

# Reading Fiction

Content Area: **English Language Arts**  
Course(s): **English Literacy 1, HSPA Literacy II, English /Reading**  
Time Period: **1 marking period**  
Length: **10 weeks**  
Status: **Published**

## Unit Overview

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Students will be able to use active reading strategies to comprehend narrative texts independently on state mandated and other standardized assessments. This includes short stories, novels, plays, and poetry.

Students will focus on implementing active reading strategies and demonstrate their understanding of the text. Students will practice using narrative writing techniques.

## Transfer

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Students will gain skill needed to read, comprehend, and generate questions for materials in all subjects and levels. Students will apply test taking strategies and skills in all courses.

## Knowledge

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Students will know...

- Skills needed for independent reading fluency and comprehension
- A variety of strategies for before, during, and after reading to construct meaning
- Strategies for success on tests and other assessments
- How to identify literary elements in narrative texts and how author's use of these elements affect structure and meaning.

## Application of Skills and Knowledge

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Student will be skilled at...

- Reading independently with fluency and comprehension
- Taking standardized tests successfully
- Identifying and using reading strategies that work for him/her to be a successful reader
- Implement test taking strategies for multiple choice test
- Using textual evidence to support claims
- Create written responses using the RACE writing strategy

## Academic Vocabulary

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- analysis
- antagonist
- author's purpose
- causal relationships
- clarifying
- climax
- comparing
- comprehension
- connotative meaning
- contrasting
- decoding
- denotation
- dramatic irony
- exposition
- external conflict
- falling action
- figurative meaning
- fluency
- generalizing
- inference
- internal conflict
- literary elements
- main idea
- paraphrasing
- plot
- predicting
- protagonist
- questioning
- resolution
- rising action
- setting
- situational irony
- structure
- summarizing
- textual evidence

- theme
- theme
- tone
- verbal irony
- visualizing
- vocabulary in context

## **Learning Goal 1: Comprehension of Narrative Texts**

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Student will be able to demonstrate their comprehension of narrative texts.

### **Target 1**

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Student will be able to paraphrase and summarize narrative text.

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.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.

### **Target 2**

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Students will be able to infer meaning, particularly theme, from narrative text. Students will be able to evaluate point of view and its effect on the character development, as well as its impact on the reader.

LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
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.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.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.
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

### **Target 3**

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Student will be able to define vocabulary in context within narrative texts.

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.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.

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## **Learning Goal 2: Reading Strategies**

Student will be able to utilize active reading strategies before, during, and after reading narrative texts.

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### **Target 4**

Student will be able to use prior experiences and knowledge to predict what will happen in a narrative text before reading.

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.RL.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

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### **Target 5**

Student will be able to use a variety of speaking and writing strategies to enhance comprehension during reading of narrative material.

LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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.

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### **Target 6**

Student will be able to define, identify, and analyze literary elements in narrative texts.

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## **Learning Goal 3: Literary Terms & Elements of Fiction**

Student will be able to define literary terms.

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.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.
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.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).

### **Target 7**

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Student will be able to identify uses of literary elements including central idea in narrative texts.

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.
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### **Target 8**

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Student will be able to analyze an author's purpose in choosing literary elements and the structure of a narrative text.

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.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.
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.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.

### **Learning Goal 4:**

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Students will be able to use elements of fictional story telling to write their own fictional story.

LA.W.9-10.1.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
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	of the discipline in which they are writing.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.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.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.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.9-10.10	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.

## **Formative Assessment and Performance Opportunities**

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- Pre-reading activities/ questions such as:
  - KWL Charts
  - Predictions (bases on prior knowledge, video, pictures)
  - Completion of needed background (historical connections, vocabulary specific to time period and/or content)
- During- Reading
  - Active note-taking
  - Implementation of active reading strategies (connects, questions, highlight)
- Annotation (During Reading)
- Anticipation Guides (Before Reading)
- Making connections to self, world, text (Before, During, After Reading)
- Reading Workshop/Focus Groups (During and After Reading)
- SOAPSTone Analysis (During and After Reading)
- Think-Pair-Share (Before Reading)
- What I Know-Want to Know-Learned (Before Reading)

## **Summative Assessment**

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- After-reading
  - test/quizzes
  - Writing assignments
  - Open-ended responses
- Comprehension Questions modeled on standardized test of record
- Open Ended Responses (RACE and TIQE Formulas) (During and After Reading)
- Student Created Exam Questions (After Reading)

## **21st Century Life and Careers**

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Students will utilize fiction texts as a way to explore 21st Century Life/Career standards. Students will master skills to become excellent writers; including mastering conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. Students will use information they learn through their readings to make decisions, research new information, and evaluate the sources and its reliability.

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.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.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.

## **Accommodations/Modifications**

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When reading fiction, students will have access to the following to assist in accommodations/modifications:

- Audio books
- Ability to change reading level within a variety of web-based sources ( common lit)
- Implementation of during reading questions to check for understanding
  - allow for time to reword/clarify text
  - break in the text at appropriate times to review important details
- Follow IEP and 504 Directives
- Guided Notes / Teachers Notes

When writing fictional stories , students will have access to the following accommodations/modifications:

- Guided outline for paragraph formats
- Shortened requirements for length
- Access to appropriate sources
- confrence with teacher when needed

### ELL Modifications:

- Use of google translate for communication as well as documents and hand outs
- Hard copies of assignments that include both the translated text and English text
- Closed captioning in native language for videos when accessible
- Allow for students to submit written assignments instead of oral presentations when appropriate

### Hearing Impaired Modifications

- Use of transcripts for videos/ closed captions
- Preferential seating

### Visually Impaired Modifications

- Enlarge document types as needed
- Preferential seating
- Use of audio books

## **Interdisciplinary Connections**

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Through reading of fiction materials students will be able to make interdisciplinary connections when appropriate with

- Historical events
- Scientific developments/advancements
- Financial Literacy
- Health and wellbeing
- Implementation of text that open discussions for LGBTQ , disabilities, and minorities

## **Unit Resources**

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Unit Resources/ Suggested texts for:

The Lottery by Shirley Jackson

Quitters Inc by Stephen King

The Tell Tale Heart by Poe



The Reader as Detective by Burton Goodman

Common Lit Units

Scope Short Stories/ Plays

LGBTQ Poetry List from Academy of American Poets:

<https://poets.org/lgbtq-poetry>

Climate Change Poetry List from Academy of American Poets:

<https://poets.org/poems-about-climate-change>

Article on Climate Change Fiction and link for video series created by Amazon <https://www.newyorker.com/books/page-turner/how-climate-change-fiction-or-cli-fi-forces-us-to-confront-the-incipient-death-of-the-planet>

The Yellow Wallpaper by Charlotte Perkins Gilman

- Mental Health Awareness

The Scarlet Ibis By James Hurst

- Physical Disability