

LHS ELA 9 Unit 1

Content Area: **ELA**
Course(s):
Time Period: **MP1**
Length:
Status: **Published**

Unit Overview

Theme: The Power of Storytelling

Benchmark Text Focus: Literature

Anchor Text: Short Stories

Writing Genre Focus: Narrative

[Benchmark & Answer Key](#)

Targeted ELA Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

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| ELA.L.SS.9–10.1 | Demonstrate command of the system and structure of the English language when writing or speaking. |
| ELA.L.KL.9–10.2 | Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. |
| ELA.L.VL.9–10.3 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. |
| ELA.L.VI.9–10.4 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. |
| ELA.RL.CR.9–10.1 | Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain. |
| ELA.RI.CR.9–10.1 | Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. |

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| ELA.RL.CI.9–10.2 | Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text. |
| ELA.RI.CI.9–10.2 | Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text. |
| ELA.RL.IT.9–10.3 | Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme. |
| ELA.RI.IT.9–10.3 | Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| ELA.RL.TS.9–10.4 | Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). |
| ELA.RL.PP.9–10.5 | Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view. |
| ELA.RL.CT.9–10.8 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts. |
| ELA.W.NW.9–10.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| ELA.W.WP.9–10.4 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; 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.RW.9–10.7 | 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, and audiences. |
| ELA.SL.PE.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. |
| ELA.SL.AS.9–10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. |

Weekly Structure

| Day One | | Day Two | | Day Three | | Day Four | | Day Five | | Day Six | |
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| Reading Focus | | Reading Focus | | Reading Focus | | Reading Focus | | Reading Focus | | Reading Focus | |
| Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time |
| Do Now | 10 minutes | Mini-lesson review/r | 10 minutes | Do Now | 10 minutes | Mini-lesson review/r | 10 minutes | Do Now | 10 minutes | Mini-lesson review/r | 10 minutes |

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| Mini- lesso n (I Do) | 20 minute s | Small Group Instructi on (You Do) | 30 minute s | Mini- lesso n (I Do) | 20 minute s | Small Group Instructi on (You Do) | 30 minute s | Mini- lesso n (I Do) | 20 minute s | Small Group Instructi on (You Do) | 30 minute s |
| Pract ice (We Do) | 17 minute s | Closure | 7 minute s | Pract ice (We Do) | 17 minute s | Closure | 7 minute s | Pract ice (We Do) | 17 minute s | Closure | 7 minute s |

| Day Seven | | Day Eight | |
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| Writing Focus | | | |
| Activity | Suggested Time | Activity | Suggested Time |
| Do Now | 10 minutes | Mini-lesson review/recap | 10 minutes |
| Mini-lesson (I Do) | 20 minutes | Individual Conferences (You Do) | 30 minutes |
| Practice (We Do) | 17 minutes | Closure | 7 minutes |

| Day Nine | | Day Ten | |
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| Writing Focus | | | |
| Activity | Suggested Time | Activity | Suggested Time |
| Do Now | 10 minutes | Mini-lesson review/recap | 10 minutes |
| Mini-lesson (I Do) | 20 minutes | Individual Conferences (You Do) | 30 minutes |
| Practice (We Do) | 17 minutes | Closure | 7 minutes |

Rationale

Storytelling is an important part of human culture. It helps us communicate, entertain, teach, and keep history alive over time. This unit, "The Power of Storytelling," will look at why stories matter by studying short stories. Short stories are a special type of writing. They are brief but powerful, allowing us to explore deep ideas, feelings, and lessons in a small amount of space. Students will also learn about story structure, including how characters, settings, plots, and themes work together to create engaging and meaningful stories.

The writing focus on narrative follows directly from the study of the short story. By focusing on writing narratives, you can harness the power of storytelling to create meaningful and influential content that resonates with audiences on multiple levels. With the knowledge of story structure garnered from short stories, students can use that format to tell stories of their own.

The benchmark exam features a short story which tests students on a grade level text that is an exemplar of the structure of narrative. The writing task puts students into the story testing them on writing narrative that follows from exposition.

Enduring Understandings

| Content Specific | Skills Specific |
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| <ul style="list-style-type: none">• People read stories to expand their understanding of the world, society and culture.• Stories have a predictable and consistent structure.• Good readers use active reading strategies to comprehend what they read.• People communicate their values through storytelling. | <ul style="list-style-type: none">• Proficient readers use active reading strategies like questioning, highlighting and annotating to comprehend what they read.• Proficient readers storyboard a short story for its exposition, rising action, climax, falling action and resolution/denouement.• Proficient writers use a wide range of vocabulary to express and expand upon their ideas. |

Essential Questions

| Content Specific | Skills Specific |
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| <ul style="list-style-type: none">• Why do people read?• Why is storytelling important?• Why is storytelling universal to all cultures?• Why do we study specific authors?• What is the structure of a story? | <ul style="list-style-type: none">• How do readers use active reading strategies to understand the text more deeply?• What can a reader do when they don't understand the text?• How can we determine an author's style?• How does a good reader track the plot and structure of a narrative? |

Key Resources

Short Stories:

- The Cask of Amontillado
- The Monkey's Paw
- The Pit and the Pendulum
- The Most Dangerous Game

Supplementary Resources

Informational texts from district-approved resources.

[Additional district-approved secondary ELA instructional resource list](#)

[Warm-Up Activities to Engage Students Before They Read Nonfiction Texts](#)

Skills, Content, Activity, Assessment

| Month | Weeks | Standards | Suggested Learning Targets | Mini-Lesson Skills | Suggested Student Centered Activities | Resources | Assessment |
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| September | 1-2 | SL.PE.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 | SWBAT demonstrate 9th grade policies and procedures. SWBAT identify the norms of a group or partnership. SWBAT demonstrate the | <ul style="list-style-type: none">• Getting to Know You• Classroom Procedures & Expectations (relationship building, Instructional Workshop Model, group work, turn & talk procedures, etc.)• Reading Pre-assessment | | | <ul style="list-style-type: none">• LinkIt! pre-assessment - reading |

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| | | <p>clearly and persuasively.</p> <p>L.KL.9–10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>SL.AS.9–10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p> | <p>procedures and expectations of a student-centered activity.</p> <p>SWBAT demonstrate their knowledge of reading by taking a pre-assessment.</p> | | | | |
| | | <p>SL.PE.9–10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and</p> | <p>SWBAT demonstrate 9th grade policies and procedures.</p> <p>SWBAT identify</p> | <ul style="list-style-type: none"> • Getting to Know You • Classroom Procedures & Expectations (choosing "just right" books, when to abandon a book, how | | <ul style="list-style-type: none"> • Writing Pre-Assessment • Narrative Rubric • Grammar Pre-Test (Print- | <ul style="list-style-type: none"> • Narrative writing pre-assessment |

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| | | <p>teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>W.NW.9–10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.RW.9–10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter</p> | <p>the characteristics of a good reader.</p> <p>SWBAT demonstrate their knowledge of narrative writing by taking a pre-assessment.</p> | <p>to "book talk", etc.)</p> <ul style="list-style-type: none"> • Writing Pre-assessment | | only) | |
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| | | time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | | | | | |
| | 3-4 | <p>L.VL.9–10.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>L.VI.9–10.4 Demonstrate understanding of figurative language, word relationships, and nuances in word</p> | <p>SWBAT explain the meaning of a word, sentence, or paragraph by analyzing its context.</p> <p>SWBAT identify figures of speech in a text and explain their meanings and effects.</p> <p>SWBAT accurately cite several pieces of textual evidence to support their</p> | <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Derive meaning of unknown words from sentences, paragraphs, or texts • Interpretation of figures of speech (oxymoron, euphemism) • Review of citing textual evidence <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Brainstorming (character development and POV) • Brainstorming (multiple plot lines) | <ul style="list-style-type: none"> • LHS ELA Instructional Workshop Model Suggested Activities/Groups | <ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments | |

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| | | <p>meanings, including connotative meanings.</p> <p>RL.CR.9–10.1 Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.</p> <p>RI.CR.9–10.1 Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an</p> | <p>analysis of a text.</p> <p>SWBAT organize the character development, plot events, and the point of view to write their narrative story.</p> | | | | |
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| | <p>analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>W.NW.9–10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.WP.9–10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new</p> | | | | | |
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| | | <p>approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> | | | | |
| | | <p>RL.CR.9–10.1 Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says</p> | <p>SWBAT analyze explicit statements and inferential meaning in a text.</p> <p>SWBAT identify and articulate one or more themes</p> | <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Interpreting explicit and inferential meanings • Identify one or more themes in a text • Development of the theme throughout the text | <ul style="list-style-type: none"> • LHS ELA Instructional Workshop Model Suggested Activities/Groups | <ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments |

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| | | <p>explicitly and inferentially, as well as including determining where the text leaves matters uncertain.</p> <p>RI.CR.9–10.1 Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RL.CI.9–10.2 Determine one or more themes of a literary text</p> | <p>present in a literary text.</p> <p>SWBAT analyze how the identified theme is developed and refined throughout the literary text.</p> <p>SWBAT identify characteristics of a narrative exemplar.</p> <p>SWBAT construct an engaging hook by setting up a problem and establishing a point of view for their narrative.</p> | <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Exemplar vs. non-exemplar • Engaging and orienting the reader | | | |
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| | | <p>and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.CI.9–10.2 Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> | | | | | |
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| | | <p>W.NW.9–10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.WP.9–10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual</p> | | | | | |
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| | | (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. | | | | | |
| October | 1-2 | <p>RL.CI.9–10.2 Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.CI.9–10.2 Determine one or more central ideas of an</p> | <p>SWBAT identify the best objective summary for a text.</p> <p>SWBAT write an objective summary of a text.</p> <p>SWBAT analyze how authors depict complex characters with multiple motivations.</p> <p>SWBAT utilize multiple plot lines</p> | <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> Identifying an objective summary Writing a summary of a text without personal bias (objective summary) Motivation of complex characters <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> Narrative techniques : multiple plot lines Narrative techniques : dialogue | <ul style="list-style-type: none"> LHS ELA Instructional Workshop Model Suggested Activities/Groups | <ul style="list-style-type: none"> LHS Suggested Formative Reading Assessments | |

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| | <p>informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>IT.9–10.3 Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the</p> | <p>to enhance their narrative .</p> <p>SWBAT revise their writing by adding effective dialogue.</p> | | | | |
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| | | <p>theme.</p> <p>RI.IT.9–10.3 Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>W.NW.9–10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> | | | | | |
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| | | <p>W.WP.9–10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> | | | | |
| | <p>IT.9–10.3 Analyze how an author unfolds</p> | <p>SWBAT evaluate how interactions</p> | <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Character interaction | <ul style="list-style-type: none"> • LHS ELA Instructional Works | | <ul style="list-style-type: none"> • LHS Suggested Formative |

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| | | <p>and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RI.IT.9–10.3 Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> | <p>between characters contribute to plot advancement and theme development.</p> <p>SWBAT explain how pacing and use of flashback contribute to the narrative's tension and suspense.</p> <p>SWBAT identify and describe how the structure of a text influences its meaning.</p> <p>SWBAT use pacing and effective transitions to develop</p> | <p>s and influence on the plot and theme</p> <ul style="list-style-type: none"> • Time manipulation in a literary text • Text structure <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Narrative techniques : pacing & transitions • Narrative techniques : description, sensory details, and word choice | <p>hop Model Suggested Activities/Groups</p> | <p>Reading Assessments</p> |
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| | | <p>TS.9–10.4 Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).</p> <p>W.NW.9–10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> | <p>their characters and plot events.</p> <p>SWBAT choose precise words and sensory details to enhance their narrative story.</p> | | | | |
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| | | W.WP.9–10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. | | | | | |
| 3-4 | RL.PP.9–10.5 Determine an author’s | SWBAT identify and explain | Reading Mini-lessons: <ul style="list-style-type: none">Identify | <ul style="list-style-type: none">LHS ELA Instruct | | <ul style="list-style-type: none">LHS Suggested | |

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| | | lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view. | the author's cultural lens in a text. SWBAT analyze rhetorical devices used in a text. SWBAT analyze a given text by identifying themes and concepts. | author's lens • Rhetorical devices (ethos, pathos, logos) • Analyze source material for theme and concepts | ional Works hop Model Suggested Activities/Groups | | Formative Reading Assessments |
| | | RL.CT.9–10.8 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material | SWBAT use reflection to develop their characters and plot events. SWBAT provide a reflective conclusion that ties together their narrative' | Writing Mini-lessons: • Narrative techniques : reflection (internal thinking) • Reflective conclusions | | | |

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| | <p>historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.</p> <p>W.NW.9–10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.WP.9–10.4 Develop and strengthen writing as needed by planning,</p> | <p>s experiences or observations.</p> | | | | |
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| | | <p>revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> | | | | |
| | <p>SS.9–10.1 Demonstrate command of the system and structure of the English language when writing or speaking.</p> | <p>SWBAT identify and compare themes from a modern author's work with those from a chosen</p> | <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Transformation of source materials • Spiral review of unit's standards and skills to prepare | <ul style="list-style-type: none"> • LHS ELA Instructional Workshop Model Suggested Activities/Groups | | <ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments |

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| | | <p>RL.CT.9–10.8 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.</p> <p>W.NW.9–10.3 Write narratives to develop real or imagined</p> | <p>mythology or religious text.</p> <p>SWBAT review the unit's standards and skills in order to prepare for the benchmark assessment.</p> <p>SWBAT compose an original story based on elements from a fictional text.</p> <p>SWBAT compose a narrative story from a different character's POV that logically follows from the events described.</p> | <p>for BM</p> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Write an original story (a spin off story) • Write a story from a different character's POV | | | |
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| | <p>experience s or events using effective technique, well- chosen details, and well- structured event sequences.</p> <p>W.WP.9– 10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on</p> | | | | | |
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| | | addressing what is most significant for a specific purpose and audience. | | | | | |
| November | 1-2 | <p>L.VL.9–10.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>L.VI.9–10.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings,</p> | <p>SWBAT to demonstrate their knowledge of a fictional text by taking a benchmark assessment.</p> <p>SWBAT reflect on their learning in reading and writing throughout marking period 1 by creating SMART goals.</p> | <ul style="list-style-type: none"> • Reading benchmark MP 1 • Writing benchmark MP 1 • End of MP reflection • Creating SMART goals | | <ul style="list-style-type: none"> • Narrative Rubric • End of MP Reflection | <ul style="list-style-type: none"> • LinkIt! Benchmark MP 1 • End of MP Reflection |

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| | | <p>including connotative meanings.</p> <p>RL.CR.9–10.1 Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.</p> <p>RL.CI.9–10.2 Determine one or more themes of a literary text and analyze how it is developed and refined over the course of</p> | | | | | |
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| | | <p>the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RL.IT.9–10.3 Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.TS.9–10.4 Analyze how an author’s</p> | | | | | |
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| | <p>choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).</p> <p>RL.PP.9–10.5 Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses</p> | | | | | |
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| | | <p>rhetorical devices to advance a point of view.</p> <p>RL.CT.9–10.8 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.</p> | | | | | |
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| | | <p>W.NW.9–10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.RW.9–10.7 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, and audiences.</p> | | | | | |
| | | <p>L.VL.9–10.3 Determine or clarify the</p> | <p>SWBAT transfer their understanding of</p> | <p>Enrichment & Intervention Week (based on BM1 data):</p> | | | |

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| | | <p>meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>L.VI.9–10.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>RL.CR.9–10.1 Cite a range of thorough textual evidence and make relevant connection</p> | <p>the unit's standards by completing an end of marking period project.</p> <p>SWBAT review the unit's standards by participating in a teacher-led small group.</p> | <ul style="list-style-type: none"> • Enrichment project • Intervention groups | | | |
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| | | <p>s to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.</p> <p>RL.CI.9–10.2 Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> | | | | | |
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| | <p>RL.IT.9–10.3 Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.TS.9–10.4 Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g.,</p> | | | | | |
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| | | <p>pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).</p> <p>RL.PP.9–10.5 Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.</p> <p>RL.CT.9–10.8 Analyze and reflect on (e.g., practical knowledge,</p> | | | | |
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| | | <p>historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.</p> <p>W.NW.9–10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen</p> | | | | | |
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| | | <p>details, and well-structured event sequences.</p> <p>W.RW.9–10.7 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, and audiences.</p> | | | | | |
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Spiraling for Mastery

| Content or Skill for this Unit | Spiral Focus from Previous Unit |
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| <p>Literary Content:</p> <ul style="list-style-type: none"> • Elements of a Short Story: <ul style="list-style-type: none"> ○ Plot: Structure, including exposition, rising action, climax, falling action, and resolution. ○ Characters: Development, motivations, and relationships. ○ Setting: Time and place, and how they influence the story. | <p>This is the first unit of the year, but teachers should spiral in literary terms and skills from middle school. Students should be reminded of the following literary terms and their meanings:</p> <ol style="list-style-type: none"> 1. plot 2. characterization 3. theme |

- Theme: Central ideas or messages.
- Conflict: Types of conflict (internal vs. external) and their roles in driving the narrative.
- Point of View: First-person, third-person, omniscient, etc., and how perspective shapes the story.

- Literary Devices:

- Metaphor, simile, imagery, symbolism, foreshadowing, and irony.
- How these devices enhance storytelling.

- Examples of Short Stories:

- Study classic and contemporary short stories from diverse authors to expose students to different styles and themes.

Reading and Writing Skills

- Analytical Skills:

- Analyzing how elements of the story work together.
- Identifying themes and interpreting literary devices.
- Critiquing and discussing the effectiveness of a narrative.

- Writing Skills:

- Developing original story ideas and outlines.
- Crafting engaging openings and satisfying conclusions.
- Writing realistic dialogue and vivid descriptions.
- Revising and editing drafts to improve clarity and coherence.

- Critical Thinking:

- Understanding and interpreting complex characters and plots.
- Exploring moral and ethical dilemmas within narratives.

4. style

5. tone

6. protagonist

7. antagonist

Teachers should review the plot diagram tool:
([Example of Plot diagram - scholastic](#))

1. exposition

2. rising action

3. climax

4. falling action

5. resolution/denouement

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| <ul style="list-style-type: none"> • Creativity: <ul style="list-style-type: none"> ○ Encouraging imagination and innovation in story creation. ○ Experimenting with different narrative styles and voices. | |
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Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

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| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| 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.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| 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. |

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

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| SOC.9-12.1.1 | Chronological Thinking |
| SOC.9-12.1.1.2 | Analyze how change occurs through time due to shifting values and beliefs as well as |

technological advancements and changes in the political and economic landscape.

SOC.9-12.1.4

Presentational Skills

SOC.9-12.1.4.2

Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

TECH.8.1.12.A.CS2

Select and use applications effectively and productively.