Unit 3: Short Stories

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Full Year**
Length: **Ongoing**
Status: **Published**

Unit Overview

Students will be introduced to short stories, recognizing that they are brief works of fiction. They will realize that no two stories are identical, but that they all share some common elements.

Standards

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.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.
LA.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.
LA.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.
LA.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.
LA.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.
LA.RL.8.7	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
LA.RL.8.8	(Not applicable to literature)
LA.RL.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

LA.W.8.1.D	Establish and maintain a formal style.
LA.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.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.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
LA.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.L.8.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
LA.L.8.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
LA.L.8.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.8.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Essential Questions

What role do reading strategies play in reading comprehension?

What applicability does literature have to real life?

How can being a good reader improve one's life in other areas?

How do literary devices enhance one's understanding of a story?

How do the authors one reads engage one as a reader and what can one learn from them?

Application of Knowledge and Skills...

Students will know that...

- how to determine the literary elements of author's purpose and theme
- how to identify and explain theme(s) in a short story
- how to identify point of view and setting in a short story
- how to identify the plot of a short story
- how to identify, prove, and explain character traits
- related vocabulary
- the types of conflict and how to identify them and their resolution

Students will be able to...

- acquire and use academic vocabulary
- define internal and external conflict and identify them and their resolutions in a short story
- expand vocabulary by defining and studying new vocabulary words selected from a short story
- graph the plot of a short story
- identify and explain point of view and setting in a short story
- identify and explain theme(s) in a short story
- identify, prove, and explain character traits
- present information to the class orally

Assessments

Big Question Discussion
Diagnostic: Other oral assessments

Students will be introduced to the Big Question (Does every conflict have a winner) and engage in a discussion to assess the ideas they already have.

Critical Thinking Questions
Formative: Instructional/Assessment Focus

Students will answer comprehension questions about each story. While the questions assess knowledge of the text, they are also centered around a reading skill such as making predictions or fact and opinion.

Vocabulary Warm Ups

Diagnostic: Instructional/Assessment Focus

Students will complete vocabulary warm-ups to tap prior knowledge of both academic and story vocabulary.

SelectionTests
Summative: Written Test

Students are tested on their comprehension of the story read and discussed in class. Open-ended questions are included.

Essay Response to Open Ended Questions
Formative: Extended Essay

Students respond to open-ended questions with thoughtful, thorough, elaborate essays that demonstrate basic comprehension, critical thinking, advanced writing skills, and adherence to formal writing guidelines.

Unit Project
Summative: Personal Project

Students will be given a project to complete that embodies all of the skills learned over the course of the unit. Students will present their projects to the class.

Activities

Exploring the Big Question

Note-taking

Reading and discussion of various short stories

Responding to Critical Thinking questions

Responding to After-You-Read questions

Writing about the Big Question

Unit Project

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:
    - Leveled short stories
    - Leveled Selection Tests
    - Reader's Notebook: Adapted Version
    - Hear It! Audio CD
    - Leveled Vocabulary Warm Ups
    - Leveled Selection Support
    - Leveled Skills Development
    - Teacher-constructed notes
    - Structured activities between peers (class discussions, paired note-taking sessions) activate the social element of learning.
    - Discussion(auditory), notes and handouts (visual), and SmartBoard contributions (kinesthetic) allow for a variety of induction modes

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include:

    - Character, plot, setting, point of view, theme, fiction, author's purpose

Differentiation to extend learning for gifted students may include:

- Leveled short stories
- Leveled Selection Tests
- Reader's Notebook: Adapted Version

- Leveled Vocabulary Warm Ups
- Leveled Selection Support
- Leveled Skills Development
- Teacher-constructed notes

Integrated/Cross-Disciplinary Instruction

Social Studies Connections:

- The Middle East
- Social mores of Japan
- California Gold Rush

Science Connections:

- Man vs. Machine
- Ecosystems and survival
- Experimenting with IQ capacities

Resources

Pearson Literature Anthology

Reader's Notebook

Adapted Reader's Notebook

Teacher's Manual

Teacher's Unit Resource Manuals

Selection Tests

Open-Book Tests

Unit Tests

Benchmark Tests

Pearson ExamView Test Bank CD-ROM

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.