

# Unit # 3: Plot

Content Area: **English**  
Course(s): **Creative Writing /Electronic Publishing I**  
Time Period: **November**  
Length: **30 days**  
Status: **Published**

## Unit Overview

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This unit focuses on the techniques and attention necessary for creating an original plot for a short story.

## Enduring Understandings

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The moment in time when you begin telling a particular story can greatly effect the tone ad mood of that story

Because there are only 7 possible plot lines to choose from, it's the writer's responsibility to create a storyline that is innovative and original

## Essential Questions

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- How can a story's starting point affect its tone and mood?
- How can a writer create an original storyline when there are only 7 possible plotlines to choose from?

## Standards/ Indicators/Student Learning Objectives (SLO's)

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- Effectively select, organize, and analyze content
- Develop a topic
- Introduce a topic by arranging ideas, concepts, and information to show interrelationships
- Decide what organization is most effective for purpose, audience, and task Focus on syntax as it creates effective writing
- Choose a formal style and objective tone
- Choose precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies
- Use transitions and syntax to link together the major sections of the text
- Determine writing task type and its appropriate organizational structure
- Identify and understand the writing purpose
- Determine and address the audience (intended reader) appropriately
- Understand and utilize appropriate style
- Understand how structure, style and rhetorical devices convey the purpose of writing
- Create and use appropriate planning templates
- Understand and utilize revision techniques
- Understand writing as a process
- Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a

specific purpose or audience

- Determine what details and/or information is most appropriate for a specific purpose
- Use technology proficiently for production, publication, and collaboration
- Create shared writing products
- Adapt writing according to feedback
- Assess feedback from peers
- Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences

## Standards

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LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its

	significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2.B	Spell correctly.

## Lesson Titles

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- "If only...." starter Assignment
- "Your character kidnaps a baby" Assignment
- Resolution Explanation Assignment
- Starting Point Assignment

## Instructional Strategies/Learning Activities, Levels of Blooms/DOK

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All levels of Bloom's Taxonomy will be utilized in this unit (Remembering, Understanding, Applying, Analyzing, Evaluating, Creating).

- Student will be able to demonstrate their ability to be creative by choosing a plot line and making it original to them. (Apply - Create)
- The student will be able to prove that they understand how tone and mood can be effected by when and how a particular story chooses to start. (Apply)
- The student will be able to recognize and understand that there are only 7 possible plot lines to choose from when crafting a short story. (Apply - Create)

- The student will be able to recognize how author input and originality can make any story process original and innovative. (Apply)
- Delsea One
- SWAG

- Alternate Assignment #1: "Your character kidnaps a baby..."
- Alternate Assignment #2: "If only...." Starter Assignment
- Assign #2 Jumping-Off-Point Assignment. All students must write two versions of the same story. The first version must begin at the beginning of the narrative. The second version must start either in the middle of the narrative or the end of the narrative. Each story should be 5-8 pages long.
- Assignment #1 Resolution Explanation Assignment. Teacher will assign a specific ending to a story. It will be the writer's responsibility to create an original storyline to explain how the resolution came to be.
- For Assign #1: class discussion and notes on how to alter the mood and tone of a particular story through plot construction (Applying, Understanding)
- For Assign #1: class discussion of peer edits (Analyzing, Evaluation)
- For Assign #1: peer editing occurs after each assignment is handed in (Analyzing, Evaluating)
- For Assign #2: class discussion of peer edits (Analyzing, Evaluating)
- For Assign #2: peer editing occurs after each assignment is handed in (Analyzing, Evaluating)
- For Assignment #1: Class notes on plot and the 7 available plot lines (Remembering, Understanding)
- For Assignment #1: class notes on plot lines and how to make them original (Remembering, Understanding, Applying)

## Formative Assessment

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- AS: one-to-one discussion of assignment #1
- AS: one-to-one discussion of assignment #2
- AS: Q&A discussion of expectations of peer editing process
- AS: review peer edit wksht and process
- AS: student troubleshooting of peer work
- AS: Student will be able to understand the nuances of plot and create original and fresh plot lines of their own
- AS: troubleshooting of peer work
- Closure: Debriefing
- Closure: exit ticket
- Closure: Group Q&A
- Closure: Review plot terms

- Closure: Review plotting techniques
- Q&A discussion about plot Assignment #1
- Warm up: class review of notes and assignment parameters
- Warm up: one on one discussion for story assignments
- Warm Up: Q&A discussion about plot Assignment #2
- Warm up: Q&A discussion of definitions of plot
- Warm Up: Q&A discussion of plotting examples and techniques
- Warm up: Review of definitions of plot previously discussed
- Warm Up: Review of plotting examples and techniques
- Warm up: review plot assignment #1
- Warm up: Review plot assignment #2
- Warm up: troubleshooting current story projects

## **Summative Assessment**

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- "If only..." Assignment
- "Jumping off point" Assignment

## **Benchmark Assessments**

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Skills-based assessment

Reading responses

Writing responses

## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios