

# Unit 2: The Short Story

Content Area: **ELA**  
Course(s): **Creative Writing**  
Time Period: **NovDec**  
Length: **Full Year, Grades 11 - 12**  
Status: **Not Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

## **Creative Writing, Grades 11 - 12**

## **Unit 2: The Short Story**

**Belleville Board of Education**

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## **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.

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

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

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). 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 Fiction)

Graphic Novel

Mystery

Thriller

Fantasy

Science Fiction

Comic strip

Drama

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

\* OPTIONAL PROJECT: Have the class collectively write a short story or novel; each student responsible for writing a chapter.

First two genres shared by school librarian.

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

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

## NJSLS

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Please link all standards that apply in this section within the curriculum of the unit being written.

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.
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.

## 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.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
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.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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.
	Production and Distribution of Writing

## 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*

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.
LA.W.11-12.10	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.

## 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?

## 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



### Interdisciplinary Connections

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- Public Speaking
- Journalism
- ELA

### Alignment to 21st Century Skills & Technology

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English

Creativity

Innovation

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

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Global Awareness

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

## **21st Century Skills**

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Communication and Collaboration

Creativity

Innovation

Media Literacy

- 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

## **Technology Infusion**

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What technology can be used in this unit to enhance learning?

microsoft word

google docs



edmodo

blogs

discussion boards

powerpoint

ted talks

podcasts

prezi

New York Times often run writing contests for teens

## **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

## **Special Education**

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Allowing tutoring by peers

Allowing extra time for assignments, test and exams

- 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
- 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

## **ELL**

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Allowing students to write poetry in their native languages and then translating that poetry into English.

Allowing students to use note cards or open binders during quizzes, tests or exams.

- 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

## **Intervention Strategies**

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Allowing tutoring by peers

Allowing extra time for assignment completion

Allowing extra time for tests/exams

- 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

## **Evidence of Student Learning-CFU's**

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### Observation

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## **Primary Resources**

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

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

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

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

*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

Teacher resources

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

Scope

SmartBoard

Laptops

## **Ancillary Resources**

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Student's Journals

Teacher-Made *Poetry Writing Handbook*

A collection of photographs collected by the teacher for picture prompt writing