Short Stories

Content Area: **English Language Arts**
Course(s): **English Language Arts, Generic District Course**
Time Period: **Generic Time Period**
Length: **Weeks**
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.

Gifted classes have an approach to literature and reading that differs from that of regular classes in the following ways:

- Gifted classes naturally engage in critical thought even beyond the already high standard of regular classes, and teachers add special emphasis to the critical-thinking components of the standard scoring rubrics.
- Gifted classes include a wider array of related topics and cross-curricular connections when exploring meaning in what they read.
- Gifted classes include opportunities for students to engage in peer instruction, placing the teacher at times in the role of facilitator. This capitalizes on the strong intrinsic motivation of the gifted child.
- Gifted classes require from all students more initiative and independence, while incorporating structured group activities to provide synthesis from and integration of individual efforts.

Standards

CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
CCSS.ELA-Literacy.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
CCSS.ELA-Literacy.RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
CCSS.ELA-Literacy.RL.6.8	(Not applicable to literature)
CCSS.ELA-Literacy.RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical

	novels and fantasy stories) in terms of their approaches to similar themes and topics.
CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-Literacy.W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CCSS.ELA-Literacy.W.6.2.c	Use appropriate transitions to clarify the relationships among ideas and concepts.
CCSS.ELA-Literacy.W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.6.2.e	Establish and maintain a formal style.
CCSS.ELA-Literacy.W.6.2.f	Provide a concluding statement or section that follows from the information or explanation presented.
CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.6.5	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.
CCSS.ELA-Literacy.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
CCSS.ELA-Literacy.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.6.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCSS.ELA-Literacy.SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CCSS.ELA-Literacy.SL.6.1.c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CCSS.ELA-Literacy.SL.6.1.d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CCSS.ELA-Literacy.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.6.2.a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CCSS.ELA-Literacy.L.6.2.b	Spell correctly.
CCSS.ELA-Literacy.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.
CCSS.ELA-Literacy.L.6.3.b	Maintain consistency in style and tone.
CCSS.ELA-Literacy.L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.6.4.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.
CCSS.ELA-Literacy.L.6.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
CCSS.ELA-Literacy.L.6.4.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.
CCSS.ELA-Literacy.L.6.4.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).
CCSS.ELA-Literacy.L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.6.5.a	Interpret figures of speech (e.g., personification) in context.
CCSS.ELA-Literacy.L.6.5.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
CCSS.ELA-Literacy.L.6.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
CCSS.ELA-Literacy.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

What role do reading strategies play in reading comprehension?

How does literature apply to one's real life?

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...

Students will know:

- how to identify the literary and plot elements of a short story.
- how to identify point of view and setting in a short story.

- the types of conflict and how to identify them and their resolution.
- how to identify and explain character traits in relation to conflicts and major concepts in the story while using this information to speculate on the author's purpose in writing a piece of literature.
- how to identify and explain themes in a short story while applying them to topics beyond literature.
- how to use context clues and reference resources in order to expand their comprehension and speaking vocabularies.

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Students will be skilled at...

Students will be able to:

- graph the plot of a short story while identifying literary devices (such as irony, symbolism, foils, etc.) at work.
- identify and explain the significance of point of view and setting in a short story.
- identify various internal and external conflicts in a short story and trace their resolutions through the plot.
- analyze and discuss characters in terms of the dynamics of the plot, salient concepts, and the author's possible purpose for composing a story.
- identify and explain theme(s) in a short story and apply them to the human experience.
- expand vocabulary by defining and studying new vocabulary words selected from a short story.

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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 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 must 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 then present their projects to the class.

Literature Circles
Formative: Other oral assessments

In Literature Circles, students discuss questions, insights, and literary elements. Students use their Reading Exploration Sheets to keep track of what they wish to contribute, but they must take care that their discussion is not a mere recitation of what is on their sheets. The discussion must be dynamic and energetic.

At times, students consult each other regarding strategies for writing essays connected with the reading. This is acceptable so long as the discussion does not become little more than a Writing Workshop conference.

Some teachers may desire more structure for Literature Circles in their classes. If so, they can assign the following roles to each student: master of ceremonies, literary term wizard, vocabulary czar, summarizer, and passage picker.

Committee Presentations
Formative: Other oral assessments

Some teachers may choose to apply an enrichment component to this unit, grouping students in committees, with each committee charged with jobs like the following:

Vocabulary committee—compose, in consultation with the teacher and with suggestions from classmates, vocabulary lists and preparation sheets that will assist students in preparing for tests. The words come directly

from the text that they are reading.

Literary elements committee—prepare biweekly presentations on literary devices at work in the text they are reading.

Plot and character analysis committee—prepare biweekly presentations that provide analysis of characters and plot.

Connections committee—prepare biweekly presentations that illustrate connections between the text they are reading and other content areas.

Assessment Instruments:

Students' self-assessments of their own work in committees

Teacher assessment of students' overall work in preparation and presentation

Peer assessments of committee presentations

- Assessment Instruments:
- At times, students consult each other regarding strategies for writing essays connected with the reading. This is acceptable so long as the discussion does not become little more than a Writing Workshop conference.
- Big Question Discussion
- Committee Presentations
- Connections committee—prepare biweekly presentations that illustrate connections between the text they are reading and other content areas.
- Critical Thinking Questions
- Diagnostic: Instructional/Assessment Focus
- Diagnostic: Other oral assessments
- Essay Response to Open Ended Questions
- Formative: Extended Essay
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- Literature Circles
- Peer assessments of committee presentations
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- SelectionTests
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- Students will be given a project to complete that embodies all of the skills learned over the course of the unit. Students will then present their projects to the class.
- 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.
- Students will complete vocabulary warm-ups to tap prior knowledge of both academic and story vocabulary.
- Students' self-assessments of their own work in committees
- Summative: Personal Project
- Summative: Written Test
- Teacher assessment of students' overall work in preparation and presentation
- Unit Project
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- Vocabulary Warm Ups

Activities

Possible classroom activities may include, but are not limited to, the following:

Daily review of essential questions

Classroom reading, note-taking, discussion

Independent reading and note-taking

Deep inquiry into vocabulary, literary devices, social/cultural influences, and plot elements in the novel

Literature Circle discussions between small groups of peers

Vocabulary assessments

Responding to Critical Thinking questions

Responding to After-You-Read questions

Writing about the Big Question

Unit Project

Essay responses to open-ended questions with peer conferences to assist with composition and editing

Investigationof cross-curricular connections
Committee presentations on concepts and topics related to the reading with self-assessment and peer review of presentations

Enrichment lessons and activities on advanced literary concepts and cross-curricular connections presented by the teacher

Activities to Differentiate Instruction

Leveled short stories

Leveled Selection Tests

Reader's Notebook,Adapted Version

Hear It! Audio CD

See It! Video DVD

Leveled Vocabulary Warm Ups

Leveled Selection Support

Leveled Skills Development

Teacher-constructed notes

Peer-review of essays, paired note-taking sessions, and Literature Circle discussions all enable students of different conceptual perspectives to combine resources.

Structured activities between peers (Literature Circles, paired note-taking sessions) activate the social element of learning.

Discussion(auditory), notes and handouts (visual), and online investigation of Internet resources (kinesthetic) allow for a variety of induction modes.

Emphasis of historical, cultural, literary, political, and social influences in a work of nonfiction will allow students' individual preferences and interests to enhance their processing of the story. Enrichment instruction on these topics may take the form of individual student investigations, committee presentations (using the Literature Symposium model), and/or supplementary lessons provided by the teacher.

Integrated/Cross-Disciplinary Instruction

Passages that teachers select from the Pearson anthology will have various connections to other content areas. For each passage, the teacher's edition contains information about cross-curricular connections and instruction.

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