 - 490
Perfect Verb Tenses (Chapter 22)	page 306	pages 490 - 493
Troublesome Verbs (Chapter 22)	page 248	pages 494 - 501

Prentice, Hall Literature textbook**Root Words:** -fer, -spec pages 175, 202, 224**Suffixes:** -ly, -able, -ible pages 253, 278, 306, 330**Prentice, Hall Literature textbook****Vocabulary:**

From the Stories 176, 204, 230, 254, 280, 314,

For Making Inferences page 175

For Drawing Conclusions page 253

ADDITIONAL ELEMENTS**Prentice, Hall Literature textbook****Part One of Unit Two:**

Making Inferences page 174

Dragon, Dragon:

Build Skills page 176

Connecting to the Literature Reading/Writing Connection page 190

Apply the Skills page 200

Zlateh the Goat:

Build Skills page 204

Apply the Skills page 214

Becky and the Wheel-and-Brake Boys/Southpaw:

Characters' Motives page 230

Connecting to the Literature: Reading/Writing Connection page 231

Part Two of Unit Two:

Drawing Conclusions page 252

The All American Slurp:

Build Skills page 254

Connecting to the Literature: Reading/Writing Connection page 255

Apply the Skills page 266

The King of Mazy May:

Build Skills page 280

Connecting to the Literature: Reading/Writing Connection page 281

Apply the Skills page 292

Extend Your Learning: Listening & Speaking page 293

Media Links

The All American Slurp:

Video: "Different People, Different Values"

Video: "Peace Talks: Respecting Yourself and Others"