

Unit 3- Short Stories

Content Area: **English**
Course(s):
Time Period: **Marking Period 3**
Length: **6 Weeks**
Status: **Published**

State Mandated Topics Addressed in this Unit

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| N/A | N/A |

Short Stories

Learning Objectives

There will be an emphasis on providing textual evidence to support written and oral analysis of works of fiction and nonfiction, which will support further investigation into a work’s main ideas, structure, use of figurative language, themes, characters, and their characterization. Questioning will be used to probe artist’s thinking and require defense of any answer provided that is rooted in the text. Textual annotation will be taught through teacher modeling, leading to independent usage. Written assignments will be scaffolded over the course of the unit, beginning with facilitated thinking and group writing, moving to independent practice with artists receiving written feedback and active questioning during the writing process and producing increasingly extended and analytical responses.

- Conduct discussions.
- Read at least one extended text, 3-5 short texts.
- Report findings.
- Study and apply grammar.
- Study and apply vocabulary.
- Will engage in Narrative writing.
- Will engage in Research writing.
- Will engage in Routine Writing.

Essential Skills

- Analytical Responses to Literary Criticism
- Mastery of Thesis Construction
- MLA Process

- The Argumentative Essay
- The Narrative Task
- The Research Simulation

Language Skills

- Acquire general academic words from content-specific written texts.
- Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk).
- Apply knowledge of language to comprehend more fully when reading, listening, or speaking.
- Apply knowledge of language to make effective choices to shape the meaning and style.
- Apply knowledge of language to understand how language functions in different situations.
- Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work.
- Consult reference materials to derive word meanings and correct pronunciation of words.
- Identify and use various types of phrases and clauses.
- Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level.
- Interpret and analyze the use of figurative language within a text.
- Know and use standard English spelling conventions.
- Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively.
- Understand the differences between a phrase and a clause and how to effectively use.
- Use a colon to introduce a list or quotation.
- Use a semicolon or conjunctive adverb to link two or more closely related independent clauses.
- Use context clues to derive word meaning (connotation, denotation, word function and position).
- Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns.
- Vary sentence structure to convey specific meaning and interest in writing and presentation.

Speaking and Listening Skills

- Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity.
- Collaborate with peers.
- Continue to propel conversations by posing and responding to questions that connect to broader ideas.
- Draw from and build on the ideas of others in a discussion.
- Encourage others to participate in a discussion or collaborative activity.
- Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements.
- Establish goals and roles for group members and adhere to assigned roles.
- Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant.

- Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective.
- Listen to and evaluate multiple sources of information in diverse formats and media.
- Organize, develop, and produce a presentation in a style appropriate to my purpose and audience.
- Participate in friendly discussions and decision-making activities.
- Prepare for discussions.
- Read and research materials beforehand.
- Refer to evidence from texts and other research.
- Reflect upon, evaluate and respond to comments made by peers during discussion.
- Respect and promote diverse perspectives in a discussion or collaborative activity.
- Set guidelines for class discussions.
- Speak with clear pronunciation.
- Summarize where others agree and disagree with ideas and perspectives.
- Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary.

Writing Skills

- Apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures.
- Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.
- Assess whether information from reliable and authoritative sources is relevant
- Choose and evaluate various platforms.
- Conduct research drawing on multiple sources.
- Conduct short and more sustained research projects.
- Convey experiences, real or imagined.
- Create clear point(s) of view established through a narrator, provide characters, and present a situation.
- Determine writing task type and its appropriate organizational structure.
- Determine and address the audience appropriately.
- Develop and use appropriate planning templates.
- Form or structure based on a progression of events that build upon each other.
- Identify and understand the writing purpose.
- Know how to broaden or narrow an inquiry.
- Link and cite multiple sources.
- Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience.
- Provide a conclusion to the events they set out at the beginning of their narrative.
- Understand and utilize appropriate style.
- Understand and utilize revision techniques.

- Use effective details using precise language.
- Use technology proficiently for production, publication, and collaboration.
- Use time as the deep structure of the narrative.
- Use various technological platforms to create and evaluate shared writing products.
- Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences.

Reading Skills

- Analyze how details develop the theme/central idea.
- Analyze the text for inferred and literal meanings.
- Critically examine the author's overall purpose.
- Determine how the theme/central idea emerges and is refined or strengthened through key details.
- Distinguish text that provides strong support from unsupported, uncertain or insufficient text.
- Distinguish the difference between strong and insufficient (unreliable) details.
- Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience.
- Evaluate a theme and central idea.
- Evaluate and critically examine how an author has chosen to structure a text and order events within it.
- Evaluate figurative meaning, Evaluate connotative meaning, Critically examine how word choice impacts meaning, Critically examine how word choice impacts tone, Evaluate cumulative impact of word choice, Critically examine formal vs. informal tone.
- Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text and how culture impacts that point of view.
- Evaluate the relationship between explicit and implicit details and how it contributes to the meaning of the text.
- Evaluate the similarities and differences between various accounts of a subject are told in multiple different mediums.
- Formulate an objective (free of personal bias) summary of the text.
- Identify explicit and implicit textual evidence.
- Make inferences using explicit and implicit text evidence.
- Make personal connections, make connection to other texts, and or/make global connections where relevant.
- Provide an objective summary of the text.
- Support inference using several examples from the text.
- Use direct quotes, paraphrase and summarize objectively.
- Use strong textual support to analyze how an author structures the text and develops ideas.
- Use strong textual support to analyze when an author draws on and then transforms source material (such as a theme or topic) from another text.
- Use strong textual support to demonstrate deeper understanding of characterization.
- Use the text to draw conclusions about the theme/central idea.

Standards

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| ELA.L.SS.11–12.1 | Demonstrate command of the system and structure of the English language when writing or speaking. |
| ELA.L.SS.11–12.1.A | Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested. |
| ELA.L.SS.11–12.1.B | Observe hyphenation conventions. |
| ELA.L.SS.11–12.1.C | Recognize spelling conventions. |
| ELA.L.KL.11–12.2 | 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. |
| ELA.L.KL.11–12.2.A | 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. |
| ELA.L.VL.11–12.3 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. |
| ELA.L.VL.11–12.3.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. |
| ELA.L.VL.11–12.3.B | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). |
| ELA.L.VL.11–12.3.C | Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. |
| ELA.L.VL.11–12.3.D | 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, its etymology, or its standard usage. |
| ELA.L.VI.11–12.4 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. |
| ELA.L.VI.11–12.4.A | Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. |
| ELA.L.VI.11–12.4.B | Analyze nuances in the meaning of words with similar denotations. |
| ELA.L.VI.11–12.4.D | Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful. |
| ELA.RL.CR.11–12.1 | Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. |
| ELA.RL.CI.11–12.2 | Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. |
| ELA.RL.IT.11–12.3 | Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| ELA.RI.IT.11–12.3 | Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. |
| ELA.RL.PP.11–12.5 | Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). |

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| ELA.RI.CT.11–12.8 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. |
| ELA.W.AW.11–12.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| ELA.W.NW.11–12.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| ELA.W.NW.11–12.3.A | Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| ELA.W.NW.11–12.3.B | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |
| ELA.W.NW.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). |
| ELA.W.NW.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. |
| ELA.W.NW.11–12.3.E | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| ELA.W.WP.11–12.4 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| ELA.W.WR.11–12.5 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| ELA.W.SE.11–12.6 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals). |
| ELA.W.RW.11–12.7 | 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. |
| ELA.SL.PE.11–12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| ELA.SL.PE.11–12.1.A | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| ELA.SL.PE.11–12.1.B | Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. |
| ELA.SL.PE.11–12.1.C | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| ELA.SL.PE.11–12.1.D | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what |

additional information or research is required to deepen the investigation or complete the task.

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| ELA.SL.II.11–12.2 | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. |
| ELA.SL.ES.11–12.3 | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| ELA.SL.PI.11–12.4 | Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| ELA.SL.UM.11–12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| ELA.SL.AS.11–12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |

Instructional Tasks/Activities

- Class discussions.
- Collaborative activities.
- Mentor sentence emulation practice.
- Short written responses to reading and viewing.
- Teacher observation of progress within the research process.
- Vocabulary exercises (Content-related).
- Writing drafts.

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz

- Rubric
- Teacher Collected Data
- Test
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions. Modifications and accommodations to this unit will be based upon individual artist's IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education services at Chartertech High School for the Performing Arts.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw

- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

Resources

- "In Time"
- "All Summer in a Day"
- "Excerpts From We" (CommonLit)
- "Minority Report"
- "The Lottery" (CommonLit)
- "Why Teens Find The End of The World So Appealing" (CommonLit)