Short Story

Content Area: **Language Arts Literacy**
Course(s): **Creative Writing 1**
Time Period: **January**
Length: **Semester**
Status: **Published**

Unit 1 Short Story

Unit 1- Short Story Basics and Review

Enduring Understandings

1. Observations of literature are impacted by personal experience.
2. Story writing is enhanced by literary devices and figures of speech.
3. Creating a complete narrative can be accomplished by any level of writer.
4. Sensory imagery and literary terms are essential components to short story writing.

Essential Questions

1. How can language be influential?
2. How does language influence us?
3. How can planning, revising, editing, rewriting, or trying a new approach allow any level of writer to create a complete narrative?
4. How can the use of sensory details and literary terms enhance writing?
5. How can the development of characters influence the story and/or the reader?
6. How is conflict influential to the plot line?
7. How is the theme developed over the course of the story?

- Plot
- Character Development
- Conflict Development
- Theme
    - Unit Test

Learning Objectives

Review the short story genre which carries endless possibilities of narrative fiction.

Analyze and read short fiction and organize ideas to be used in personal narratives.

Critique writing of classmates and provide constructive feedback.

Construct vivid characters using details and dialogue.

Construct journal entries by utilizing the steps of the writing process.

Use personal experiences as a basis for reflection on some aspect of life.

Draw abstract comparisons between specific incidents and abstract concepts.

Maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs.

Move from specific examples to generalizations about life.

Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.

Determine the usefulness of pre-writing tasks.

Establish and develop an outline for narrative writing.

Determine purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.

Use organizational strategies (e.g., notes and outlines) to plan writing.

Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure

Use resource and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.

Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.

Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

Reflect on own writing and establish goals for growth and improvement.

Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing.

Develop interest through using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position.

Practice compelling openings and strong closure to written pieces.

Evaluate the impact of tone, word choice, style, content, point of view, literary elements, and figurative language.

Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing.

Demonstrate an understanding of standard grammar and usage in writing and when speaking.

Demonstrate the correct use of capitalization, punctuation, and spelling.

Practice using effective choices when considering meaning and style when writing, listening, reading or speaking.

Evaluate unknown meanings in a text by using various strategies including context clues.

Practice figurative language use, word relationships, and subtle word meanings.

Expand vocabulary through speaking, listening, writing and reading.

Demonstrate the ability to maintain collaborative discussions with productive outcomes.

Review and reflect on the writing of peer texts

Practice specific guidelines for interpreting peer texts.

Evaluate peer texts to contribute constructively.

Summarize and interpret key ideas expressed in peer texts.

Evaluate personal narratives and short fiction from a variety of cultures and perspectives to inform and inspire student writing.

Analyze focused excerpts from books about the craft of creative writing.

Maintain a portfolio of student work that reflects growth in writing personal narratives, and short fiction.

Assessments:

Journal Writing

Formative: Other Evidence: Written: Journal/ Diary

Students will be journal writing every day.

Short Story Discussions

Formative: Other Evidence: Oral: Discussion

Students will be placed in groups to discuss what short story they will read and analyze.

Unit 1 Test

CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
CCSS.ELA-Literacy.RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
CCSS.ELA-Literacy.RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
CCSS.ELA-Literacy.L.8.2.a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
CCSS.ELA-Literacy.L.8.2.c	Spell correctly.
CCSS.ELA-Literacy.L.8.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.8.CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.8.CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.8.CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.8.CCSS.ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.8.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.8.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.8.CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.8.CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.8.CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
LA.8.CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.8.CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Unit 2 Short Story

Unit 2- Writing with Purpose

Enduring Understandings

1. Short stories are multi-faceted covering multiple messages simultaneously.
2. Characterization is crucial for the development of the plot especially in a short span of writing.

3. Beginnings and endings of a narration can make or break a plot.
4. Dialogue is important to the development of characters and plot.

Essential Questions

1. How many messages/meanings can be identified within one portion of text?
2. How important is character development to the progression of a story?
3. What key elements must be managed at the beginning and the ending of a story to make it successful?
4. How can dialogue be used to deliver important information to the reader?

- Characterization
- Dialogue
- Beginnings and Endings
    - Unit Test

Learning Objectives

Analyze and evaluate works of short story writing.

Create their own short story work.

Incorporate key elements of the writing process and create a series of short stories.

Use literary devices in the short stories.

Analyze the historical, social and cultural context of setting.

Analyze variations of universal themes in literary texts.

Compare and contrast motivations and reactions of literary characters confronting similar conflicts using specific examples of characters' thoughts, words and actions.

Analyze the characteristics of various literary periods and how the issues influenced the writers of those periods.

Analyze the author's use of stylistic devices and express an appreciation of the effects the devices create.

Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).

Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.

Plan, write, illustrate, and "publish" their own short stories.

Demonstrate an understanding of standard grammar and usage in writing and when speaking.

Demonstrate the correct use of capitalization, punctuation, and spelling.

Practice using effective choices when considering meaning and style when writing, listening, reading or speaking.

Evaluate unknown meanings in a text by using various strategies including context clues.

Practice figurative language use, word relationships, and subtle word meanings.

Expand vocabulary through speaking, listening, writing and reading.

Demonstrate the ability to maintain collaborative discussions with productive outcomes.

Review and reflect on the writing of peer texts.

Practice specific guidelines for interpreting peer texts.

Evaluate peer texts to contribute constructively.

Summarize and interpret key ideas expressed in peer texts.

Write personal narratives that arise from a problem, issue, or experience, using the following: elements of narration, varied perspectives and voices, variety of syntax.

Assessments:

Journal Writing

Formative: Other Evidence: Written: Journal/ Diary

Students will be journal writing every day.

Short Story Discussions

Formative: Other Evidence: Oral: Discussion

Students will be placed in groups to discuss what short story they will read and analyze.

Unit 2 Test

CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
CCSS.ELA-Literacy.RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LA.8.CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.8.CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.8.CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.8.CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.8.CCSS.ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.8.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.8.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.8.CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.8.CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.8.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.8.CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
LA.8.CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.8.CCSS.ELA-Literacy.CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.8.CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.8.CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.8.CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.8.CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LA.8.CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.8.CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LA.8.CCSS.ELA-Literacy.CCRA.W.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, and audiences.
LA.8.CCSS.ELA-Literacy.CCRA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.8.CCSS.ELA-Literacy.CCRA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.8.CCSS.ELA-Literacy.CCRA.SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Unit 3 Short Story

Unit 3- Short Story Rough Draft

Enduring Understandings

1. A writer of any skill level can be successful in short story narratives using the writing process.
2. A meaningful conflict that involves all characters to some extent coupled with a well-rounded, complete resolution leads to an enhanced narrative.
3. Layers of meaning can be added through symbolism and other literary devices.
4. Constructive peer-editing can lead to more successful narratives.
5. Development of at least one theme throughout the story can lead to a successful message overall.

Essential Questions

1. How can a writer achieve success when using the writing process?
2. How can writers create successful narratives using dialogue?
3. Why is meaningful conflict and a complete resolution key to a complete narrative?
4. How can writers create multiple layers of meaning using figurative language, symbolism and other literary devices?
5. How can constructive criticism lead to a more successful writer?
6. How can the development of at least one theme create a more influential story for both the writer and the reader?

Learning Objectives

Demonstrate the ability to create a detailed narrative completed with indirectly defined characters, effective dialogue, figurative language, and theme.

Utilize meaningful conflict and complete resolution along with symbolism and other literary devices to add multiple layers of meaning.

Apply and provide meaningful constructive criticism from teacher and peers.

Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions.

Analyze the historical, social and cultural context of setting.

Explain how voice and narrator affect the characterization, plot and credibility.

Evaluate the author's use of point of view in a literary text.

Analyze variations of universal themes in literary texts.

Develop skills in characterization through writing activities.

Learn to properly use and punctuate dialogue.

Read and analyze selected fiction to determine how the plot, characters, point of view, setting, tone, voice, and theme are utilized.

Develop skills in characterization through writing activities.

Learn to properly use and punctuate dialogue.

Develop strong beginnings and endings to stories through writing activities.

Present to the class at least one fiction piece to be discussed in a workshop format.

Respond personally, critically, creatively, and empathetically in a workshop format while providing appropriate feedback to peers.

Demonstrate an understanding of standard grammar and usage in writing and when speaking.

Demonstrate the correct use of capitalization, punctuation, and spelling.

Practice using effective choices when considering meaning and style when writing, listening, reading or speaking.

Evaluate unknown meanings in a text by using various strategies including context clues.

Practice figurative language use, word relationships, and subtle word meanings.

Expand vocabulary through speaking, listening, writing and reading.

Demonstrate the ability to maintain collaborative discussions with productive outcomes.

Review and reflect on the writing of peer texts.

Practice specific guidelines for interpreting peer texts.

Evaluate peer texts to contribute constructively.

Summarize and interpret key ideas expressed in peer texts.

Write short fiction that demonstrates understanding of the following: elements of fiction, theme, syntax, voices, dialogue, and conflict.

- Theme Development
- Character, Plot and Conflict
- Peer Edits
    - SSRD Test

Assessments:

Journal Writing

Formative: Other Evidence: Written: Journal/ Diary

Students will be journal writing every day.

Short Story Discussions

Formative: Other Evidence: Oral: Discussion

Students will be placed in pairs to peer-edit their work.

Short Story Rough Draft Project

CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
CCSS.ELA-Literacy.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing

	as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.8.CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.8.CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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LA.8.CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.8.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.8.CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
LA.8.CCSS.ELA-Literacy.CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.8.CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.8.CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.8.CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.8.CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.8.CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.8.CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LA.8.CCSS.ELA-Literacy.CCRA.W.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, and audiences.
LA.8.CCSS.ELA-Literacy.CCRA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LA.8.CCSS.ELA-Literacy.CCRA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.8.CCSS.ELA-Literacy.CCRA.SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Unit 4 Short Story

Unit 4- Short Story Final Draft

Enduring Understandings

1. A writer of any skill level can be successful in short story narratives using the writing process.
2. A meaningful conflict that involves all characters to some extent coupled with a well-rounded, complete resolution leads to an enhanced narrative.
3. Layers of meaning can be added through symbolism and other literary devices.
4. Constructive peer-editing can lead to more successful narratives.
5. Development of at least one theme throughout the story can lead to a successful message overall.
6. Editing leads to a complete product.

Essential Questions

1. How can a writer achieve success when using the writing process?
2. How can writers create successful narratives using dialogue?
3. Why is meaningful conflict and a complete resolution key to a complete narrative?
4. How can writers create multiple layers of meaning using figurative language, symbolism and other literary devices?
5. How can constructive criticism lead to a more successful writer?
6. How can the development of at least one theme create a more influential story for both the writer and the reader?
7. How can re-reading and editing your work lead to a complete product?

Learning Objectives

Demonstrate the ability to create a detailed narrative completed with indirectly defined characters, effective dialogue, and figurative language.

Utilize meaningful conflict and complete resolution along with symbolism and other literary devices to add

multiple layers of meaning.

Apply and provide meaningful constructive criticism from teacher and peers.

Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions.

Analyze the historical, social and cultural context of setting.

Explain how voice and narrator affect the characterization, plot and credibility.

Evaluate the author's use of point of view in a literary text.

Analyze variations of universal themes in literary texts.

Develop skills in characterization through writing activities.

Learn to properly use and punctuate dialogue.

Develop skills in characterization through writing activities.

Learn to properly use and punctuate dialogue.

Develop strong beginnings and endings to stories through writing activities.

Present to the class at least one fiction piece to be discussed in a workshop format.

Respond personally, critically, creatively, and empathetically in a workshop format while providing appropriate feedback to peers.

Demonstrate an understanding of standard grammar and usage in writing and when speaking.

Demonstrate the correct use of capitalization, punctuation, and spelling.

Practice using effective choices when considering meaning and style when writing, listening, reading or speaking.

Practice figurative language use, word relationships, and subtle word meanings.

Expand vocabulary through speaking, listening, writing and reading.

Demonstrate the ability to maintain collaborative discussions with productive outcomes.

Review and reflect on the writing of peer texts.

Practice specific guidelines for interpreting peer texts.

Evaluate peer texts to contribute constructively.

Summarize and interpret key ideas expressed in peer texts.

Write short fiction that demonstrates understanding of the following: elements of fiction, theme, syntax,

voices, dialogue, and conflict.

- Characterization
- Dialogue
- Beginnings and Endings
    - SSFD Test

Assessments:

Journal Writing

Formative: Other Evidence: Written: Journal/ Diary

Students will be journal writing every day.

Short Story Discussions

Formative: Other Evidence: Oral: Discussion

Students will be placed in pairs to peer-edit their work.

Short Story Final Draft Project

CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
CCSS.ELA-Literacy.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.8.CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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	and spelling when writing.
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LA.8.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.8.CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
LA.8.CCSS.ELA-Literacy.CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.8.CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.8.CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.8.CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.8.CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.8.CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.8.CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LA.8.CCSS.ELA-Literacy.CCRA.W.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, and audiences.
LA.8.CCSS.ELA-Literacy.CCRA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.8.CCSS.ELA-Literacy.CCRA.SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Short Story Resources

Resources:

Unit 1-

Students produce informal writings (e.g. journals, notes and poems) for various purposes.

Short Story examples coming from any of the following sources:

Short Story Links to Full Text

1. All Summer in a Day by Ray Bradbury
2. Amigo Brothers by Piri Thomas
3. The Scholarship Jacket by Marta Salinas
4. Icarus and Daedalus by Josephine Preston Peabody
5. Flowers for Algernon by Daniel Keys
6. Harrison Bergeron by Kurt Vonnegut Jr.
7. Raymond's Run by Toni Cade Bambara
8. Rules of the Game by Amy Tan
9. The Monkey's Paw by W.W. Jacobs
10. To Build a Fire by Jack London (includes audio and text)
11. The Ransom of Red Chief by O. Henry
12. Seventh Grade by Gary Soto
13. A Sound of Thunder by Ray Bradbury
14. The Tell-Tale Heart by Edgar Allen Poe (includes audio and text)
15. The Lady or the Tiger? by Frank Stockton
16. There Will Come Soft Rains by Ray Bradbury
17. The Lottery by Shirley Jackson
18. Hearts and Hands by O. Henry
19. Mother and Daughter by Gary Soto
20. The Rocking Horse Winner by D. H. Lawrence
21. Miss Awful by Arthur Cavenaugh
22. Charles by Shirley Jackson

23. The Moustache by Robert Cormier
24. Young Goodman Brown by Nathaniel Hawthorne
25. The Metamorphosis by Franz Kafka
26. The Most Dangerous Game by Richard Connell
27. The Two Brothers by Leo Tolstoy
28. The Black Cat by Edgar Allen Poe
29. The Sniper by Liam O'Flaherty
30. An Occurrence at Owl Creek Bridge by Ambrose Bierce
31. The Veldt by Ray Bradbury
32. Rip Van Winkle by Washington Irving
33. The Legend of Sleepy Hollow by Washington Irving
34. The Third Wish by Joan Aiken
35. The Landlady by Roald Dahl
36. The Fun They Had by Isaac Asimov
37. Rikki Tikki Tavi by Rudyard Kipling
38. The Fall of the House of Usher by Edgar Allen Poe
39. Thank you, Ma'am by Langston Hughes
40. Names/Nombres by Julia Alvarez
41. The Awakening by Kate Chopin
42. Project Gutenberg Short Stories Bookshelf

Short Story Anthologies Available in the Media Center:

Athletic Shorts by Chris Crutcher

The Bane Chronicles by Cassandra Clare

Such a Pretty Face, Short Stories about Beauty Edited by Ann Angel

There is No Long Distance Now : Very Short Stories by Naomi Shihab New
Join In: Multiethnic Short Stories Edited by Donald Gallo
Visions: 19 Short Stories by Outstanding Writers for Young Adults Edited by Donald Gallo

Guys Read Series Edited by Jon Scieszka

Unit 2-

Same as Unit 1

Unit 3-

Literary text

Characteristics of short stories

Student generated short stories

Rubrics

Unit 4-

Literary text

Characteristics of short stories

Student generated short stories

Rubrics