

**NAME OF UNIT—** *Fiction / Short Stories*    **Week One Day One**

**Objective**                      Students will be able to identify elements of plot (exposition & setting).

**“I Can” Statement**    I can correctly answer questions about setting based on text evidence.

**Common Core Standards**                      CCSS ELA Literacy RL.6.2  
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 a resolution

**Texas TEKS Standards**                      6.6A Reading Comprehension of Literary Text / Fiction  
Readiness Standard: Summarize the elements of plot development in various works of fiction

**Procedures**                      1) Bell Ringer about Setting / Exposition of Plot (PowerPoint)  
2) Students will brainstorm about various types of settings (graphic org)  
3) Students will read and analyze examples of types of literary settings in fiction texts & passages (handout)

**Assessment**                      Small groups will complete the graphic organizer and individual students will complete the settings handout

**Additional Resources**                      PowerPoint for bell ringer, graphic organizer handout, settings passage handout

**NAME OF UNIT—** *Fiction / Short Stories*      **Week One Day Two**

**Objective**      Students will be able to identify elements of plot (inciting incident)

**“I Can” Statement**      I can write about the elements of plot using text evidence.

**Common Core Standards**      CCSS ELA Literacy RL.6.2  
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 a resolution

**Texas TEKS Standards**      6.6A Reading Comprehension of Literary Text / Fiction  
Readiness Standard: Summarize the elements of plot development in various works of fiction

**Procedures**      1) Bell Ringer about Inciting Incident of Plot (PowerPoint) & video  
2) Students will view video of “Jack and the Beanstalk” found here:  
<https://www.youtube.com/watch?v=sB0UklgJBnI>  
3) Students will discuss/analyze/complete plot-inciting incident handout  
4) Exit Ticket (summary) & Extension Ideas for extra time

**Assessment**      Plot handout, Exit Ticket

**Additional Resources**      PowerPoint for bell ringer, handout for plot based on video, Exit Ticket, extension activities

**NAME OF UNIT—** *Fiction / Short Stories*      **Week One Day Three**

**Objective**      Students will be able to identify elements of plot (rising action focus)

**“I Can” Statement**    I can write about the elements of plot using text evidence.

**Common Core Standards**      CCSS ELA Literacy RL.6.2  
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 a resolution

**Texas TEKS Standards**      6.6A Reading Comprehension of Literary Text / Fiction  
Readiness Standard: Summarize the elements of plot development in various works of fiction

**Procedures**      1) Bell Ringer about Rising Action (PowerPoint)  
2) Students will view another video from the “little Golden Book” series  
3) Students will discuss/analyze/complete plot handout to review  
4) Begin reading short story together or in small groups

**Assessment**      Plot graphic organizer (like yesterday’s)

**Additional Resources**      PowerPoint for bell ringer, handout for plot based on video, short story for reading

**NAME OF UNIT—** *Fiction / Short Stories*      **Week One Day Four**

**Objective**      Students will be able to identify elements of plot (turning point focus)

**“I Can” Statement**    I can correctly summarize the elements of plot.

**Common Core Standards**      CCSS ELA Literacy RL.6.2  
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 a resolution

**Texas TEKS Standards**      6.6A Reading Comprehension of Literary Text / Fiction  
Readiness Standard: Summarize the elements of plot development in various works of fiction

**Procedures**      1) Bell Ringer about Turning Point(PowerPoint)  
2) Students will complete reading/discussing short story from yesterday  
3) Students will complete Summary Map  
4) Students will complete handout “Even Songs Can Have A Plot”

**Assessment**      Summary Map, song handout

**Additional Resources**      PowerPoint for bell ringer, handout for plot based on video, short story for reading after the video

**NAME OF UNIT—** *Fiction / Short Stories*      **Week One Day Five**

**Objective**                      Students will be able to create their own cartoon plot based on a story

**“I Can” Statement**    I can use the short story we read to create a cartoon with plot elements.

**Common Core Standards**                      CCSS ELA Literacy RL.6.2  
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 a resolution

**Texas TEKS Standards**                      6.6A Reading Comprehension of Literary Text / Fiction  
Readiness Standard: Summarize the elements of plot development in various works of fiction

**Procedures**                      1) Bell Ringer about an imaginative plot(PowerPoint)  
2) Students will complete the Plot Cartoon  
3) Students will write a summary  
4) Students will use the Tents for Talking to discuss their plot cartoon

**Assessment**                      Plot cartoon, summary

**Additional Resources**                      PowerPoint for bell ringer, plot cartoon boxes, tents for talking handout

