

# LHS English 9 Unit 2

Content Area: **ELA**  
Course(s):  
Time Period: **MP2**  
Length:  
Status: **Published**

## Unit Overview

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**Theme:** Exploring Real-World Issues Through Research

**Benchmark Text Focus:** Informational

**Anchor Text:** Informational Research

**Writing Genre Focus:** Research Essay Writing

## Targeted ELA Standards

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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 One		Day Two		Day Three		Day Four		Day Five		Day Six	
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/recap	10 minutes	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	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes

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

## Essential Questions

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

- 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

Month	Weeks	Standards	Suggested	Mini-Lesson Skills	Suggested Student	Resources	Assessment
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			ted Learn ng Target s		Centered Activities		
September	1-2	<p>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.</p> <p>L.KL.9–10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more</p>	<p>SWBAT demonstrate 9th grade policies and procedures.</p> <p>SWBAT identify the norms of a group or partnership.</p> <p>SWBAT demonstrate the procedures and expectations of a student-centered activity.</p> <p>SWBAT demonstrate their knowledge of reading by taking a pre-assessment.</p>	<ul style="list-style-type: none"> <li>• Getting to Know You</li> <li>• Classroom Procedures &amp; Expectations (relationship building, Instructional Workshop Model, group work, turn &amp; talk procedures, etc.)</li> <li>• Reading Pre-assessment</li> </ul>			<ul style="list-style-type: none"> <li>• LinkIt! pre-assessment - reading</li> </ul>

		<p>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>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.</p> <p>W.NW.9–</p>	<p>SWBAT demonstrate 9th grade policies and procedures.</p> <p>SWBAT identify the characteristics of a good reader.</p> <p>SWBAT demonstrate their knowledge of narrative writing by taking a pre-assessment.</p>	<ul style="list-style-type: none"> <li>• Getting to Know You</li> <li>• Classroom Procedures &amp; Expectations (choosing "just right" books, when to abandon a book, how to "book talk", etc.)</li> <li>• Writing Pre-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Writing Pre-Assessment</a></li> <li>• <a href="#">Narrative Rubric</a></li> <li>• <a href="#">Grammar Pre-Test (Print-only)</a></li> </ul>	<ul style="list-style-type: none"> <li>• Narrative writing pre-assessment</li> </ul>

		<p>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>				
3-4	<p>L.VL.9–10.3 Determine or clarify the meaning of unknown and</p>	<p>SWBAT explain the meaning of a word, sentence, or</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Derive meaning of unknown words</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggest</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assess</a></li> </ul>



		<p>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 connections to strongly support</p>	<p>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 analysis of a text.</p> <p>SWBAT organize the character development, plot events, and the point of view to write their narrative</p>	<p>from sentences, paragraphs, or texts</p> <ul style="list-style-type: none"> <li>• Interpretation of figures of speech (oxymoron, euphemism)</li> <li>• Review of citing textual evidence</li> </ul> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Brainstorming (character development and POV)</li> <li>• Brainstorming (multiple plot lines)</li> </ul>	<p><a href="#">ted Activities/Grou</a></p>	<p><a href="#">ments</a></p>
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		<p>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 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–</p>	story.				
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		<p>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 (such as</p>					
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		MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.				
	<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</p>	<p>SWBAT analyze explicit statements and inferential meaning in a text.</p> <p>SWBAT identify and articulate one or more themes present in a literary text.</p> <p>SWBAT analyze how the identified theme is developed and refined throughout the</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Interpreting explicit and inferential meanings</li> <li>• Identify one or more themes in a text</li> <li>• Development of the theme throughout the text</li> </ul> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Exemplar vs. non-exemplar</li> <li>• Engaging and orienting the reader</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>

		<p>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 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</p>	<p>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>				
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		<p>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> <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</p>					
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		<p>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 addressing what is most significant for a specific purpose and audience.</p>					
October	1-2	RL.CI.9–10.2	SWBAT identify	Reading Mini-	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LHS Sugge</a></li> </ul>

		<p>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</p> <p>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</p>	<p>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 to enhance their narrative.</p> <p>SWBAT revise their writing by adding effective dialogue.</p>	<p>lessons:</p> <ul style="list-style-type: none"> <li>Identifying an objective summary</li> <li>Writing a summary of a text without personal bias (objective summary)</li> <li>Motivation of complex characters</li> </ul> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>Narrative techniques : multiple plot lines</li> <li>Narrative techniques : dialogue</li> </ul>	<p><a href="#">Instructional Works hop Model Suggested Activities/Groups</a></p>	<p><a href="#">sted Formative Reading Assessments</a></p>
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	<p>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 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</p>					
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	<p>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> <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</p>					
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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 motivations) develop, interact with other characters, and	<p>SWBAT evaluate how interactions between characters contribute to plot advancement and theme development.</p> <p>SWBAT explain how pacing and use of flashback</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Character interactions and influence on the plot and theme</li> <li>• Time manipulation in a literary text</li> <li>• Text structure</li> </ul> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Narrative techniques : pacing &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>

		<p>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>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>	<p>k 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 their characters and plot events.</p> <p>SWBAT choose precise words and sensory details to enhance their narrative story.</p>	<p>transitions</p> <ul style="list-style-type: none"> <li>• Narrative techniques : description, sensory details, and word choice</li> </ul>			
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	<p>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>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</p>					
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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.					
	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 rhetorical devices used in a text.  SWBAT analyze a given text by	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Identify author's lens</li> <li>• Rhetorical devices (ethos, pathos, logos)</li> <li>• Analyze source material for theme and concepts</li> </ul> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Narrative techniques</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>

	author uses rhetorical devices to advance a point of view.	identifying themes and concepts.	: reflection (internal thinking) • Reflective conclusions			
	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	SWBAT use reflection to develop their characters and plot events.  SWBAT provide a reflective conclusion that ties together their narrative's experiences or observations.				

		<p>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, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress;</p>					
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		consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.				
		<p>SS.9–10.1 Demonstrate command of the system and structure of the English language when writing or speaking.</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</p>	<p>SWBAT identify and compare themes from a modern author's work with those from a chosen mythology or religious text.</p> <p>SWBAT review the unit's standards and skills in order to prepare for the benchmark assessment</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Transformation of source materials</li> <li>• Spiral review of unit's standards and skills to prepare for BM</li> </ul> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Write an original story (a spin off story)</li> <li>• Write a story from a different character's POV</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>

	<p>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 details, and well-structured event sequences.</p> <p>W.WP.9–10.4 Develop and strengthen</p>	<p>nt.</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>				
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		<p>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>					
November	1-2	<p>L.VL.9–10.3 Determine or clarify the meaning of unknown and multiple-meaning</p>	<p>SWBAT to demonstrate their knowledge of a fictional text by taking a benchma</p>	<ul style="list-style-type: none"> <li>• Reading benchmark MP 1</li> <li>• Writing benchmark MP 1</li> <li>• End of MP reflection</li> <li>• Creating SMART</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">Narrative Rubric</a></li> <li>• <a href="#">End of MP Reflection</a></li> </ul>	<ul style="list-style-type: none"> <li>• LinkIt! Benchmark MP 1</li> <li>• End of MP Reflection</li> </ul>

		<p>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 connections to strongly support analysis of multiple</p>	<p>rk assessment.</p> <p>SWBAT reflect on their learning in reading and writing throughout marking period 1 by creating SMART goals.</p>	goals			
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	<p>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> <p>RL.IT.9–10.3 Analyze how an author</p>					
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		<p>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., pacing, flashbacks) create specific effects</p>					
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		<p>(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, historical/cultural context, and background</p>					
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		<p>d knowledge ) how an author draws on, develops, or transforms source material historical and literary significanc 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.</p> <p>W.NW.9– 10.3 Write narratives to develop real or imagined experience s or events using effective technique, well- chosen details, and well- structured event</p>					
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		<p>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 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</p>	<p>SWBAT transfer their understanding of the unit's standards by completing an end of marking period project.</p> <p>SWBAT review the unit's standards by participating in a</p>	<p>Enrichment &amp; Intervention Week (based on BM1 data):</p> <ul style="list-style-type: none"> <li>• Enrichment project</li> <li>• Intervention groups</li> </ul>		

		<p>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 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</p>	<p>teacher-led small group.</p>				
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		<p>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> <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</p>					
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	<p>motivation s) 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 manipulati on 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</p>					
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	<p>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, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g.,</p>					
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		<p>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.RW.9–10.7 Write routinely over extended time frames (time for research, reflection, and revision)</p>					
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		and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.					
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## Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
<p><b>Literary Content:</b></p> <ul style="list-style-type: none"> <li>• Elements of a Short Story: <ul style="list-style-type: none"> <li>○ Plot: Structure, including exposition, rising action, climax, falling action, and resolution.</li> <li>○ Characters: Development, motivations, and relationships.</li> <li>○ Setting: Time and place, and how they influence the story.</li> <li>○ Theme: Central ideas or messages.</li> <li>○ Conflict: Types of conflict (internal vs. external) and their roles in driving the narrative.</li> <li>○ Point of View: First-person, third-person, omniscient, etc., and how perspective shapes the story.</li> </ul> </li> <li>• Literary Devices: <ul style="list-style-type: none"> <li>○ Metaphor, simile, imagery, symbolism, foreshadowing, and irony.</li> <li>○ How these devices enhance storytelling.</li> </ul> </li> <li>• Examples of Short Stories: <ul style="list-style-type: none"> <li>○ Study classic and contemporary short stories from diverse authors to expose students to different styles and</li> </ul> </li> </ul>	<p><b>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:</b></p> <ol style="list-style-type: none"> <li>1. plot</li> <li>2. characterization</li> <li>3. theme</li> <li>4. style</li> <li>5. tone</li> <li>6. protagonist</li> <li>7. antagonist</li> </ol> <p><b>Teachers should review the plot diagram tool: (<a href="#">Example of Plot diagram - scholastic</a> )</b></p> <ol style="list-style-type: none"> <li>1. exposition</li> <li>2. rising action</li> <li>3. climax</li> <li>4. falling action</li> </ol>

<p>themes.</p> <p><b>Reading and Writing Skills</b></p> <ul style="list-style-type: none"> <li>• Analytical Skills: <ul style="list-style-type: none"> <li>○ Analyzing how elements of the story work together.</li> <li>○ Identifying themes and interpreting literary devices.</li> <li>○ Critiquing and discussing the effectiveness of a narrative.</li> </ul> </li> <li>• Writing Skills: <ul style="list-style-type: none"> <li>○ Developing original story ideas and outlines.</li> <li>○ Crafting engaging openings and satisfying conclusions.</li> <li>○ Writing realistic dialogue and vivid descriptions.</li> <li>○ Revising and editing drafts to improve clarity and coherence.</li> </ul> </li> <li>• Critical Thinking: <ul style="list-style-type: none"> <li>○ Understanding and interpreting complex characters and plots.</li> <li>○ Exploring moral and ethical dilemmas within narratives.</li> </ul> </li> <li>• Creativity: <ul style="list-style-type: none"> <li>○ Encouraging imagination and innovation in story creation.</li> <li>○ Experimenting with different narrative styles and voices.</li> </ul> </li> </ul>	<p>5. resolution/denouement</p>
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### **Career Readiness, Life Literacies, and Key Skills**

Please tag the appropriate **2020 NJSL-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



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**

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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.