

# Unit 2: The Short Story

Content Area: **ELA**  
Course(s): **Creative Writing**  
Time Period: **October**  
Length: **18 Days; Grades 11 and 12**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**CREATIVE WRITING**  
**UNIT 2 THE SHORT STORY**  
**GRADES 11 and 12**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

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Board Approved: September 23, 2019

## **Unit Overview**

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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 - students will have time to select short stories based on their interests. 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.

## **Enduring Understanding**

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- 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**

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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**

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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

|                |   |
|----------------|---|
| LA.RI.11-12.4  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| LA.RI.11-12.6  | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  |
| LA.W.11-12.1.D | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.   |
| LA.W.11-12.2.D | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.   |
| LA.W.11-12.2.E | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.   |
| LA.W.11-12.3   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |
| LA.W.11-12.3.B | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  |
| LA.W.11-12.3.D | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  |
| LA.W.11-12.4   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  |
| LA.W.11-12.5   | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.  |
| LA.W.11-12.6   | Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  |

## **Interdisciplinary Connections**

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|-------------------|--|
| TECH.8.1.12.B     | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.12.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes.  |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression.  |
| TECH.8.1.12.C.CS3 | Develop cultural understanding and global awareness by engaging with learners of other   |

|                   |  |
|-------------------|--|
|                   | cultures.  |
| TECH.8.1.12.C.CS4 | Contribute to project teams to produce original works or solve problems.   |
| TECH.8.1.12.D.CS1 | Advocate and practice safe, legal, and responsible use of information and technology.  |
| TECH.8.1.12.E     | Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.   |
| TECH.8.1.12.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. |

## Learning Objectives

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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.

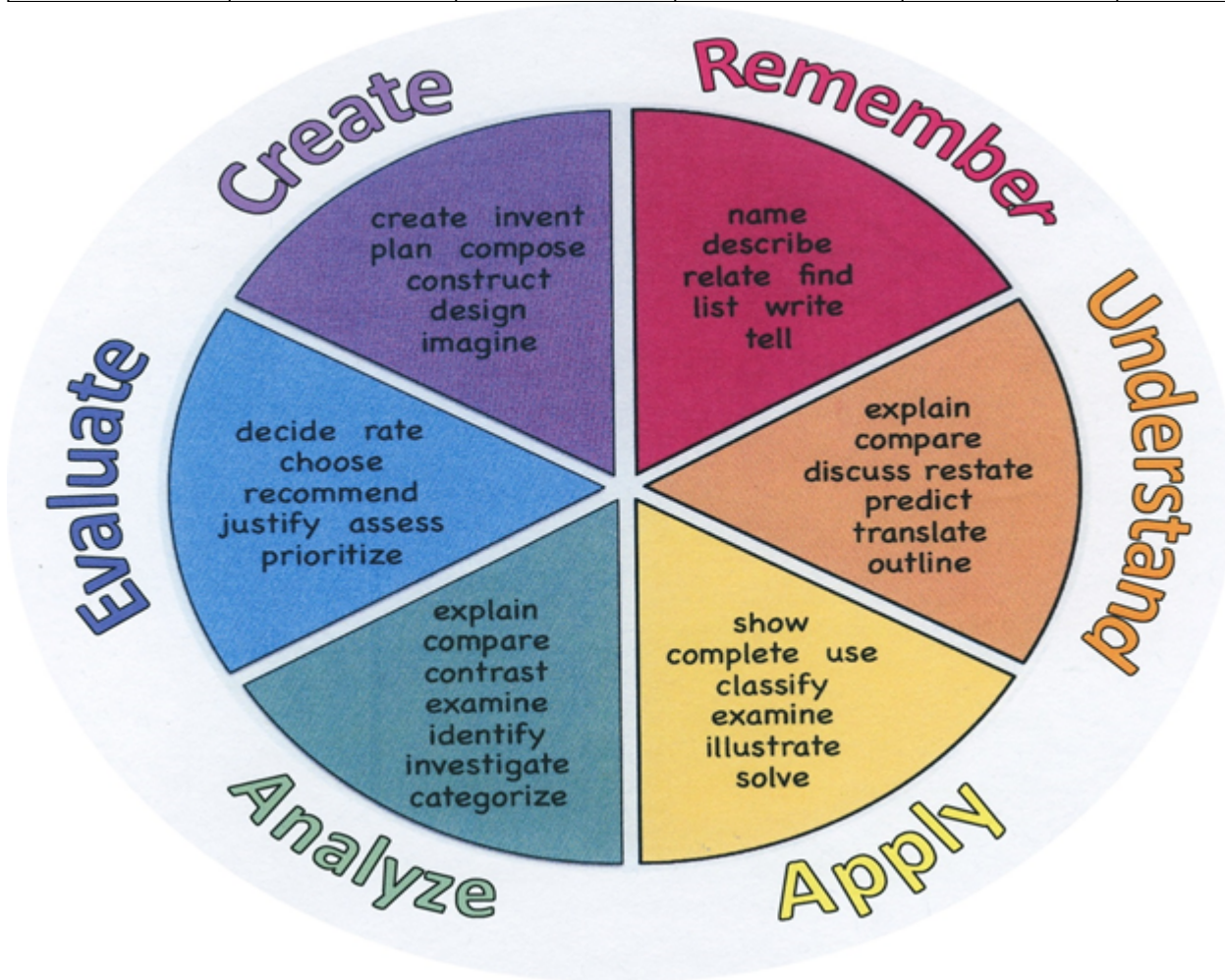
Edit and proofread to enhance fluency by omitting needless words, varying sentence structure, describing specific details, using vivid verbs, editing prepositional phrases, checking spelling, applying conventions of standard English grammar and usage.

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 Examples | Prepare     | Point out    | Contrast  | Invent      |
| Name      | Illustrate    | Produce     | Select       | Critique  | Make        |
| Omit      | Indicate      | Select      | Subdivide    | Determine | Originate   |
| Recite    | Interrelate   | Show        | Survey       | Grade     | Organize    |
| Select    | Interpret     | Sketch      | Arrange      | Justify   | Plan        |
| State     | Infer         | Solve       | Breakdown    | Measure   | Produce     |
| Count     | Match         | Use         | Combine      | Rank      | Role Play   |
| Draw      | Paraphrase    | Add         | Detect       | Rate      | Drive       |
| Outline   | Represent     | Calculate   | Diagram      | Support   | Devise      |
| Point     | Restate       | Change      | Discriminate | Test      | Generate    |
| Quote     | Rewrite       | Classify    | Illustrate   |           | Integrate   |
| Recall    | Select        | Complete    | Outline      |           | Prescribe   |
| Recognize | Show          | Compute     | Point out    |           | Propose     |
| Repeat    | Summarize     | Discover    | Separate     |           | Reconstruct |
| Reproduce | Tell          | Divide      |              |           | Revise      |
|           | Translate     | Examine     |              |           | Rewrite     |
|           | Associate     | Graph       |              |           | Transform   |
|           | Compute       | Interpolate |              |           |             |
|           | Convert       | Manipulate  |              |           |             |
|           | Discuss       | Modify      |              |           |             |
|           | Estimate      | Operate     |              |           |             |
|           | Extrapolate   | Subtract    |              |           |             |
|           | Generalize    |             |              |           |             |
|           | Predict       |             |              |           |             |



## **Suggested Activities & Best Practices**

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- Write a Short Story
- Students will create and keep journals
- Includes activities appropriate to the development of the Unit;
- Is comprised of the variety of learning activities that will be referenced in lesson plans, constructed/developed and instructionally delivered in the classroom;
- Are authentic;
- Recognizes the learning styles of the students;
- Integrates problem- or project-based learning.

## **Assessment Evidence - Checking for Understanding (CFU)**

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Discuss short story elements and provide examples (verbally) (formative assessment)

Writing out elements of short story (formative assessment)

Pair-Share the "big" ideas and take aways of writing and reading short stories (formative assessment)

Quiz (summative assessment)

Modify an existing story (alternative 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**

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*Creative Writing: Forms and Techniques*, by Lavonne Mueller/JerryD. Reynolds; NTC/Contemporary Publishing Group

- Chapter 12

*Creative Writer's Handbook*, by Phillip K. Jason and Allan B. Lefcowitz; Prentice Hall, pub.

*On Writing*, by Stephen King; Scribner, pub.

Teacher resources

Laptops

## **Ancillary Resources**

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Textbook: *Lively Writing: The Process of Creative Communication*, Jeffrey Schrank

Student's Journal

*From Where You Dream*, by Robert Olen Butler; Grove Press

*Immersed in Verse*, by Allan Wolf; Sterling Publishing Company

*How I Write*, by Janet Evanovich, *Secrets of a Best Selling Author*; St. Martin's Griffin, pub.

*642 Things To Write About*, by the San Francisco Writer's Grotto; Chronicle Books, LLC, pub.

Personal novels

Excerpts based on student choice

Anthology

Progress

Edgar Allan Poe short stories (prose narratives with a single focus)

Laptops

## **Technology Infusion**

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microsoft word

google docs

edmodo

blogs

discussion boards

powerpoint

ted talks

podcasts

prezi

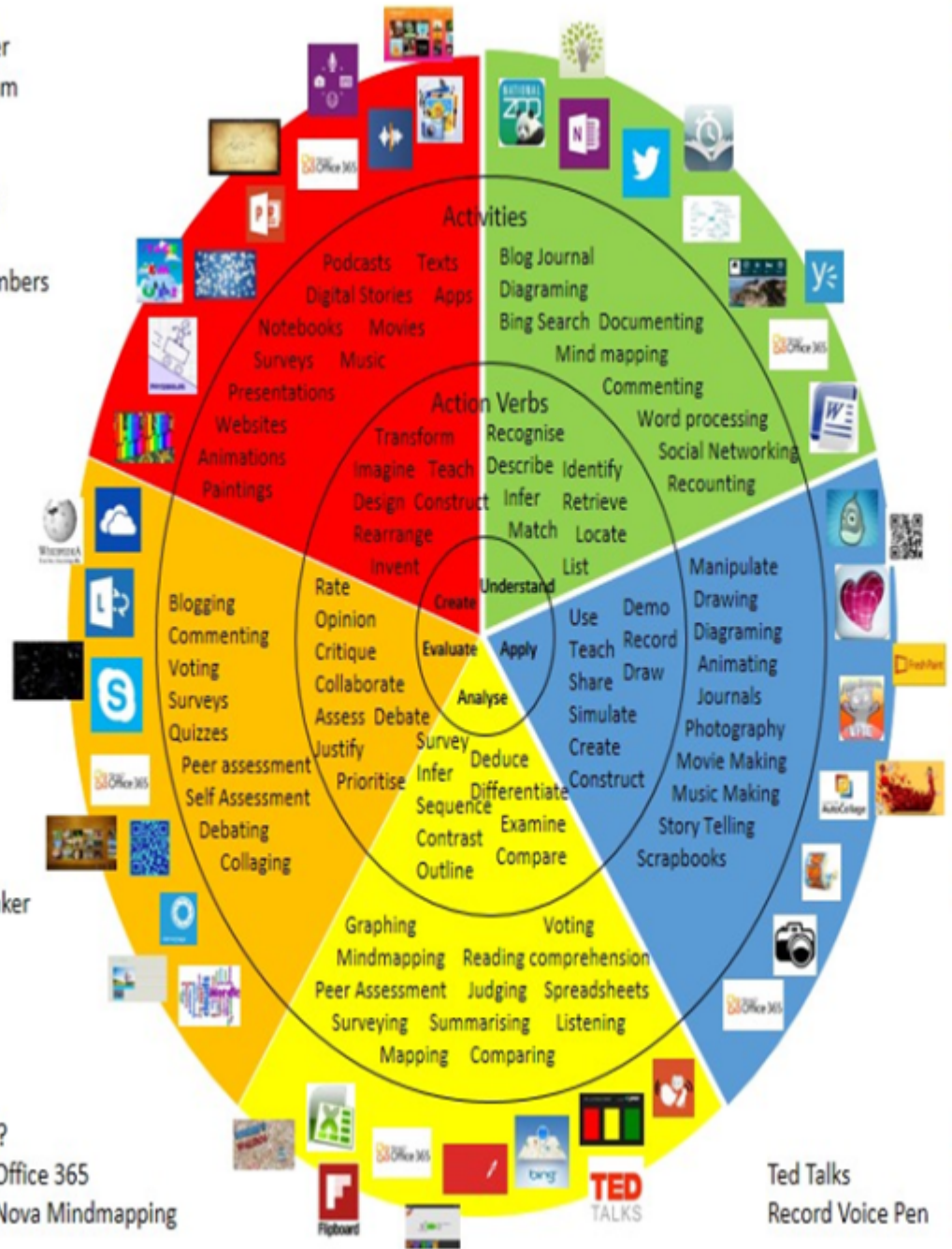
# Win 8.1 Apps/Tools Pedagogy Wheel

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/Padagogy-Wheel.001.jpg>  
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

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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.CRP1

Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

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.CRP5.1

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

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.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.CRP8.1   | Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.   |
| CRP.K-12.CRP9.1   | Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.  |
| CRP.K-12.CRP10.1  | Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals. |
| CAEP.9.2.12.C.5   | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.  |
| TECH.8.1.12       | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.   |
| TECH.8.1.12.B     | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.   |
| TECH.8.1.12.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes.  |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression.  |

## **21st Century Skills/Interdisciplinary Themes**

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- 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

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

CAEP.9.2.12.C.5

Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

TECH.8.1.12.A.1

Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

## Differentiation

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Varied level texts

Flexible grouping

Journal prompts

Modify length of assignment

Questioning techniques

Highlight and emphasize important information

Provide graphic organizers

Refer to relevant previously taught or mastered skills

Use multiple analogies and examples

Provide notes

Offer stems to jumpstart writing

Use multiple examples and non-examples

Model close reading

Model structure and clarify unfamiliar syntax explicitly

Portray structure, relationships, and associations through concepts webs

Proceed from simple to the complex when teaching concepts and skills

Use concrete examples for abstract concept

Require shortened assignments

Conference as often as needed

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- 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
- 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)**

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- Modifications as dictated in the student's IEP/504 Plan
- Additional time for skill mastery
- Behavior management plan
- Modified test/test length
- Study guides provided

- 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
- multiple test sessions
- multi-sensory presentation
- 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)**

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- Using videos, illustrations, pictures and drawings to explain or clarify
- Providing study guides

- Decreasing amount of work presented/required
- Modifying tests
- Allow the use of note cards and/or open book during testing
- Allowing students to write in their native languages and then translating that into English.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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**

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- Using videos, illustrations, pictures and drawings to explain or clarify
  - Providing study guides
  - Decreasing amount of work presented/required
  - Modifying tests
  - Allow students to correct errors
  - Reduce lengthy reading assignments
- 
- 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 work presented 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)**

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- Advanced problem-solving
- Higher order, critical and creative thinking skills and discovery
- Allow students to work at faster pace
- Create a blog
- Complete activities aligned with above grade level text using Benchmark results

- 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**

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See sample in Unit 1