The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for ELA Unit 3 – 6th Grade

Grade: 6
Topic: Identifying Setting
Instructional unit: Expository Writing
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The task:

Students describe a well-known local setting without giving the name or location. Students share descriptions, and class members try to identify the place. The class will discuss and chart elements that helped in identification of the setting. As a whole group, on overhead or chart paper, the students and teacher will analyze setting clues from short model narratives and categorize them according to time period, location, atmosphere, or ethnic detail.

Students will work in pairs to complete the setting elements chart (see attached). Students will share their responses with the class and self-correct for appropriate responses.

Differentiation:

Provide students with one narrative (on their reading level) and instruct them to look for clues in the story about the setting. Student may then either complete the chart below with a partner or jot a list of clues from the text.

Focus Standard:

ELA6R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.
For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

a. Identifies and analyzes sensory details and figurative language.
b. Identifies and analyzes the author’s use of dialogue and description.
c. Relates a literary work to historical events of the period.
e. Identifies and analyzes the elements of setting, characterization, plot, and the resolution of the conflict of a story or play:
g. Defines and explains how tone is conveyed in literature through word choice, sentence structure, punctuation, rhythm, repetition, and rhyme.

Circumstances of the assignment/Notes to the Teachers:

Teachers should model the first activity.
<table>
<thead>
<tr>
<th>Setting Element</th>
<th>Response With Evidence from the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Period (when – consider technology, clothing, events, historical figures, and transportation present in the novel)</td>
<td></td>
</tr>
<tr>
<td>Location (where – consider weather, clothing, houses, )</td>
<td></td>
</tr>
<tr>
<td>Atmosphere (funny, scary, etc.)</td>
<td></td>
</tr>
<tr>
<td>Ethnic Detail (Dialect, food, names, etc.)</td>
<td></td>
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</tbody>
</table>