

Unit 02: Short Stories

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

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.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
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.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section

LA.RL.9-10	Reading Literature Key Ideas and Details
LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.K-12.NJLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.K-12.NJLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Craft and Structure
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.K-12.NJLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.K-12.NJLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Range of Reading and Level of Text Complexity
LA.RL.9-10.10a	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.K-12.NJLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RL.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.K-12.NJLSA.W	Writing
LA.K-12.NJLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production and Distribution of Writing
LA.K-12.NJLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	Range of Writing
LA.K-12.NJSLSA.W10	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, and audiences.
LA.K-12.NJSLSA.SL	Speaking and Listening Comprehension and Collaboration
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	Presentation of Knowledge and Ideas
LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.L	Language
LA.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	Conventions of Standard English
LA.W.9-10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.9-10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
LA.K-12.NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Knowledge of Language
LA.W.9-10.3.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.K-12.NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.W.9-10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	Vocabulary Acquisition and Use
LA.W.9-10.4	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.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

LA.K-12.NJSLSA.L5	Demonstrate understanding of word relationships and nuances in word meanings.
LA.W.9-10.5	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.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.K-12.NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.W.9-10.10	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, and audiences.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.
LA.L.9-10.1.A	Use parallel structure.
LA.L.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LA.L.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.L.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.1.E	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LA.L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.L.9-10.2.B	Use a colon to introduce a list or quotation.
LA.L.6.2.A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

LA.L.9-10.2.C	Spell correctly.
LA.L.7.3.A	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
LA.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.L.6.3.A	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
LA.L.5.1.D	Recognize and correct inappropriate shifts in verb tense.
LA.L.6.3.B	Maintain consistency in style and tone.
LA.L.3.1.F	Ensure subject-verb and pronoun-antecedent agreement.
LA.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
LA.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.C	Consult general and specialized 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, its part of speech, or its etymology.
LA.L.9-10.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.L.4.3.B	Choose punctuation for effect.
LA.L.3.3.A	Choose words and phrases for effect.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy **New Section**

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

The purpose of this unit is to give students an opportunity to read a variety of popular short stories and then try their hand at writing one or several of their own. Unlike poetry, short stories require adherence to a clearer set of rules, i.e., plot, character development, etc., so this unit provides time for students to understand the structure and essential components of successful short stories in order to be able to write their own.

Meaning

Essential Questions

Essential Questions

- What does this short story say about the world? About the characters in it? About human nature? About me?
- How can I ensure my story is well-rounded and leaves my reader with a sense of completion/satisfaction?
- How can I create a compelling, multi-dimensional character with whom my readers will care about enough to stick with my story throughout its resolution?
- How can I practice resilience and patience when I encounter roadblocks and frustration in my writing practice?

Enduring Understanding/Indicators of Understanding

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- Reading short stories expands our understanding of the world, people, and ourselves.
- The essential ingredients to a short story are: 1) at least one compelling, multi-dimensional character who 2) wants something, and 3) is resolved by the readers' discovery of whether or not the character achieves it.
- Writing is a multi-step endeavor that requires patience, resilience, reflection, and determination.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- A collection of literary vocabulary/devices used throughout short stories, including, but not limited to: protagonist, antagonist, character, plot, exposition, rising action, climax, falling action, resolution, external conflict, internal conflict, points of view, setting, theme, tone, symbolism, allegory, foreshadowing, suspense, etc.

- What every good short story requires: at least one three-dimensional character who wants something.

Skills

Skills

Student will be skilled at ...

- Reading short stories written by professional writers and identifying basic story elements including, but not limited to: protagonist, antagonist, character, plot, exposition, rising action, climax, falling action, resolution, external conflict, internal conflict, points of view, setting, theme, tone, symbolism, allegory, foreshadowing, suspense, etc.
- Analyzing and discovering how characters work within a given text's plot, conflict, and theme.
- Creating at least one three-dimensional character with personality traits, flaws, and motivations.
- Infusing imagery and various other literary devices into their stories to create detailed settings that lend to the theme.
- Creating a plot that has conflict, rising action, a climax, and a satisfying falling action/resolution.
- Collaborating with their teacher and their peers to write, revise, and publish a story containing all the elements a good story needs (compelling characters, detailed setting, plot, and theme).

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

A variety of short stories and movie clips including, but not limited to:

- “The Fog Horn” by Ray Bradbury
- Castaway (film clips)
- “The Scarlet Ibis” by James Hurst
- “Lamb to the Slaughter” by Roald Dahl
- A Study in Genre: Short Story
- Teaching the Short Story: A Teacher's Packet

Formative Assessment Strategies

Formative Assessment Strategies

- Students will be assessed throughout the unit by the answers they give and responses they have to each of the short stories we read together (informal discussion; multiple-choice questions; short-answer and open-ended questions, etc.); once students seem comfortable and proficient in identifying basic story elements, I will know we are ready to start infusing them into our own story writing.
- I will assess student writing and provide feedback consistently as they write their short stories to ensure they are generating their best possible work.

Learning Activities/Unit of Study

Learning Activities/Unit of Study

- Take notes on basic story elements/vocabulary/devices
- Read a variety of short stories, both with the class and individually, with the purpose of enjoying them as well as

identifying these story elements within and analyzing the overall stories' themes

- Brainstorm ideas for well-developed characters and practice creating them
- Practice their imagery skills by writing detailed passages to describe particular scenes
- Use graphic organizers to plan out their short story
- Write a fully developed short story with compelling characters, a conflict, and an organized and complete plot
- Read and comment on their peers' writing
- Share their short story with their peers

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for

students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may

hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.