Unit 2: The Short Story

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Creative Writing: Grade 8

Unit 2: The Short Story

Belleville Board of Education

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Unit Overview

Unit 2 explores the short story. Through this unit, students will learn story-tellers seek to entertain as well as instruct via the narrative. They will apply the elements of fictional writing to various genres. Reading exemplar stories is critical to the success of creating original stories. Students should read short stories of their choosing to analyze the elements of fiction. Teachers should also incorporate read alouds of exemplars. To help writers write fluently, instruction on combining sentences using conjunctions, commas, and semi-colons is included in this unit. Students will apply lessons learned from Unit 1 to enhance their writing. Students will engage in all phases of the writing process. At the end of unit 2, one completed story will be chosen, polished, and added to the portfolio. As an extension, author studies are valuable.

By the end of the Unit 2, students should expect to learn:

- How to develop ideas for writing short stories
- The elements of fictional writing
- Experiment with a variety of narrative structures such as flashbacks, suspense, and sequence of events
- How to accept and give constructive criticism during peer review
- Use of simple, compound, and complex sentences gives writing fluency
- To share original narratives through presentations, readings, and publications

Enduring Understanding

- Writing expands understanding of the world, its people, and oneself.
- Writing is a reflective process.
- Writing is a multi-stage process.
- Writing benefits from collaboration and feedback.
- Writers compose original works with different purposes in mind.
- Writers use 7 elements of fiction to compose effective short stories.

- Writers explore the depth of human conflicts, motivations, and behaviors.
- Writers use conventions of standard English grammar and usage to promote fluency.
- The story-teller seeks to entertain and instruct its readers Stories often communicate an author's morals, culture, and personal experiences
- *Stories often communicate an author's morals, culture, and personal experiences*

Essential Questions

- What is the benefit of writing fiction?
- How do writers develop a character with layers?
- What tools do writer's use to achieve their purpose?
- How do writers learn from models of good writing?
- How do we judge the quality of fiction?
- How can we use creative writing to better understand our world?
- How can we use our knowledge of genre, character, structure, setting, plot, conflict, etc. to reach our readers?
- How do we use the writing process and peer feedback to revise our writing?

Exit Skills

- The skills students should obtain by the end of this unit are:
- How to write an original story
- How to create characters readers care about
- How to develop a plot
- How to use literary devices to bring stories to life and add meaning
- How to use flashback and build suspense
- How to write a story with a strong message
- How to write compound and complex sentences
- How to use sentence variety to maintain fluency
- How to critique fiction
- How to edit and revise writing based on peer reviews

New Jersey Student Learning Standards (NJSLS-S)

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.8.10	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.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.8.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.W.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
LA.W.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
LA.W.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.W.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
LA.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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.

Interdisciplinary Connections

Interdisciplinary Connections

M.HD.i	sustaining effort to complete complex reading or writing tasks; seeking out assistance, models, sources, or feedback to improve understanding or final products
8.HD.i2	Use feedback from adults and peers to clarify writing.
8.WI.l2	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).
M.WI.m	selecting relevant facts, details, examples, quotations, or text features to support/clarify the focus/controlling idea
8.WI.o1	Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).
8.WI.o2	With guidance and support from peers and adults, strengthen writing by revising and editing.

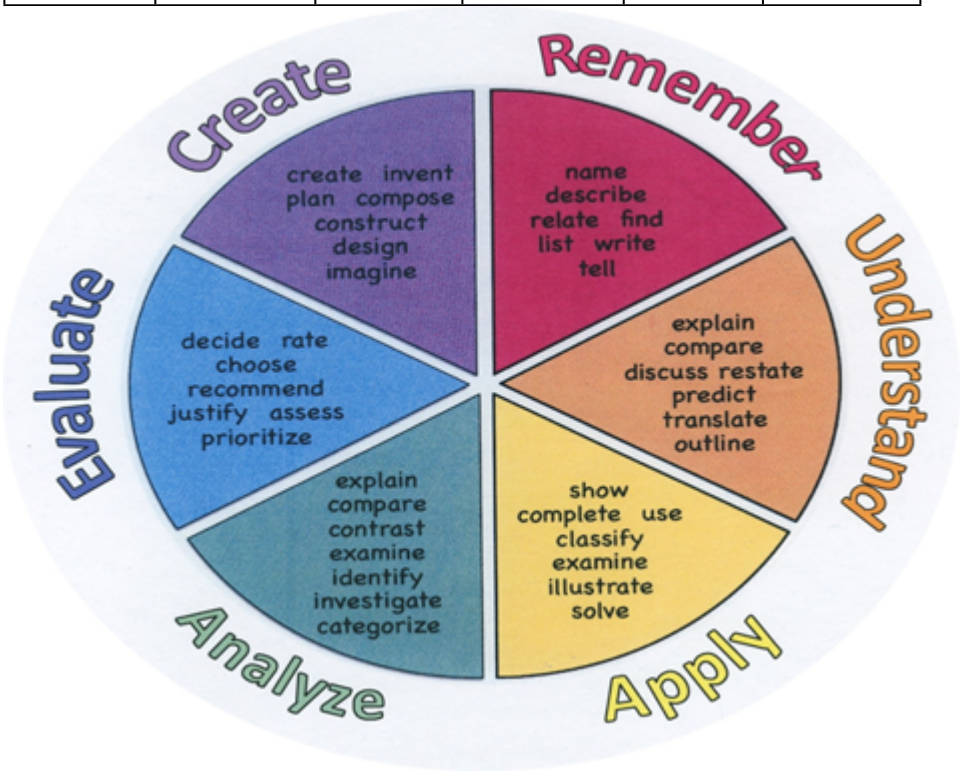
Learning Objectives

- Generate ideas for writing using a variety of techniques such as free writing, writing from prompts, journal entries, imitations, direct observations, dreams, memories, etc.
- Compose original drafts.
- Gain a deeper awareness of the contemporary genres of fiction
- Create original short stories by applying the elements of fiction: character, point of view, setting, plot, conflict, tone, & theme
- Create unity of effect by applying literary devices such as irony, symbolism, allusion, and figurative language.
- Experiment with a variety of narrative structures such as flashback, suspense, and sequence of events.
- Create well-developed, meaningful characters by using effective dialogue, description, point of view, and conflict.
- Revise to develop meaning using techniques such as changing tense, reconsidering point of view, altering structure, evaluating word choice, intensifying conflict, reading aloud, considering constructive feedback from peers, etc.
- Edit and proofread to enhance fluency by omitting needless words, varying sentence structure, describing specific details, using vivid verbs, editing prepositional phrases, checking spelling, applying conventions of standard English grammar and usage.
- Share final product through presentations, oral readings, writers' workshops, publications, portfolios, etc

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give	Prepare	Point out	Contrast	Invent
Name	Examples	Produce	Select	Critique	Make
Omit	Illustrate	Select	Subdivide	Determine	Originate
Recite	Indicate	Show	Survey	Grade	Organize
Select	Interrelate	Sketch	Arrange	Justify	Plan

State	Interpret	Solve	Breakdown	Measure	Produce
Count	Infer	Use	Combine	Rank	Role Play
Draw	Match	Add	Detect	Rate	Drive
Outline	Paraphrase	Calculate	Diagram	Support	Devise
Point	Represent	Change	Discriminate	Test	Generate
Quote	Restate	Classify	Illustrate		Integrate
Recall	Rewrite	Complete	Outline		Prescribe
Recognize	Select	Compute	Point out		Propose
Repeat	Show	Discover	Separate		Reconstruct
Reproduce	Summarize	Divide			Revise
	Tell	Examine			Rewrite
	Translate	Graph			Transform
	Associate	Interpolate			
	Compute	Manipulate			
	Convert	Modify			
	Discuss	Operate			
	Estimate	Subtract			
	Extrapolate				
	Generalize				
	Predict				



Suggested Activities & Best Practices

Some Possible genres (or focus of this unit if teacher so chooses) for writing original fiction:

- A sample project for this unit:Have the class collectively write a short story or novel; each student responsible for writing a chapter and editing other chapters to continue to develop their imagery skills from Unit 1 and narrative/short story skills
- Fan Fiction- FanFic is any work which embellishes, alters or rewrites the work of another (usually a

published author) with new story lines, characters, alternative endings, beginnings and substitute sets of morals, ideals
    - Created fictional characters for their short story based on fan fiction
- YA Fantasy- taking classic stories, like Beauty and the Beast, and retelling it to fit modern times.
- Flash Fiction http://www.thereviewreview.net/publishing-tips/flash-fiction-whats-it-all-about
- Urban Fiction - (Tread lightly with this one in terms of appropriateness. Excerpts from Walter Dean Myers would be an author to read). Used for works set in urban America dealing with drugs and violence and hardships of life involving African American or Latino characters. The genre is also known as Street Fiction, Gangsta Lit, Ghetto Lit, or Hip-Hop Fictio
- Graphic Novel
- Mystery
- Thriller
- Fantasy
- Science Fiction
- Comic strip
- Drama
- Discussion of mood and tone

Script for a movie (turn a created story into film or play with stage directions)*Monster is an excellent source to use as a touchstone

TED-talks are a powerful way to deliver a story. This is also an option.

Assessment Evidence - Checking for Understanding (CFU)

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to access students' learning (e.g. quizzes, tests, academic prompts, observations, homework, journals).

- Exit ticket example - List one thing you learned today and one thing you want the teacher to review tomorrow (formative assessment)
- KWL chart used for introduction to short story to continue to develop narrative elements (formative assessment)
- Create a "BMS Talk" that models the Ted Talk format about an original composition (alternative assessment)
- Create an original written piece to publish and share with the class (summative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's

- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- Personal novels
- Excerpts based on student choice
- Anthology
- Teacher resources
- Suggested Novel for excerpts * The House on Mango Street
- Scope
- SmartBoard

- Laptops

Ancillary Resources

- Scholastic Scope
- NEWSELA
- Common Lit
- Novels that are in district

Technology Infusion

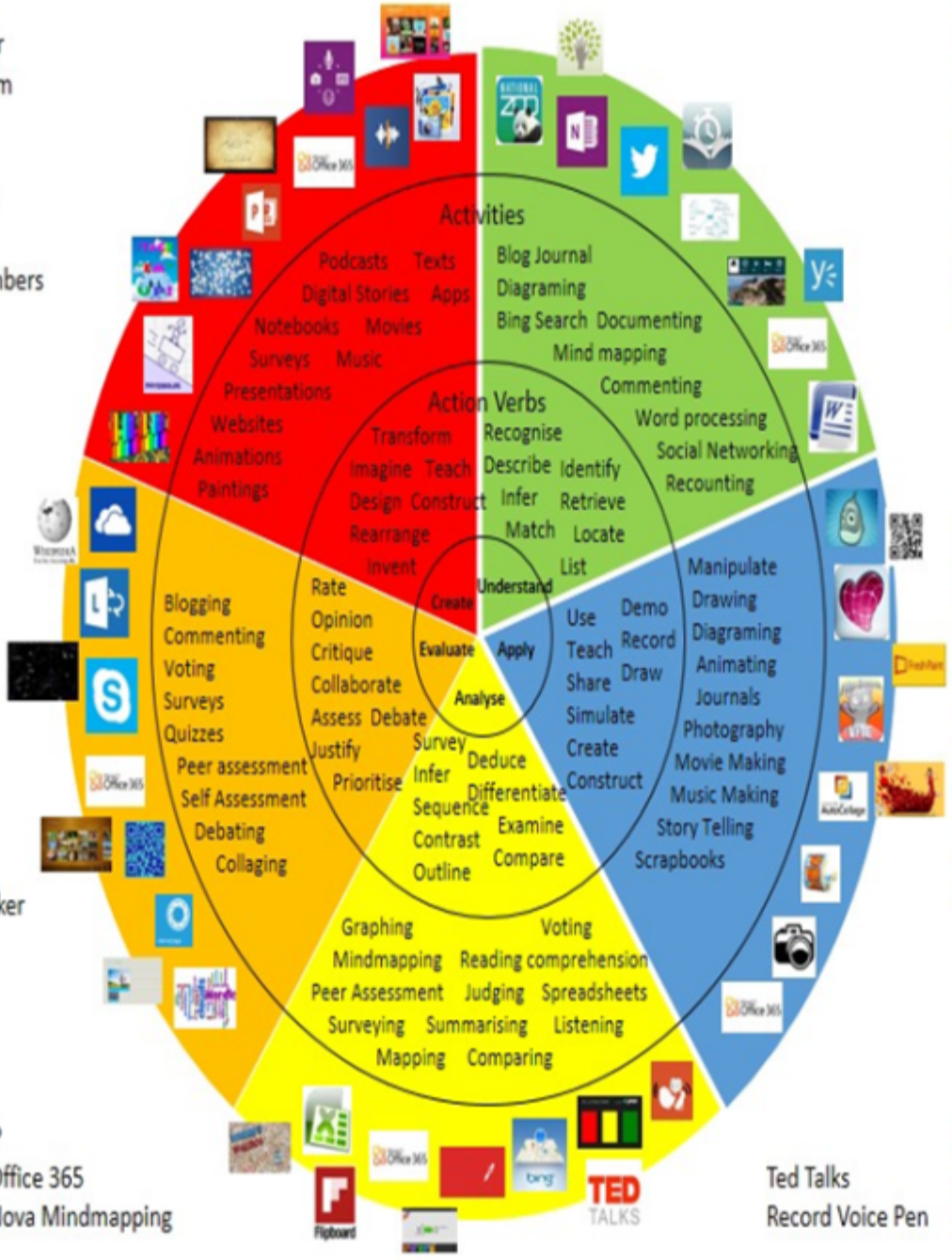
A specific example of technology infusion would be using Google Classroom to write a narrative essay for the short stories that students found. Students can also be responsible for their own prompt. Another example occurs when students are researching various short stories on the Internet for inspiration.

- Each student has a Chrome book and access to Google services
- Microsoft Word
- Google Docs
- Edmodo
- blogs
- discussion boards
- Power Point
- Ted Talks
- podcasts
- Prezi
- New York Times often run writing contests for teens
- Smithsonian Tween Tribune

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
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.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
TECH.8.1.8.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.1.8.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.2.8.E	Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in this unit.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments

- Pairing oral instruction with visuals
- Repeat directions - Another example is posting the assignment, directions broken down and steps for how to complete the assignment on Google Classroom
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text - A specific example would allowing students to peer-edit a classmates's writing product (whether that be one or multiple paragraphs) monitoring various aspects of the writing process
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

A specific example would be having student working with an assigned partner in order to define key words as they are used in the narrative examples used to help identify imagery and other aspects of the writing process.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length

- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

The writing process is used heavily within this course. Students that are struggling should be checked for understanding about what areas of the process they are struggling with using BME outlines, graphic organizers and assessing their prior skills.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

The writing process is used heavily within this course. Students that are struggling should be checked for understanding about what areas of the process they are struggling with using BME outlines, graphic organizers and assessing their prior skills.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

A specific example would be completing a narrative essay using the same prompt listed above without the use of a graphic organizer for writing assistance. In addition, the length of the narrative can vary so that students can challenge themselves with their writing abilities. Students will also be challenged to find their own narrative on line sources for inspiration.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results

- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: The Short Story

NJSLS: See attached

Interdisciplinary Connection: TECH.8.1.8.C.CS2

Statement of Objective:

- Create concrete details to describe setting for a fictional story using the wheel and spoke organizer
- Craft a paragraph for the setting of an original story

Anticipatory Set/Do Now:

- Read the opening of The Great Gatsby or choose another excerpt that is rich in details describing setting. Students should take notes on what they visualize.

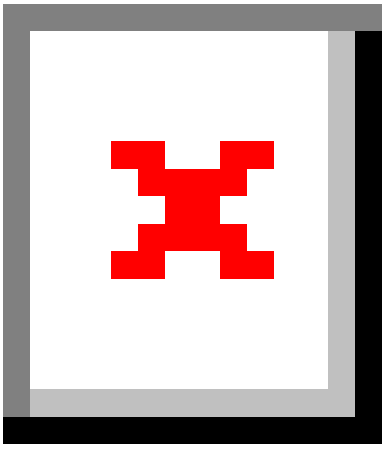
Learning Activity:

- On the board, draw a circle with 6 spokes radiating from that circle and draw circles at the end of those spokes. Ask students to respond in a one-word answer to this question: "What is this place like?" Write that word in the center, then on the radiating circles, write words from the text that support the center word. For example, if a student writes the word

"wealthy" in his assessment of the Gatsby setting, write "wealthy" in the center circle. Then the words he might cull from the paragraph to support that assessment could include champagne, motor-boats, aquaplanes, Rolls-Royce, parties, and servants.

- "There was music from my neighbor's house through the summer nights. In his blue gardens men and girls came and went like moths among the whisperings and the champagne and the stars. At high tide in the afternoon I watched his guests diving from the tower of his raft, or taking the sun on the hot sand of his beach while his two motor-boats slit the waters of the Sound, drawing aquaplanes over cataracts of foam. On week-ends his Rolls-Royce became an omnibus, bearing parties to and from the city between nine in the morning and long past midnight, while his station wagon scampered like a brisk yellow bug to meet all trains. And on Mondays eight servants, including an extra gardener, toiled all day with mops and scrubbing-brushes and hammers and garden-shears, repairing the ravages of the night before."

— The Great Gatsby



- Now have students read the story they have been working on. Ask them repeat the steps they did with The Great Gatsby. Ask them: "What is the place in which you story is told, like?"
- Students should create the same wheel and spoke organizer to answer the question. Writers should then revise their stories

to include concrete details to create an amazing paragraph describing the setting by showing, not telling.

Student Assessment/CFU's:

- Think, write, pair, share
- describe
- Question stem

Materials:

- handouts
- laptops
- student notebooks

21st Century Themes and Skills:

- Communication and collaboration
- Criticial Thinking and Problem Solving

Differentiation/Modifications:

- Offer stems to jumpstart writing
- Highlight and emphasize important information
- Use multiple examples and nonexamples

Integration of Technology:

- Smartboard, laptops

Scurletis, Georgia. "How to Teach Setting: Beyond Time and Place." *: Wordshop : Thinkmap Visual Thesaurus*. N.p., n.d. Web. 06 Aug. 201