LHS English 9 Unit 2

Content Area: Course(s): ELA

Time Period:

MP2

Length: Status:

Published

Unit Overview

Theme: Exploring Real-World Issues Through Research

Benchmark Text Focus: Informational

Anchor Text: Informational Research

Writing Genre Focus: Research Essay Writing

Targeted ELA Standards

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

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.
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.RI.TS.9–10.4	Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
ELA.RI.PP.9–10.5	Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
ELA.RI.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
ELA.RI.AA.9-10.7	Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
ELA.RI.CT.9-10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
ELA.W.IW.9-10.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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.WR.9-10.5	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.9-10.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
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.II.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
ELA.SL.ES.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

ELA.SL.PI.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.
ELA.SL.UM.9–10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
ELA.SL.AS.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Weekly Structure

Day	y One	Day	Two	Day	Three	Day l	Four	Day	/ Five	Day Six		
	ading ocus	Reading	Focus		ading ocus	Reading	j Focus		Reading Focus Rea		ding Focus	
Acti vity	Sugge sted Time	Activity	Sugge sted Time	Acti vity	Sugge sted Time	Activity	Sugge sted Time	Acti vity	Sugge sted Time	Activity	Sugge sted Time	
Do Now	10 minute s	Mini- lesson review/r ecap	10 minute s	Do Now	10 minute s	Mini- lesson review/r ecap	10 minute s	Do Now	10 minute s	Mini- lesson review/r ecap	10 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	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 E		ight		Day Nine		Day Ten		
Writing Focus					Writing Focus			
Activity	Suggested Time	Activity	Suggested Time	1	Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	[Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini- lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes	le	Mini- esson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 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

Enduring Understandings	
Content Specific	Skills Specific
 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. 	 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
 Why do people read? Why is storytelling important? Why is storytelling universal to all cultures? Why do we study specific authors? 	 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?

• What is the structure of a story?

• 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

Ways to integrate fictional text in this unit:

- Use a fictional text as a hook or paired text For example, begin the unit with a short story, novel excerpt, or narrative poem that introduces a theme or topic that students will later explore through research.
- Researching real-world issues in fiction For example, choose a fictional text that touches on social, historical, or ethical issues, and have students research the real-world counterpart.

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

		ted Learni ng Target		Centered Activities	
Septe mber 1	SL.PE.9– 10.1 Initiate and participate effectively in a range of collaborati ve discussions (one-onone, in groups, and teacherled) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasivel y. L.KL.9– 10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehen d more	norms of a group or partnersh ip. SWBAT demonstr ate the procedur es and expectati ons of a student-centered activity.	• Getting to Know You • Classroom Procedures & Expectatio ns (relationsh ip building, Instruction al Workshop Model, group work, turn & talk procedures , etc.) • Reading Preassessment		• LinkIt! pre- assess ment - readin g

fully when reading, writing, speaking or listening.				
SL.AS.9– 10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.				
SL.PE.9–10.1 Initiate and participate effectively in a range of collaborati ve 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 persuasivel y.	SWBAT demonstr ate 9th grade policies and procedur es. SWBAT identify the character istics of a good reader. SWBAT demonstr ate their knowled ge of narrative writing by taking a preassessment.	• Getting to Know You • Classroom Procedures & Expectatio ns (choosing "just right" books, when to abandon a book, how to "book talk", etc.) • Writing Preassessment	 Writin g Pre-Assess ment Narrati ve Rubric Gram mar Pre-Test (Print-only) 	• Narrati ve writin g pre-assess ment

	10.3 Write narratives to develop real or imagined experience s or events using effective technique, well-chosen details, and well-structured event sequences.				
	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.				
3-4	L.VL.9– 10.3 Determine or clarify the meaning of unknown and	SWBAT explain the meaning of a word, sentence, or	Reading Minilessons: • Derive meaning of unknown words	• LHS ELA Instruct ional Works hop Model Sugges	• LHS Sugge sted Forma tive Readin g Assess

multiple- meaning words and phrases based on grades 9– 10 reading and content, including technical meanings, choosing flexibly from a range of	paragrap h by analyzin g its context. SWBAT identify figures of speech in a text and explain	from sentences, paragraphs , or texts • Interpretati on of figures of speech (oxymoron , euphemis m) • Review of citing textual evidence	ted Activiti es/Gro ups	ments
L.VI.9– 10.4 Demonstrat e understandi ng of figurative language, word relationshi ps, and nuances in word meanings, including connotative meanings.	their meaning s and effects. SWBAT accuratel y cite several pieces of textual evidence to support their analysis of a text.	Writing Minilessons: Brainstorm ing (character developme nt and POV) Brainstorm ing (multiple plot lines)		
RL.CR.9– 10.1 Cite a range of thorough textual evidence and make relevant connection s to strongly support	SWBAT organize the character develop ment, plot events, and the point of view to write their narrative			

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MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.				
RL.CR.9– 10.1 Cite a range of thorough textual evidence and make relevant connection s to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentiall y, as well as including determinin g where the text leaves matters uncertain. RI.CR.9– 10.1 Cite a range and thorough textual	more themes present in a literary text.	Reading Minilessons: Interpreting explicit and inferential meanings Identify one or more themes in a text Development of the theme throughout the text Writing Minilessons: Exemplar vs. nonexemplar Engaging and orienting the reader	• LHS ELA Instruct ional Works hop Model Sugges ted Activiti es/Gro ups	• LHS Sugge sted Forma tive Readin g Assess ments

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		APA Style)				
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		for a specific				
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er	1-2	10.2	identify	Reading Mini-	ELA ELA	Sugge

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10.3			
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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.				
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 motivation s) develop, interact with other characters, and	swbat evaluate how interactio ns between character s contribut e to plot advance ment and theme develop ment.	Reading Minilessons: Character interaction s and influence on the plot and theme Time manipulati on in a literary text Text structure Writing Minilessons: Narrative techniques : pacing &	• LHS ELA Instruct ional Works hop Model Sugges ted Activiti es/Gro ups	• LHS Sugge sted Forma tive Readin g Assess ments

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the	SWBAT			
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a text,	precise			
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	and			
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within it	details to			
(e.g.,	enhance			
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plots), and	narrative			
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on of time	story.			
(e.g.,				

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tension, or			
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W.NW.9-			
10.3 Write			
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complete			
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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 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	SWBAT identify and explain the author's cultural lens in a text. SWBAT analyze rhetorica I devices used in a text. SWBAT analyze a given text by	Reading Minilessons: Identify author's lens Rhetorical devices (ethos, pathos, logos) Analyze source material for theme and concepts Writing Minilessons: Narrative techniques	• LHS ELA Instruct ional Works hop Model Sugges ted Activiti es/Gro ups	• LHS Sugge sted Forma tive Readin g Assess ments

author uses	identifyi	: reflection		
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RL.CT.9–	SWBAT			
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W.NW.9-			
10.3 Write			
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progress;			

consulti a style manual (such as MLA or APA Style), focusing on address; what is most signification for a specific purpose and audience	ng ant			
SS.9–10 Demonse commof the system structure the Englanguage when writing speaking. RL.CT. 10.8 Analyze and reflor on (e.g., practical knowled historical ultural context, and background develop or	strat and strat and compare themes from a modern author's work with those from a chosen mytholo gy or religious text. SWBAT review the unit's standards and skills in order to prepare for the benchma rk	Reading Minilessons: • Transform ation of source materials • Spiral review of unit's standards and skills to prepare for BM Writing Minilessons: • Write an original story (a spin off story) • Write a story from a different character's POV	• LHS ELA Instruct ional Works hop Model Sugges ted Activiti es/Gro ups	• LHS Sugge sted Forma tive Readin g Assess ments

	I		
transforms	nt.		
source			
material			
historical			
and literary	SWBAT		
significanc	compose		
e (e.g.,	an		
how a	original		
modern	story		
	based on		
author	elements		
treats a	from a		
theme or	fictional		
topic from	text.		
mythology	lext.		
or a			
religious			
text) and	SWBAT		
how they			
relate in	compose		
terms of	a		
themes and	narrative		
significant	story		
concepts.	from a		
concepto.	different		
	character		
	's POV		
W.NW.9-	that		
10.3 Write	logically		
narratives	follows		
to develop	from the		
real or	events		
imagined	describe		
experience	d.		
s or events			
using			
effective			
technique,			
well-			
chosen			
details, and			
well-			
structured			
event			
sequences.			
MANAGE O			
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.				
Nove mber	1-2	L.VL.9– 10.3 Determine or clarify the meaning of unknown and multiplemeaning	swbat to demonstr ate their knowled ge of a fictional text by taking a benchma	 Reading benchmark MP 1 Writing benchmark MP 1 End of MP reflection Creating SMART 	 Narrati ve Rubric End of MP Reflect ion 	 LinkIt! Bench mark MP 1 End of MP Reflect ion

words and	rk	goals		
phrases	assessme	50415		
based on	nt.			
grades 9–				
10 reading				
and	SWBAT			
content,	reflect			
including	on their			
technical	learning			
meanings, choosing	in			
flexibly	reading			
from a	and			
range of	writing			
strategies.	througho			
	ut			
	marking			
1 1/10	period 1			
L.VI.9– 10.4	by			
Demonstrat	creating SMART			
e	goals.			
understandi	Soursi			
ng of				
figurative				
language,				
word				
relationshi				
ps, and				
nuances in word				
meanings,				
including				
connotative				
meanings.				
RL.CR.9–				
10.1 Cite a				
range of				
thorough				
textual				
evidence				
and make				
relevant				
connection				
s to				
strongly support				
analysis of				
multiple				
1 -				

	pects of		
	hat a		
	erary text		
	ys		
	aplicitly		
	nd		
	ferentiall		
	as well		
as			
	cluding		
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	where the		
	xt leaves		
	atters		
ur	ncertain.		
	r cro		
	L.CI.9-		
).2		
	etermine		
	ne or		
	ore		
	emes of a		
	erary text		
an			
	nalyze		
	ow it is		
de	eveloped		
an	nd refined		
ov	ver the		
co	ourse of		
	e text,		
	cluding		
hc	ow it		
	nerges		
	nd is		
	aped by		
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de	etails;		
	rovide an		
	pjective		
	mmary		
	Ethe text.		
	the text.		
_{R1}	L.IT.9-		
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	nalyze		
	ow an		
	ithor		
	IIIIOI		

unfolds				
and				
develops				
ideas				
throughout				
a text,				
including				
how				
complex				
characters				
(e.g., those				
with				
multiple or				
conflicting				
motivation				
s) develop,				
interact				
with other				
characters,				
and				
advance				
the plot or				
develop the				
theme.				
theme.				
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				
plots), and				
manipulati				
on of time				
(e.g.,				
pacing,				
flashbacks)				
create				
specific				
effects				
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(e.g.,			
(c.g.,			
mystery,			
tension, or			
surprise).			
surprise).			
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.			
RL.CT.9-			
10.8			
Analyze			
and matter			
and reflect			
on (e.g.,			
practical			
knowledge,			
Kilowicuge,			
historical/c			
ultural			
context,			
and			
backgroun			

d knowledge) how an author draws on, develops, or transforms source material historical and literary significane e (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. W.NW.9- 10.3 Write narratives to develop real or imagined experience s or events using effective technique, well- chosen details, and well-		ı		
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details, and well-				
details, and well-	chosen			
	well_			
	structured			
event	event			

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sequences.				
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				
L.VL.9– 10.3 Determine or clarify the	SWBAT transfer their understa nding of			
meaning of unknown and multiple- meaning words and phrases	the unit's standards by completi ng an end of marking	Enrichment & Intervention Week (based on BM1 data):		
based on grades 9– 10 reading and content,	period project.	Enrichmen t projectInterventio n groups		
including technical meanings, choosing flexibly from a range of	swbat review the unit's standards by participat ing in a			

strate	led small		
e under ng of figura langu word relati ps, ar nuana word mean inclu	enstrat erstandi entive enage, onshi end ees in ings,		
RL.C 10.1 range thoro textu evide and r	ings. R.9— Cite a cof ugh al cince nake ant		
s to stron suppo analy multi aspec what litera says expli	ort sis of ple ets of a ry text		
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uncerta	in.		
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RL.CI.	9-		
10.2	.		
Determ			
one or			
more			
themes			
literary	text		
and			
analyze			
how it			
develog	ped		
and ref			
over th			
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the tex			
includi			
how it			
emerge	es		
and is			
shaped	by		
specifie	c		
details			
provide			
objecti			
summa	ıry		
of the t	text.		
DI IT			
RL.IT.	9-		
10.3			
Analyz			
how an			
author			
unfolds	8		
and			
develor	ps		
	hout		
through	nout		
a text,	na		
includi how	ng		
comple			
charact			
(e.g., th	nose		
with	10.00		
multipl	ting		
conflic	ung		

motivation			
s) develop,			
interact			
with other			
characters,			
and			
advance			
the plot or			
develop the			
theme.			
theme.			
DI TC 0			
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			
manipulati			
on of time			
(e.g.,			
pacing,			
flashbacks)			
create			
specific			
effects			
(e.g.,			
mystery,			
tension, or			
surprise).			
surprise).			
DI DD O			
RL.PP.9–			
10.5			
Determine			
an author's			
lens in a			
text			
(including			
cultural			
Cultulal			

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. RL.CT.9- 10.8 Analyze and reflect on (e.g., practical knowledge, historical/c ultural context, and backgroun d knowledge) how an author draws on, develops, or transforms source material historical and literary significanc		\neg
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and shorter time frames (a single sitting or a day or two) for a range of tasks,			
of tasks,			
purposes, and audiences.			

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Literary Content: ● Elements of a Short Story: ○ 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. ○ 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.	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: 1. plot 2. characterization 3. theme 4. style 5. tone 6. protagonist 7. antagonist
 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 	Teachers should review the plot diagram tool: (Example of Plot diagram - scholastic) 1. exposition 2. rising action 3. climax 4. falling action

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.
- Creativity:
 - Encouraging imagination and innovation in story creation.
 - Experimenting with different narrative styles and voices.

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".

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

5. resolution/denouement

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".

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.