

***Stargirl* by Jerry Spinelli**

(Published by Random House)

Approved for use in Communication Arts, Grade 6

Summary

“Stargirl” arrives at Mica High in a burst of color and sound. She wants to be popular, but most of her classmates do not like her. She has only one friend, Dori Dilson. Leo, a classmate, starts to like her and understand her feelings. She changes to be just like everyone else so that she would be accepted by Leo and others. However, that does not last for long, and she turns back to her normal self. Since Leo is not accepting of this, she leaves. Fifteen years later, she sends him a porcupine necktie since she used to give everyone she knew a birthday gift and Leo collected them.

Connection to the Curriculum

Stargirl is a narrative story. The 6th grade text, *Elements of Literature*, contains 4 collections focusing on this type of text. This story lends itself easily to exploring every aspect of narrative story elements, particularly conflict and character development. The conflict is easily identified and students will be able to engage in conversations explaining how one event gives rise to another. The author also demonstrates the virtue of love and ability to form relationships. The need to belong and feel apart of a group is strongly highlighted which can directly be related to an autobiographical incident students write in 6th grade.

Standards

Course Objectives (Benchmarks)

Reading: 1.3- The students expand vocabulary. 1.4- The students comprehend a variety of texts.

Literature: 2.1- The students use literary concepts to interpret and respond to text. 2.2- The students understand the significance of literature and its contributions to various cultures.

Possible Skills Taught (Indicators)

Reading:

1.4.6- The student analyzes how text structure helps support comprehension of text.

1.4.9- The student identifies characteristics or narrative, expository, technical, and persuasive texts.

1.4.12- The student uses prior knowledge, content, text type, and text features to make, revise, and confirm predictions.

1.4.13- The student generates and responds logically to literal, inferential, and critical thinking questions before, during, and after the reading of the text.

1.4.14- The student uses information from the text to make inferences and draw conclusions.

1.4.20- The student identifies and describes the author’s purpose (e.g., to inform, to give directions, to entertain) and basic techniques the author uses to achieve that purpose.

Literature:

2.1.1- The student describes different aspects of major and minor characters (e.g. their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters’ interactions with other characters and elements of the plot, including resolution of the major conflict.

2.1.2- The student identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.

2.1.4- The student understands aspects of theme (e.g. moral, lesson, meaning, message, author’s ideas about the subject) and supports with implicit and/or explicit information from the text.

A Note on the Text

This novel deals with the main character struggling to find her place in school and fit in socially after being home schooled her entire life. There is strong character development and an important message in the resolution to the conflict.

Additional Unit Design Connections

Coming soon:

To be completed during future curriculum development activities.